

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





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Not a #Number has been developed in consultation with experts in the fields of human trafficking and sexual exploitation, education, and research and evaluation. 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.



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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 to utilize healthy support systems to decrease their vulnerability.



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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

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Not a #Number includes resources and education support for professionals, as well as parents and caregivers. The materials have been designed to correspond with information youth receive throughout *Not a #Number* – creating a collaborative and comprehensive response that allows adults to journey alongside youth.

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ABOUT LOVE146

Love146 is an international human rights organization working to end child trafficking and exploitation through survivor care, prevention education, professional training, and empowering movement. Slavery is still one of the darkest stories on our planet. But for us, the hope of abolition is a reality. Love146 believes in helping grow the movement of abolition 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.

Our Vision: The abolition of child trafficking and exploitation. Nothing less.

Our Mission: Abolition and Restoration! We combat child trafficking and exploitation with the unexpected and restore survivors with excellence.

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

ABOUT THE CURRICULUM ▪ 11

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. *Not a #Number* integrates a holistic view of the issue by focusing on respect, empathy, individual strengths, and the relationship between personal and societal pressures that create or increase vulnerabilities.

Effective prevention often starts with open and informed dialog and deepens as harmful stereotypes and societal attitudes that create vulnerabilities or keep youth from seeking help are challenged. Through open conversations, engaging activities, the use of media, and opportunities for self-disclosure, participants will gain the following:

- Raise their awareness of what constitutes human trafficking and exploitation
- Learn how to recognize recruitment tactics and understand vulnerabilities
- Challenge harmful stereotypes and societal attitudes
- Identify healthy support systems
- Develop skills to safely 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)

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 being facilitated to increase youth health and safety and improve school, agency, or organizational climate.

Love146 developed *Not a #Number* in collaboration with experts from the University of New Haven's Department of Education and the Crimes Against Children Research Center at the University of New Hampshire. Five years of experience in prevention education, a review of current literature, analysis of best practices in prevention, and input from various disciplines informed the process of development.¹

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

TAKE NOTE

For detailed information on the learner outcomes for each module, turn to the *Not a #Number Scope and Sequence* on page 32.

make safe choices when they encounter potentially exploitative situations and utilize healthy support systems that may decrease vulnerabilities.

What Makes Not a #Number Different?

THE NOT A #NUMBER CURRICULUM IS UNIQUE IN SEVERAL WAYS:

- It is based on strong program theory and grounded in empirical literature and best practices in the field of prevention education.
- It moves beyond the traditional “information deficit” model and intentionally supports positive peer influence, attitude and behavior changes, and skill development.
- It is designed for applicability and efficacy across the spectrum of risk (low → moderate → high).
- It focuses on both human trafficking and commercial sexual exploitation.
- It considers all genders as potential victims and perpetrators of human trafficking and exploitation by providing nuanced activities for co-ed, male, female, and/or LGBTQ groups.
- It addresses a diverse set of traffickers, including individual (e.g., pimp, peer), gang, family, and others.
- It provides resources for a whole-school or entire-system response.

Intended Audience

Not a #Number is designed to be inclusive and relevant to a variety of populations and has been implemented in schools and child welfare and juvenile justice agencies, as well as other community settings. *Not a #Number* will fit well within a health education or life skills program, as well as other educational curricula that seeks to draw historical connections with modern-day slavery, 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.

The curriculum was developed for youth ages 12-18, and is inclusive of male, female, and youth that identify as LGBTQ. *Not a #Number* is designed for applicability across gender, ethnic, and socioeconomic backgrounds.

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, and mental health diagnosis will particularly benefit. While youth who have experienced human trafficking and exploitation may benefit from the information provided by

Not a #Number is differentiated by its research-based approach. It builds youth's skills to decrease vulnerability and is suitable as both a whole-school and entire-system response. The curriculum was developed for youth ages 12-18 across gender, ethnic, and socioeconomic backgrounds. Data collected during the initial pilot indicate significant improvements among youth over the course of the program.

Not a #Number, the curriculum is designed for prevention and early identification for vulnerabilities and exploitation. It is not intended to be used as a primary intervention tool.

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 its 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 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 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

Empowering Movement

Not a #Number encourages peer-to-peer prevention, as youth often confide in one another before alerting an adult. It also encourages 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 a series of prompts outlined in the *Between Now & Then* handouts, participants will have the opportunity to

KEY COMPONENTS

TAKE NOTE

If you are unable to implement all five modules, the program can be completed in four sessions by utilizing only the core activities.

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 50 minutes. They contain options to reduce the length by completing only the core activities or to extend it by utilizing the *Go Deeper* opportunities. The modules can be implemented over a period of days or weeks depending on your schedule.

Not a #Number also includes an optional pre- and post-test. Requirements and information regarding the utilization of this tool are discussed during the *Not a #Number* facilitator training.

CORE ACTIVITY

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

OPTIONAL ACTIVITY

Although it is 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 key conversations and are most suitable when session time is extended beyond 60 minutes.

TAKE NOTE

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

Not a #Number comes with access to downloadable and printable resources, including all participant handouts, images, videos, PowerPoints, and resources for parents, caregivers, and professionals. The only exception to this is the audio file for "P.I.M.P." by 50 Cent. Due to licensing requirements, this song must be purchased by the facilitator. Two Resource Guide templates (one large, one small) are provided. National

Each of the five modules of *Not a #Number* is designed to last 50 minutes and incorporates a variety of Core Activities, Optional Activities, and Go Deeper activities for use as time permits. The curriculum includes extensive support to prepare facilitators including tips, information, and resources listed in the side margins as well as free activity resources available for download.

resources (e.g., hotlines) have been 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). If multiple facilitators from the same school, agency, or organization are implementing *Not a #Number*, it is recommended they collaborate to develop the Resource Guide.

Resources available for download are indicated by the  icon and the appropriate correlating number (e.g.,  1-A).

Information on how to access these resources is available at the back of the book.

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 supports in the community appropriate for follow-up with participant disclosures of vulnerability and/or abuse.
- Be aware of group management and dynamics.
- Identify your role, boundaries, personal biases, as well as limitations in knowledge and training.

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

By engaging professionals, parents, 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: #Parents and #Caregivers  R-A
- A Guide for #Parents and #Caregivers  R-B
- At-a-Glance: #Professionals  R-C
- A Guide for #Professionals  R-D

Parent and Caregiver Resources

Parent and caregiver engagement in the conversation on human trafficking and exploitation is essential for effective prevention. When parents and caregivers have a strong understanding of the issue, they will be better equipped to intervene early and provide the support necessary to address vulnerabilities and

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A white outline of a flag with a horizontal bar at the top, representing a note or reminder.

You will find the parent and caregiver resources on page 126. They can also be accessed in printable form along with all other curriculum downloads or viewed online at www.love146.org/parents-caregivers.

risk factors, recognize red flags, and identify situations where exploitation and trafficking are already underway.

Not a #Number includes targeted information and resources for parents that complement the information youth will receive. In the materials provided, parents and caregivers will find helpful information and tips on how to start conversations with their children about human trafficking, exploitation, and other sensitive topics, including risks of online engagement, healthy and unhealthy relationships, and safety planning.

AT A GLANCE FOR #PARENTS AND #CAREGIVERS 1-8

WHAT A PARENT/CAREGIVER CAN DO TO PROTECT CHILDREN FROM TRAFFICKING

A RESOURCE FROM SUPPORTING CHILD TRAFFICKING AND EXPLOITATION PREVENTION CURRICULUM

**NOT P#NUMBER
DEVELOPED BY LOVE#6**

Child. Sex. Trafficking. These three words should never be used in the same sentence, much less be a part of your everyday vocabulary. They are words that bring up images of violence, abuse, and exploitation. They are words that bring up images of children being sold like slaves. They are words that bring up images of children being forced to work in sweatshops or mines. They are words that bring up images of men, women, and children are treated like cattle.

As a parent/caregiver, you can help your child and other children in your community feel empowered to prevent child trafficking. You can help them see who they can count on with their concerns, vulnerabilities, and experiences.

MUST-KNOWS

Many people think "how could a child possibly be trafficked in America?". Some are children from other countries who are brought to the United States, but many are American children. They're girls who live in their homes, go to school, have friends, and play sports. They're boys who live in their homes, go to school, and are valuable to other boys. Here's the story of Sarah. While this story is fictional, it was written based on real-world situations.

Her best friend introduced them. They got online quickly, and David asked Sarah if he could meet her at a local coffee shop. She agreed. When they met, David told Sarah he had a job for her. It'd pay her more than her family could ever give her time as his. He said he would take care of her.

As soon as she became boyfriend/girlfriend, David changed. He started telling Sarah she was stupid and that she wasn't good enough to take care of him. After a while, David started making her do things she didn't want to do. She tried to tell her mom about it, but David threatened her that he would tell the police if she told anyone. Sarah didn't like it, but she loved David and believed he would change. She thought she had done the right thing.

What factors do you think led Sarah as a greater risk of trafficking?

One of the factors is that Sarah is lonely and feels isolated against in David. Perhaps she hasn't been taught how to identify the warning signs of trafficking. She may feel she has no one else to turn to than David. He is emotionally dependent on him and has been led to believe that she "needs" him for his support.

A GUIDE FOR #PARENTS AND #CAREGIVERS, ATTACHMENT 1-C 10

LOVE146

A GUIDE FOR #PARENTS AND #CAREGIVERS

A white icon of a flag on a pole, positioned above the word "TAKE NOTE".

You will find the professional resources on page 164. They can also be accessed in printable form along with all other curriculum downloads or viewed online at www.love146.org/professionals.

Professional education is a key element.

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



AT A GLANCE FOR #PROFESSIONALS 1-3

WHAT A PROFESSIONAL CAN DO TO PROTECT CHILDREN FROM TRAFFICKING

A RESOURCE FROM SUPPORTS FOR CHILD SURVIVORS AND EXPLOITATION PREVENTION CURRICULUM

NOT A NUMBER DEVELOPED BY LOVE146

Child. Sex. Trafficking. These three words should never be used in the same sentence, much less be a reality for anyone. The reality is that child sex trafficking is a growing problem around the world, and it is a form of slavery. It is the practice of using force, fraud, and coercion to exploit people through labor or trafficking commercial sex. It is a global problem that impacts every country in the world, and it is estimated that millions of men, women, and children are enslaved globally.

You can help the youth you work with feel empowered to protect themselves by helping them access information about what they can do to identify, respond to, and prevent child sex trafficking. Language and belief that right contributes to the vulnerabilities affecting youth.

MUST-KNOWS

Providing services for survivors of trafficking and exploitation requires specialized training and experience. Professionals who work with youth need to have the skills and knowledge to serve an array of clients. This guidebook is addressed to addressing trafficking and exploitation. Adults can have a positive impact by way of prevention, identification, response, and recovery. This guidebook will help professionals understand the unique challenges, language, and beliefs that might contribute to some of the vulnerabilities affecting youth. They are enabling the harmful cycle of trafficking and exploitation.

HERE ARE EXAMPLES OF VULNERABILITIES that you might identify in the youth you work with:

INDIVIDUAL PERSONAL	RELATIONAL	CULTURAL/SOCIAL
<ul style="list-style-type: none"> Low self-esteem History of abuse Isolation from family Wanting to fit in Drugs/alcohol Questioning their sexuality Struggling with peer relationships 	<ul style="list-style-type: none"> Friends in always poor and put together mood Friends who drink and/or do drugs, drink, have sex with multiple partners Unusually romantic High-risk friendships/relationships with adults or acquaintances 	<ul style="list-style-type: none"> The thinking that exploitation doesn't happen to them. That doesn't mean it's not happening. Promises to earn material items Belief that sex is normal activity at a young age Belief that sex is a right and drug use

A GUIDE FOR #PROFESSIONALS, ATTACHMENT 1-4

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A GUIDE FOR #PROFESSIONALS

AT-A-GLANCE: #PROFESSIONALS  R-C
A GUIDE FOR #PROFESSIONALS R-D

Not a #Number's modules are designed to sequentially build on previous modules, encompassing the intended scope outlined below. The U.S. Department of Education has highlighted the need for schools to engage with this issue since school authorities are uniquely positioned to address human trafficking among youth.

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NOT A #NUMBER SCOPE AND SEQUENCE	
<i>By the end of this session, participants should be able to:</i>	
MODULE 1 AN INTRODUCTION TO HUMAN TRAFFICKING AND EXPLOITATION	<ul style="list-style-type: none"> Define key terms: exploitation, human trafficking (HT), commercial sexual exploitation of children (CSEC), force/fraud/coercion Identify causes and consequences of HT and exploitation Identify those affected by HT and exploitation, where they occur, and who is vulnerable Challenge assumptions regarding how youth become involved in commercial sex Expose recruitment tactics designed to exploit common social, emotional, and economic vulnerabilities
MODULE 2 MYTHS AND MISCONCEPTIONS	<ul style="list-style-type: none"> Challenge stereotypes and judgments we make of individuals in society Examine the cultural norms and media sources that promote human trafficking, exploitation, dating abuse, sexual assault, and other forms of violence Begin to question current assumptions, beliefs, and understandings of HT and CSE
MODULE 3 THE POWER OF LANGUAGE	<ul style="list-style-type: none"> Identify language that can be potentially harmful to oneself and others Discuss why language has power and how it can devalue people Challenge youth to develop healthy language alternatives Describe how victim blaming normalizes abuse and can discourage someone from asking for help Define consent Identify pressures that exist in society, one's community, and/or one's home that feel overwhelming and may make people vulnerable
MODULE 4 VULNERABILITIES AND HEALTHY AND UNHEALTHY RELATIONSHIPS	<ul style="list-style-type: none"> Identify personal and peer vulnerabilities (individual, relationship, community, society) and risk factors Describe the methods that traffickers/exploiters employ to recruit youth Be more likely to identify abusive relationships as abusive and reject sexual abuse as normal Identify characteristics and behaviors of healthy and unhealthy relationships Recognize how traumatic stress and strong emotions (e.g., anger, sadness) can lead to risky or poor decision-making Describe how traffickers/exploiters utilize the Internet and social media to build relationships and facilitate commercial sexual exchanges Identify ways to reduce risky behavior in physical and digital (e.g., Internet, social media) settings Identify signs and red flags of personal recruitment and recruitment of peers and members of a community
MODULE 5 REDUCING RISKY BEHAVIOR AND GETTING HELP	<ul style="list-style-type: none"> Describe the steps to take to overcome personal vulnerabilities or abuse/exploitation Describe how to support a friend who is experiencing vulnerabilities or abuse/exploitation Explore strategies for identifying healthy support systems Identify personal and peer vulnerabilities; also, locate resources and supports for protection against them Identify personal skills, resources, strengths, and abilities



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:

"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; and
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."³

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.

This report is available for free at <http://safesupportivelearning.ed.gov/human-trafficking-americas-schools>.

TAKE NOTE

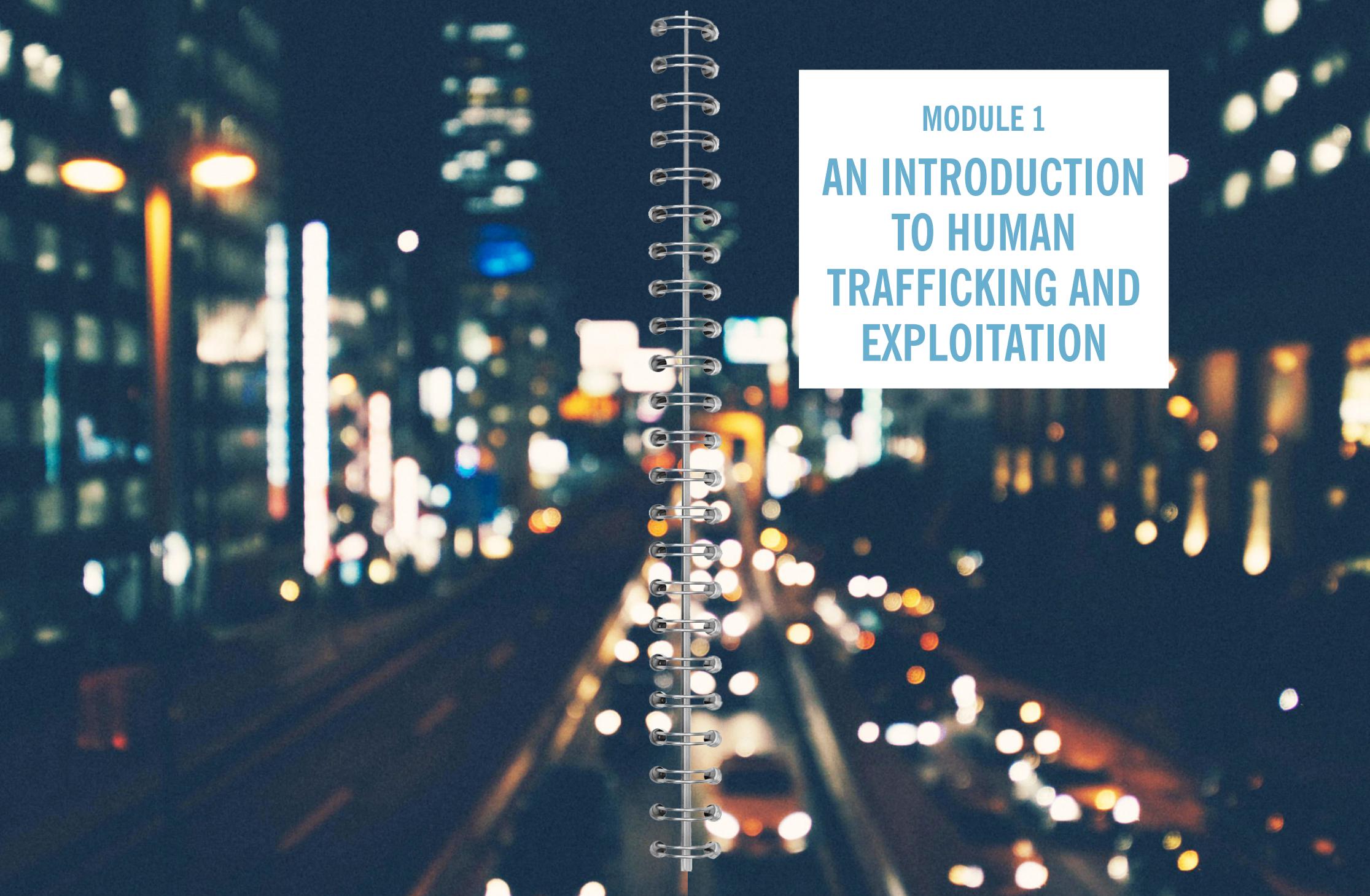
Results from the National Survey of Children's Exposure to Violence indicate that "school authorities are more likely to find out about victimizations experienced by children and adolescents than other authorities" (Finkelhor et al., 2011, p.14).



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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

AN INTRODUCTION TO HUMAN TRAFFICKING AND EXPLOITATION

DESCRIPTION

This module introduces the topic of human trafficking and exploitation and explains what it entails on a global and 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 | ⌚ 6 minutes |
| ⌚ Part 3: Team Agreements | ⌚ 4 minutes |
| ⌚ Part 4: Disguised | ⌚ 18 minutes |
| ⌚ Part 5: Bring It Together | ⌚ 8 minutes |
| ⌚ Part 6: Wrap Up | ⌚ 4 minutes |

LEARNER OUTCOMES

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

- Define key terms: exploitation, human trafficking (HT), commercial sexual exploitation of children (CSEC), force/fraud/coercion.
- Identify causes and consequences of HT and exploitation.
- Identify those affected by HT and exploitation, where they occur, and who is vulnerable.
- Challenge assumptions regarding how youth become involved in commercial sex.
- Expose recruitment tactics designed to exploit common social, emotional, and economic vulnerabilities.

MATERIALS NEEDED

- Optional: Parent/Caregiver Consent Form (1-A)
- Optional: Projector
- Optional: Laptop and Speakers
- Whiteboard, Blackboard, or Chart Paper
- Dry-Erase Markers, Chalk, or Markers
- Pens/Pencils

- Optional: *Pre-Test* (1-B)
- Team Agreements (1-C)
- Optional: “We Are Love146” Video (1-D or 1-E)
- *Disguised Case Studies* (1-F - 1-L)
- Index Cards
- Optional: *Between Now & Then: How Many Slaves Work for You* Handout (1-M)

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)
- Optional: Select and download either the short (3.15) or the extended version (5.10) of the “We Are Love146” video. (1-D or 1-E)
- Select and print 3-4 *Disguised Case Studies* that represent the scope of human trafficking and exploitation (one for each group). The number of case studies and groups will depend on group size and available discussion time. (1-F - 1-L)
- Optional: Print/photocopy *Between Now & Then: How Many Slaves Work for You* handout (one for each participant). (1-M)
- Review module content and implementation notes.

"There is only one exception to this: My job is not only to make all of you aware of this issue and teach ways to keep yourself safe. It is also my job to help keep you safe. I will have to break our confidentiality agreement if you tell me someone is hurting you or someone you know, or if you are going to hurt yourself. 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.**

"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 our group you will have the opportunity to share questions, thoughts, or struggles with me."



PART 4 DISGUISED

⌚ 18 MINUTES

STEP 1: Ask participants if they know what a disguise is. Gather 1-2 responses and clarify if necessary.

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 are being taken advantage of. 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 3: If applicable, divide participants into groups. Distribute the selected *Disguised Case Studies* and instruct participants that they should read the case study(ies) in their groups and answer the questions listed on the chart.

STEP 4: While participants complete their task, create a large chart on the whiteboard.



TAKE NOTE

PART 4, STEP 3

It is optimal for this activity to be completed in small groups of 3-5 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. Students have 8 minutes to complete this activity.

If desired, read one scenario and answer the questions with the class as an example before asking them to complete the activity.

The Core Activity of Module 1 includes the case study Part 4 describes below. The Take Note boxes prepare facilitators for thoughtful and effective curriculum delivery.

WHAT	WHO	WHO	WHAT

STEP 5: Review the case studies.

- Read the first case study and have the corresponding group report the information on their chart.
- Write multiple participants' responses to each question in the chart.
- Repeat this process until all case studies have been reported.
- As participants respond, take the time to discuss responses, address victim-blaming attitudes, and focus on vulnerabilities in each situation.

The following questions might assist in the discussion:

- Definitions:
 - ➔ What is a vulnerability?
 - Something that makes people an easier target for exploitation
 - Something that increases someone's likelihood to be influenced or harmed
 - ➔ Are there different types of vulnerabilities?
 - Yes, some are part of our lives and some are temporary
 - Some are about personal feelings and struggles and others are about things going on around us (i.e., in our environment)
- Vulnerabilities:
 - ➔ What happened before(Sarah, Jenna, Vincent, etc. were taken advantage of?
 - They had specific vulnerabilities that the trafficker used to take advantage of them (e.g., history of abuse, poverty, loneliness).
 - They were struggling in different ways (e.g., rejection, loneliness, drug addiction, poverty).
- Victim blaming:
 - ➔ Why do you think people usually blame the victim?
 - Because of how society influences the way we think
 - Because of the belief that the victim



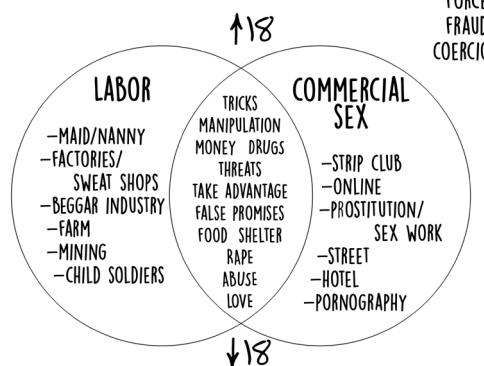
TAKE NOTE

PART 4, STEP 5

If time allows, and if it is helpful, groups may be asked to read their respective case study aloud or share the key points about the story in their own words. Either option will help others in the class follow the discussion.

PART 5 BRING IT TOGETHER 8 MINUTES

STEP 1: Using the case studies as examples, develop a Venn diagram on the board to further define the terms *human trafficking, exploitation, and commercial sexual exploitation*.



STEP 2: Write “Commercial Sex” on the right side of the Venn diagram, and ask participants to name places someone can buy sex. Prompt participants to think about examples from the case studies. As participants respond, write their answers on the board.

STEP 3: Write “Labor” on the left side of the Venn diagram, and ask participants to name what kind of work someone might be forced to do. As participants respond, write their answers on the board.

STEP 4: Ask participants what a trafficker might say or do to recruit or keep a person involved in commercial sex or labor, and write their answers in the center of the Venn diagram. Instruct the participants to consider how individuals in the case studies were recruited and what traffickers did to maintain control over them.

STEP 5: Discuss legal definitions and related components.

- Write ↓18 on the board and note that, under federal law, if a person is under the age of 18 and they are engaging in commercial sex, they are automatically considered a victim of human

Part 5 of Module 1 leverages the case studies of Part 4 for a broader discussion. You will also notice Go Deeper activities can be utilized as time permits. The extensive Take Notes prepare facilitators for more meaningful discussion.

MODULE 1: AN INTRODUCTION TO HUMAN TRAFFICKING AND EXPLOITATION ■ 63

trafficking. If they are over the age of 18 (write ↑18 on the board), they must be able to prove that the trafficker used force, fraud, or coercion.

- Write force, fraud, and coercion on the board and note how some of the previous examples of how traffickers exploited and kept their victims involved fit into each category.
- Discuss local laws related to human trafficking and commercial sexual exploitation as appropriate.

GO DEEPER

PART 5, STEP 5

If time allows, ask for a volunteer and ask them:

“So...remember the pictures we took last week that I said I deleted? I didn’t delete them. And, if you don’t do what I’ve been asking you to do, I will make sure the whole school has those pictures before the end of the day.”

Ask participants if they see the power of coercion. Talk briefly about how coercion can paralyze you, even without the physical restraints.

Although it is important that participants become familiar with the terms force, fraud, and coercion, it is critical that participants understand the concepts behind those terms. Creativity in how to guide the conversation and the use of examples and synonyms are very helpful here.

TAKE NOTE

PART 5, STEP 5

Some participants may push back and question whether or not people engaged in commercial sex made a choice. Make it clear that there are individuals who make a personal choice to enter the sex industry, but we are specifically addressing people under the age of 18 and individuals who have been compelled through force, fraud, or coercion.

If there is further pushback on the age restriction (that those under the age of 18 are not able to, legally, consent to engage in commercial sex), remind participants that there are a lot of activities that have age restrictions because they come with big responsibilities or potential consequences (e.g., driving, smoking, drinking, joining the military, getting a job).

TAKE NOTE

PART 5, STEP 5

The following are examples of force, fraud, and coercion in the context of human trafficking:

Force

- Physical assault
- Sexual assault, rape
- Physical confinement or isolation

Fraud

- Fraudulent employment offers
- False promises about living or work conditions
- Withholding wages
- Posing as a friend or romantic partner

Coercion

- Threats to life, safety, family members, or others
- Threats of deportation or arrest
- Debt bondage
- Withholding legal documents
- Psychological manipulation
- Blackmail

GO DEEPER

PART 5, STEP 5

It is helpful to check for understanding while the overview of human trafficking is being provided—or during the review section in the following modules.

Sharing real life examples of both labor and sex trafficking could be helpful. Ask participants if they are familiar with any situations or stories that could potentially be human trafficking or exploitation. You can gauge if participants are beginning to challenge myths and misconceptions with questions like the following:

- "Can boys be victims?"
→ Yes.
- "Does this happen in our communities?"
→ Yes, human trafficking can—and does—happen anywhere.
- "Is human trafficking prostitution?"
→ Some victims of human trafficking are forced to engage in commercial sex. However, there are individuals who make a personal choice to enter the sex industry. (See the Take Note on page 63 for additional tips on navigating this conversation.)
- "Does this only happen to undocumented immigrants?"
→ No, although undocumented immigrants can be particularly vulnerable.
→ In the United States, it is believed that the majority of people trafficked for commercial sex were born in the United States.
- "Do you have to cross a border to be trafficked?"
→ No.

STEP 6: Lead a summarizing discussion about the main points of today's session.

The following questions might assist in the discussion:

- What is exploitation?
→ Taking advantage of or treating someone unfairly for personal benefit
- What is human trafficking?
→ Taking advantage of someone for labor and sex in order to receive something of value (like money, drugs, food, clothes); the person being taken advantage of is forced, lied to, or blackmailed and/or is under 18
- What do you notice about who is affected? Where does it happen?
→ It could happen to anyone, anywhere
- What is a vulnerability?
→ Something that makes people an easier target for exploitation
→ Something that increases someone's likelihood to be influenced or harmed

TAKE NOTE

PART 5, STEP 6

Remember, all human trafficking is exploitation but not all exploitation is human trafficking. For trafficking to apply, a third party (e.g., trafficker) must receive something of value.

The final part of each module's Core Activity is the Wrap Up, which may include an optional activity while allowing time to gather student feedback and prepare youth for the next module.

PART 6 WRAP UP

4 MINUTES

STEP 1: Distribute the *Between Now & Then: How Many Slaves Work for You* handout and briefly review the prompt. (optional)

NOT A #NUMBER

MODULE 1

BETWEEN NOW & THEN

How many slaves work for you?

Today we talked about what defines human trafficking and exploitation, and the different ways it can be "disguised" to look like something else. Sometimes exploitation is easy to see, but sometimes it's well disguised.

One of the ways exploitation might be disguised is in the way the stuff we buy is made. Who made the shirt that you're wearing today or the iPhone you used to text your friend this morning? Chances are the people who made those products could be modern-day slaves.

Go to www.slaveryfootprint.org to find out what your slavery footprint is based on the things you own & buy!

Share your slavery footprint and/or a fact about what you learned from the exercise. You can also post a screenshot of your results.

If you're using Twitter/Instagram: Be sure to begin your post with @Not146 and end it with #Not146Day1

If you're using Facebook: Tag the "Not a Number" page and end your post with #Not146Day1

Alex Smith (@alex_smith_15) .@Not146 I just found out my #slaveryfootprint from @madeintheworld. My number is 271 #Not146Day1 10:39 AM - 2 Jun 2015

Alex Smith (@alex_smith_15) Not a Number I just found out my slavery footprint and my number is 27! #Not146Day1 Like · Comment · Share

xalex_15 (@xalex_15) Just found out 27 slaves work for me! #Not146Day1 Like · Comment · Share Attachment 1-M

BETWEEN NOW & THEN 1-M

STEP 2: 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 3: Preview the key points for discussion in the upcoming module:

- Myths regarding trafficking and exploitation
- How media can negatively contribute to the issues of human trafficking, exploitation, and other forms of violence

PART 1 WELCOME BACK AND REVIEW

⌚ 6 MINUTES

STEP 1: Welcome participants to the session and review the activities completed in the previous session by asking them what they remember learning. Where appropriate, ask follow-up questions to take the discussion deeper.

In general, participants should respond that they learned about the myths about what traffickers look like, how media and advertising can contribute to how we view violence and abuse, and how to think critically about the media they consume.

The following questions might assist in the discussion:

- What are some examples of the media glamorizing pimp culture/commercial sex?
 - ➔ "P.I.M.P." by 50 Cent (song)
 - ➔ "Round of Applause" by Waka Flocka Flame featuring Drake (song)
 - ➔ *To Pimp a Butterfly* (music album)
 - ➔ *Pimp My Ride* (reality TV show)
- Are all traffickers male? Older? Minorities?
 - ➔ No, people from all backgrounds have been convicted of human trafficking.
- What do traffickers look like?
 - ➔ Normal—like everyone else.
- Are all victims female?
 - ➔ No, boys and transgender youth are exploited as well.

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 group, reach out to an adult that can help, or indicate in their comment cards if they need support.

TAKE NOTE

PART 1, STEP 2
Don't forget to reward questions, comments, and thoughts to protect the anonymity of a participant who chose to write their name, information that might cause other participants to guess the writer's identity, or a specific disclosure.

Each module's Core Activity begins with a review of the previous module before leading into the main content for that session.

PART 2 YOU ARE #MORE

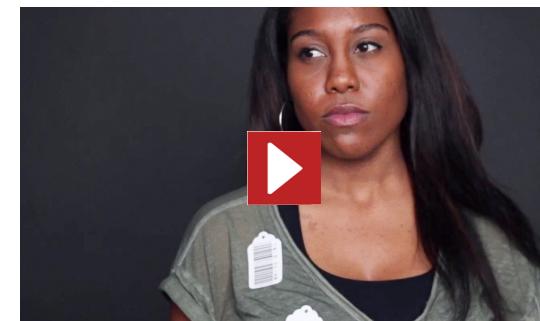
⌚ 22 MINUTES

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

STEP 2: Note that words have the power to shape people's perceptions, and that perceptions can become realities and make something seem normal. Explain that language has always had the power to hurt, but it also has the ability to create positive change.

STEP 3: Introduce the "You Are #More" video 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.

STEP 4: Play "You Are #More" video.



"YOU ARE MORE" VIDEO 3-A

STEP 5: Ask participants to share their response to the video. Field 2-3 comments.

The following questions might assist in the discussion:

- Do you think negative words can affect our self-esteem and what we believe about ourselves? How?

GO DEEPER

PART 2, STEP 5
If time allows, unpack Alisha's story: Alisha, the young girl wearing the red tank top, shared that her mother called her a #disgrace and a #ho. Her peers also used words that hurt her and made her feel worthless. None of them knew the real story of what was happening to her or the things she was being forced to do.

This young girl was trafficked by three different people. The first person was someone she met at Dunkin Donuts. They were friends and then became boyfriend and girlfriend. Then she was trafficked by a husband-and-wife team who knew she had been trafficked before and that she had a strained relationship with her mother. They took advantage of those vulnerabilities.

*Name has been changed to protect identity.

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- ➔ They might not be sure what to do or who to ask for help.
- ➔ They might not even realize that what is happening is not OK.

STEP 4: Create a chart on the board and write “Healthy” and “Unhealthy.” Be sure to leave enough space between the two columns for a third column to be added at Step 7.

STEP 5: Distribute *Healthy and Unhealthy Characteristic Cards* to participants, and ask them to take turns sharing where they would place the cards in the chart. Tell participants they can add examples that are not on the cards they received.

HEALTHY	RED FLAGS	UNHEALTHY
HONESTY	CAN'T TALK TO OTHER GUYS/ GIRLS	JEALOUSY

HEALTHY/UNHEALTHY RELATIONSHIP CHARACTERISTICS ↴ 4-D

STEP 6: Ask participants to expound on a few key characteristics (an example of trust in a relationship might be telling the truth and being honest and open about other people in your life; an example of abuse in a relationship is when their partner hits them).

STEP 7: Once you sense the “Healthy” and “Unhealthy” columns are appropriately completed, add a third column titled “Red Flags” in-between the completed columns.

STEP 8: Ask participants to think of characteristics that may appear healthy early on, but can quickly turn into unhealthy traits. Explain that these sorts of traits are “red flags.”

- Touch upon words that have been listed if they appear to spark disagreement or require deeper nuances.
- Take this opportunity to bring up the laws around consent, age difference, and healthy boundaries.
- Emphasize the fact that people often miss red flags, and this keeps them from walking away from a relationship or asking for help when they no longer feel comfortable and/or safe.

TAKE NOTE

PART 4, STEP 5
The *Healthy and Unhealthy Characteristic Cards* are guides to help the participants explore a significant range of characteristics. However, not all cards need to be distributed and used. Evaluate the appropriateness of the cards primarily based on age.

Part 4 of Module 4, showcased below, unpacks healthy and unhealthy relationships. The curriculum provides extensive questions facilitators may employ during the discussion.

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GO DEEPER

PART 4, STEP 8

Depending on time available and maturity of the participants, also address characteristics that are not automatically unhealthy traits but that either pose high risk or are very complex and difficult to handle for a young person. For instance, age difference and sex. This could be a good opportunity to expound on the laws about consent, statutory rape, abuse, and manipulation. Compare and contrast the characteristics of healthy and unhealthy relationships. Take into account that this activity is not only about romantic relationships. It is an opportunity to discuss what healthy boundaries and interactions look like with peers, adults, and family.

The following questions might assist in the discussion:

- Is jealousy ever OK? Is it always considered unhealthy? Is it a red flag?
 - ➔ Some people think jealousy is acceptable, but it is usually a red flag.
 - ➔ When people are jealous all the time, it often leads to controlling, disrespectful, or violent behavior that is never OK—no matter how they try to justify their behavior.
- We all love to receive gifts, right? What if someone promises to give you a gift if you do something that makes you uncomfortable? What if someone does something to hurt you, but then apologizes and gives you a gift?
 - ➔ Promising a gift in exchange for something that makes someone uncomfortable is manipulation and can lead to blackmail and more manipulation.
 - ➔ Using gifts and promises to apologize for abusive behavior is a way that abusers keep their victims confused and under their control.
- Is there such a thing as spending too much time together?
 - ➔ Yes, people need personal space and boundaries.
 - ➔ Yes, people need to be able to have relationships with other people for support, to get other perspectives, and have balance.
- How might you draw healthy boundaries in a relationship?
 - ➔ Have good communication and express feelings and needs.
 - ➔ Define what is OK and what is not, and speak up when something is not acceptable.
 - ➔ Terminate the relationship when you feel you are in an unhealthy situation, or ask for help

TAKE NOTE

PART 4, STEP 8

Be sensitive to potential cultural and religious beliefs that might cause internal conflict for some participants. In some cultures and religious expressions, a large age gap in romantic relationships is considered normal. Also, cultural norms around hyper-masculinity or machismo behavior may reinforce the idea that overly-submissive behavior from women and girls—even in instances of abuse. It is important to acknowledge and respect different value systems while at the same time being clear that something is not necessarily good or healthy just because it is common. Encourage participants to consider where and when it is appropriate to address these issues in their communities. Suggest that, when it is appropriate, it should be done in the context of a respectful conversation. If they are afraid to do so, it might be helpful and important to reach out to a counselor, teacher, or other trusted adult for help and support.

Not a #Number contains a 27-page Guide for Parents and Caregivers. Each section corresponds to a module delivered to youth. For example, Module 5 for youth, “Reducing Risky Behavior and Getting Help”, corresponds to Section 5 for Parents and Caregivers entitled “What You Can Do to Protect Your Child”. This guide may serve to facilitate follow-up conversations between youth and those adults responsible for their care.

SECTION 5

WHAT YOU CAN DO TO PROTECT YOUR CHILD

We've covered a lot of ground on the vulnerabilities children face and the ways these may be taken advantage of. Once you've identified the ways your child and their peers may be vulnerable to exploitation, what are ways you can help protect them?

THIS SESSION WILL:

- Explain steps to help overcome personal vulnerabilities or exploitation
- Explain the risks associated with runaways and homelessness
- Describe how to talk to a child you suspect has been/is being sexually exploited

LOVE146'S GUIDE FOR #PARENTS AND #CAREGIVERS ▪ 155

DEVELOP A SAFETY PLAN TOGETHER

Read through the following situations and action steps, and work together to develop a safety plan. Agreeing on specific action steps ahead of time can save your child the difficulty of trying to figure out what to do in the moment.

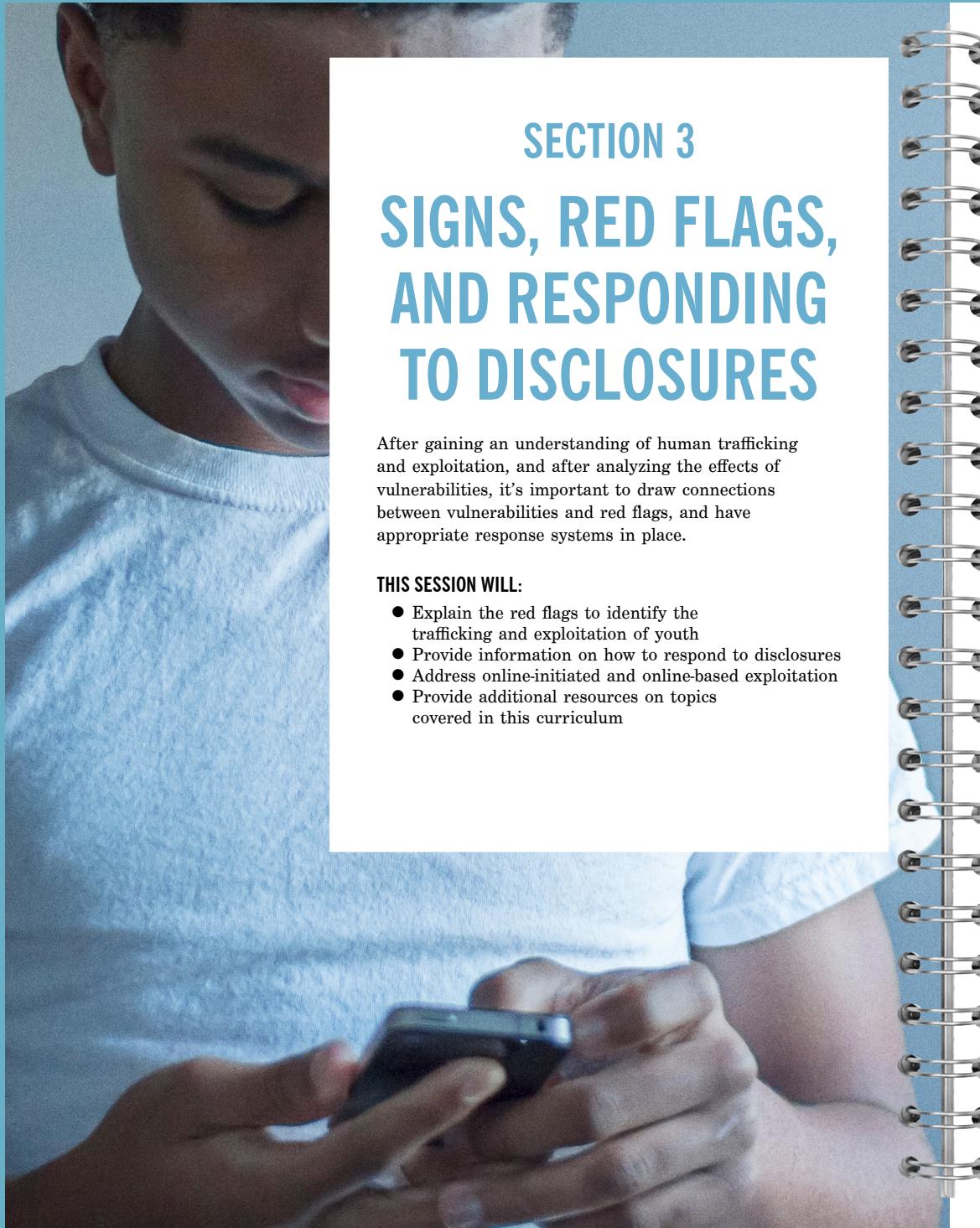
In addition to reading through the scenarios together, work with your child to make a list of trusted peers and adults in their life that they can talk to in an uncomfortable situation.

You met a really nice person online, but they live a few hours away. One day they message you and say that they're coming to your town for the day. They want you to meet them at the mall.

- If the request makes you uncomfortable, don't respond to the message.
- If the person continues to try to make contact, tell a friend or a trusted adult.
- If you feel that the person is truly trustworthy and want to meet them, ask a trusted adult to go with you. You should never meet someone for the first time alone. Never make plans to meet with someone without talking to an adult first.
- As a general rule, remember that you should never disclose personal information, such as your phone number or where you live, to someone you've met online.

You're at a party hosted by a classmate whose parents are gone for the weekend. You're having fun until someone starts to follow you around the dance floor and touch you in a way you're uncomfortable with.

- Step away from the situation and think about your reaction. If you are feeling upset or angry, take a pause and control your emotions. Do you want to walk away or talk to the person? Either way, your safety is the top priority.
- Leave the party—if you need a ride, ask a friend or call a trusted adult.
- Even if you didn't tell your parents/caregiver that you were going to the party, call them if something goes wrong and you need help. It's better to be honest and take the consequences rather than be in an unsafe situation.
- As a general rule, talk to a friend and make an agreement before you enter the party that if either person feels uncomfortable, you can leave the party together.



SECTION 3

SIGNS, RED FLAGS, AND RESPONDING TO DISCLOSURES

After gaining an understanding of human trafficking and exploitation, and after analyzing the effects of vulnerabilities, it's important to draw connections between vulnerabilities and red flags, and have appropriate response systems in place.

THIS SESSION WILL:

- Explain the red flags to identify the trafficking and exploitation of youth
- Provide information on how to respond to disclosures
- Address online-initiated and online-based exploitation
- Provide additional resources on topics covered in this curriculum

Not a #Number also contains a 35-page Guide for Professionals to support a whole-school or entire-system response. The sections in this guide are specifically geared towards adults who work with youth in a professional capacity. For example, when staff are implementing the curriculum with youth, they may send the guide in advance to other staff working with the same population to familiarize everyone with the information and resources available.

LOVE146'S GUIDE FOR #PROFESSIONALS ▪ 185

RED FLAGS

By addressing vulnerabilities and decreasing risk, you are already having a significant role in addressing the trafficking of youth in your community. However, some of the signs to look for when identifying sexual exploitation or human trafficking include:

- The sudden presence of an older boyfriend/girlfriend
- The sudden acquisition of a lot of new stuff or the appearance that a lot of money has been spent on them (e.g., new clothes, new hair styles, manicures/pedicures)
- Being secretive about who they are talking to or meeting
- Being secretive about their online activity
- Becoming more and more isolated from their regular friends (the groomer often does this to have as much control as possible over the child)
- Responding to a job offer online for modeling/acting, or sharing information about a potential job that requires moving
- Inconsistencies in their family history
- Overly submissive behavior
- High levels of anxiety (e.g., jumpy, constantly nervous)
- Engaging in risky sexual behavior
- History of family engagement in commercial sex
- Sexually transmitted illnesses
- Knowledge and language about "the life" (commercial sex)
- Signs of physical abuse (e.g., cuts and bruises)
- A tattoo that the youth is unable/hesitant to explain

It's important to remember that just one sign is usually not enough to be sure that a youth is being exploited, but a combination of signs can suggest a situation of trafficking. For more information on how to identify human trafficking and exploitation visit: www.traffickingresourcecenter.org/

RESPONDING TO DISCLOSURES

As mentioned before, an individual, school, agency, or organization does not need to be an expert in trafficking and exploitation in order to provide effective prevention and appropriate early intervention. Thinking about the strengths and resources already available in every individual—both in the youth and in the adult providing support—can help in the process of identifying best ways to address disclosures and to use what is already in place.

If you are a school, child welfare or juvenile justice agency, or youth-serving organization and are interested in being licensed and certified to implement *Not a #Number*, visit

WWW.LOVE146.ORG/NOTANUMBER

For additional information, please contact our team at
NOTANUMBER@LOVE146.ORG

LOVE146

END CHILD TRAFFICKING AND EXPLOITATION

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Love146 is one of only a few hundred organizations that has met all 20 standards of charity accountability set by the Better Business Bureau, and in 2015 was considered in the top 13% of all charities rated by Charity Navigator.