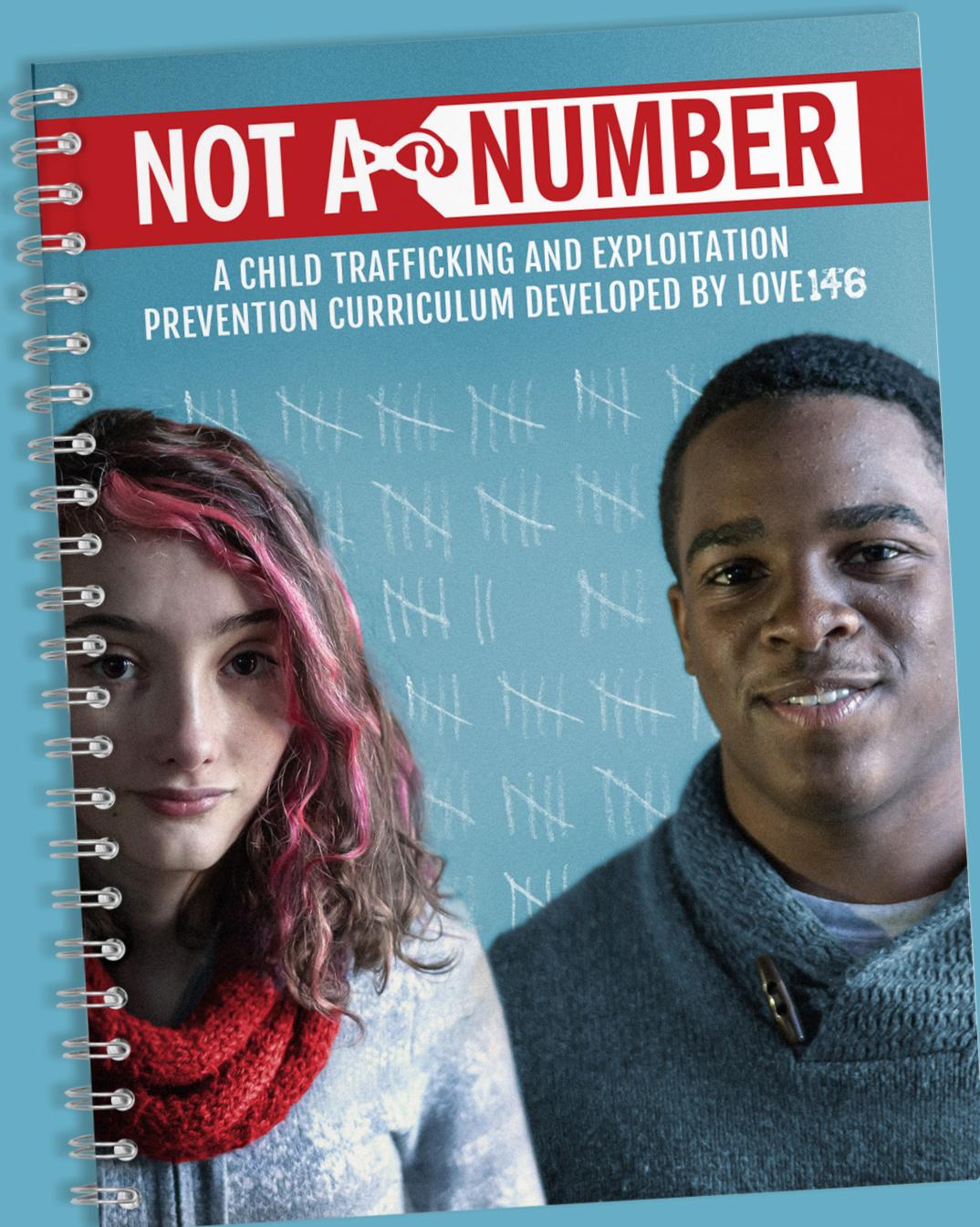


# A PREVIEW OF LOVE146'S CHILD TRAFFICKING AND EXPLOITATION PREVENTION CURRICULUM



# NOT A NUMBER

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

*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.

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# NOT A NUMBER

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

*"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*

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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

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* 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.

### ABOUT 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. Slavery is still one of the darkest stories on our planet. But for us, the hope of abolition is a reality. Love146 is 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.

### 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.

#### 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 and 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 accomplish 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?*

##### *NOT A NUMBER*

- 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.

#### TAKE NOTE

For detailed information on the learner outcomes for each module, turn to the *Not a Number* Scope and Sequence on page 44.

*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.

- 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.

Love146 developed *Not a Number* in collaboration with experts from the University of New Haven's Department of Education (Bozack and Neimi) and the Crimes Against Children Research Center at the University of New Hampshire (Finkelhor, Jones, and Mitchell). Love146's six 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*.<sup>1</sup>

### 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 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.

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, 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 as a primary intervention tool.

### 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 a series of prompts outlined in the *Between Now & Then* handouts, participants will have the opportunity to interact with their peers and 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, to connect, and to take action against vulnerabilities that can lead to human trafficking and exploitation. For more information visit: [www.redsandproject.org](http://www.redsandproject.org).

Additionally, Love146 has partnered with the Red Sand Project, created by artist and activist Molly Gochman. By the symbolic act of filling a sidewalk crack with red sand, youth are empowered to raise awareness about the issue of human trafficking and begin a conversation with their peers, family members, and community about what they have learned. Through the Red Sand Project, *Not a Number* participants join thousands of others around the world in a small act that seeks to make a big change to end modern-day slavery.

### 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 employs a whole-school or entire-system response may strengthen efforts to affect school, agency, or organizational climate in a positive way.<sup>2</sup>

*Not a Number* includes information to support a whole-school or entire-system response and has been designed to reinforce and integrate other prevention efforts already being facilitated to increase youth health and safety, and to improve school, agency, or organizational climate. *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.

### 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, turn to pages 40-42.

### 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.<sup>3</sup>

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>.

#### 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 this curriculum is 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,

#### 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)

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.

residential programs, and other community settings.

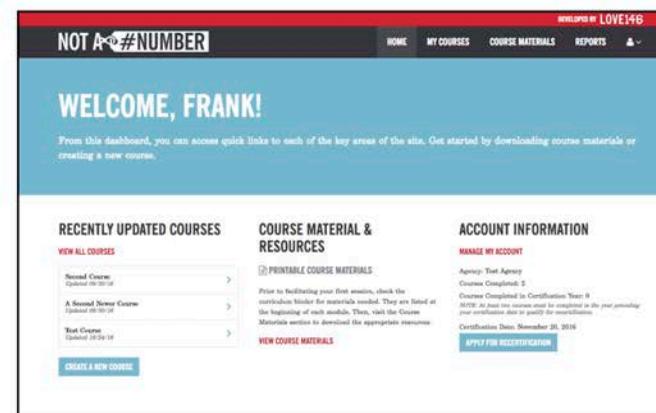
Outcomes from data collected during the pilot period indicate significant improvements in mean scores when comparing pre-post data on:

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

#### 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-test assesses 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/post tests and fidelity data, as well as access data reports to demonstrate program impact.



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.

## FREQUENTLY ASKED QUESTIONS

WHAT YOU SHOULD KNOW ABOUT *NOT A NUMBER*, BRINGING *NOT A NUMBER* TO YOUR COMMUNITY, AND IMPLEMENTATION

### NOT A NUMBER

#### WHAT IS *NOT A NUMBER*?

- It is an interactive, five-module prevention curriculum developed by Love146. It is designed to teach youth how to protect themselves from human trafficking and exploitation through information, critical thinking, and skill development.
- The content is presented in a manner that inspires youth to make safe choices and utilize healthy support systems. It does this by taking a holistic approach instead of focusing on one particular aspect of the issue. It focuses on respect, empathy, individual strengths, and the relationship between personal and societal pressures that create or increase vulnerabilities.
- It is a curriculum based on strong program theory and grounded in empirical literature and best practices in the field of prevention education (e.g., with lessons learned from evidence-based curricula on dating violence, internet safety, sexual abuse, bullying, etc.).
- It is designed to impact youth across the risk spectrum. It considers all youth as inherently vulnerable but also as bearers of incredible potential and resilience.
- As part of the holistic approach, it provides resources to support a whole-school or entire-system response, including additional resources for professionals and caregivers.

#### 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 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, questioning judgmental cultural norms created by media, reducing risky behavior in physical and digital settings, and recognizing characteristics of healthy and unhealthy relationships.
- It takes a cooperative holistic approach, needs focusing on social-emotional abilities, such as empathy, 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 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 process model attempts to explain how a person comes to decisions to take action and how he or she translates that decision into action.

#### IS THIS CURRICULUM APPROPRIATE FOR YOUTH WHO HAVE BEEN INVOLVED IN THE COMMERCIAL SEX INDUSTRY?

Yes, *Not a Number* is applicable to both primary and secondary prevention. Survivors have benefited from participation in *Not a Number* and have indicated specific ways in which they were able to apply information and skills learned in the program to prevent further abuse and exploitation. However,

### 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.

## 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. They contain options to reduce the overall length of the curriculum 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. 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 optional pre/post tests. 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 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 certain topics and are most suitable when the time allocated for each module is extended beyond 60 minutes—either by extending time for each group session or by adding additional sessions.

### TAKE NOTE

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

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.

## 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. The only exception to this is the audio file for “P.I.M.P.” by 50 Cent (which can be utilized in a Go Deeper activity). Due to licensing requirements, this song must be purchased by the facilitator.

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

Two *Resource Guide* templates (one large and one small) are provided. 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 resource guide prior to implementation.

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

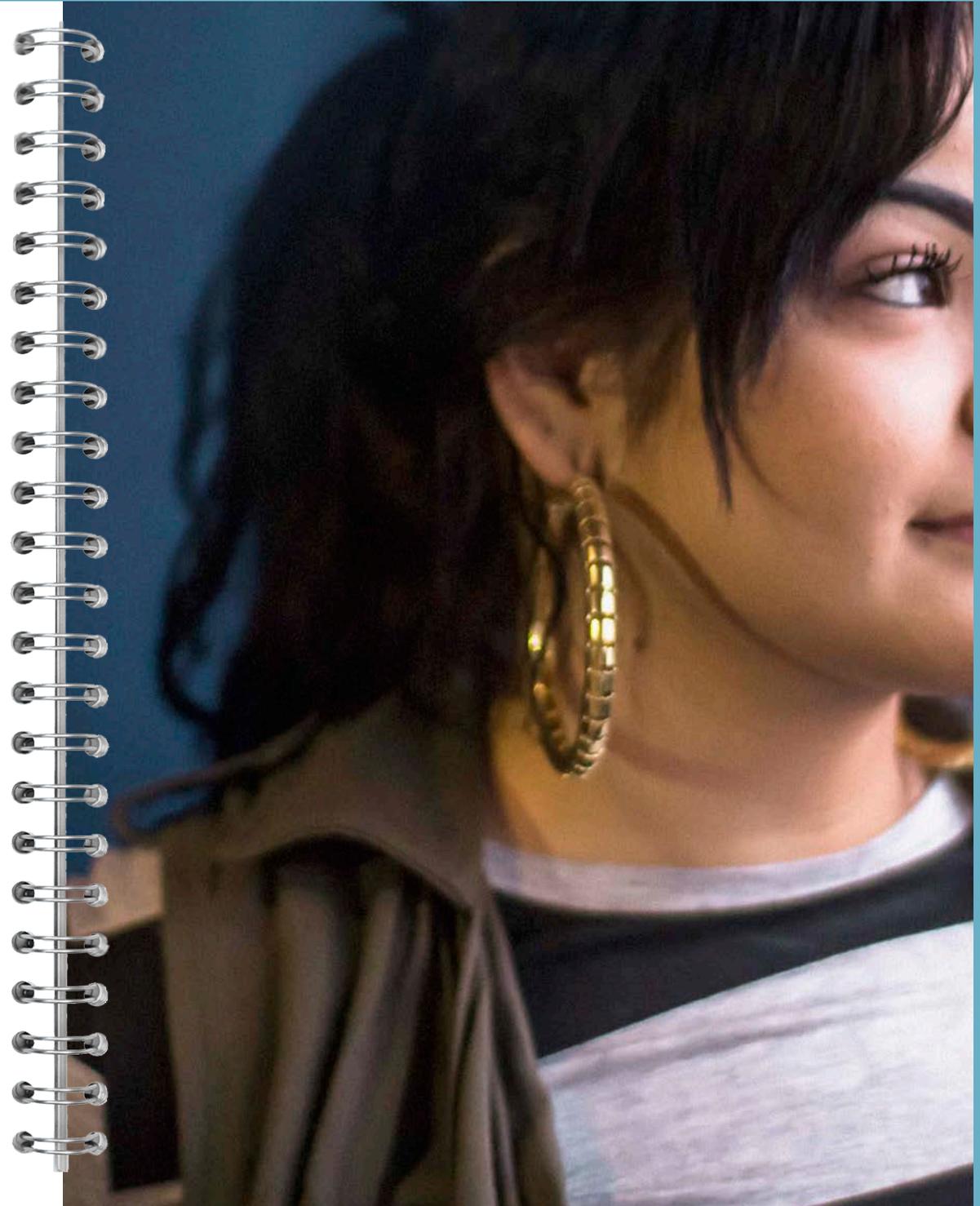
The *Resource Guide* is not only required to maintain fidelity to the model, but it is also a key component of two curriculum activities.

Most 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.

*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:	
<b>MODULE 1</b> <b>AN INTRODUCTION TO HUMAN TRAFFICKING AND EXPLOITATION</b>	<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> <li>Choose to reject misperceptions of how youth become involved in commercial sex</li> </ul>
<b>MODULE 2</b> <b>CULTURE AND SOCIETY</b>	<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>Challenge stereotypes and judgments we make of individuals in society</li> <li>Analyze how 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>
<b>MODULE 3</b> <b>RED FLAGS AND RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>Define key terms: 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>Create a safety plan for a potentially risky situation</li> <li>Be more likely to reject the idea that abuse is normal</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>
<b>MODULE 4</b> <b>VULNERABILITY AND RESILIENCE</b>	<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 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> <li>Identify ways to reduce risk in physical and digital settings</li> </ul>
<b>MODULE 5</b> <b>REDUCING RISKY BEHAVIOR AND GETTING HELP</b>	<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>Construct safety planning strategies for complex, real-world situations</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>



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

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

## DESCRIPTION

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

## AT A GLANCE

+	Part 1: Pre-Test	⌚ 10 minutes
◇	Part 2: Introductions	⌚ 10 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, 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
- Choose to reject misperceptions of how youth become involved in commercial sex

## MATERIALS NEEDED

- Optional: projector
- 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
- Optional: "We Are Love146" video 📺 1-D or 📺 1-E
- *Disguised Case Studies* handouts 📄 1-F - 1-M
- Optional: *Between Now & Then: How Many Slaves Work for You?* handout 📄 1-N

## 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/photocopy 3-4 *Disguised Case Studies* handouts that represent the scope of human trafficking and exploitation (one for each group). The number of case studies and groups will depend on the group size and available discussion time. 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. 📄 1-F - 1-M
- Optional: print/photocopy *Between Now & Then: How Many Slaves Work for You?* handout (one for each participant). 📄 1-N
- Review module content and implementation notes.

## TAKE NOTE

When selecting case studies, ensure that you select stories that represent the scope of human trafficking (e.g., Sarah, Jenna) and exploitation (e.g., Leo, George).

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.

For a more interactive design, have the youth complete their worksheets and transfer the information to a sheet of chart paper to present to the group.

## TAKE NOTE

Acceptable reframing/ responses for the discussion on defining vulnerability:

- Something that makes people an easier target for exploitation
- Something that increases someone's likelihood to be influenced or harmed
- Feelings, situations, and needs that someone can take advantage of
- Something that makes people capable of or susceptible to being wounded or hurt

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

## PART 4 DISGUISED 25 MINUTES

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

*"A vulnerability is something that makes it easier for someone to be taken advantage of."*

**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 their case study in their group and answer the questions listed on the chart. Allow students 8 minutes to complete this activity.

**STEP 6:** While participants complete their task, create a large chart on the whiteboard.

WHAT	WHO	HOW	WHAT

**STEP 7:** Review the case studies.

- Have the first small group summarize their story. This helps those who did not read that story to follow along. Then, begin by asking the first question on the chart.
  - What made it easier for [name] to be taken advantage of?
  - Who could have done something to change how the story ended?
  - How did [name]'s experience progress from being vulnerable to being exploited?
  - What are the the negative effects [name] may be experiencing?
- Write the participants' responses to each question on the board.
- Repeat this process for the next story.
- As participants respond, take the time to discuss responses, address victim-blaming attitudes, and focus on vulnerabilities in each situation.

## TAKE NOTE

The chart corresponds to the questions listed on the *Disguised Case Study* worksheets.

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. The curriculum also includes three optional "Between Now & Then" activities that can be distributed during this time.

**PART 5  
WRAP UP**  
⌚ 8 MINUTES

**TAKE NOTE**

Request that all participants submit a card at the end of the group, even if it just says, "thank you." This helps to normalize the process and provides anonymity for any youth who may have something more personal to ask or share.

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

**NOT A NUMBER**

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**MODULE 1 & 2**  
**BETWEEN NOW & THEN**  
*How many slaves work for you?*

- SUMMARY:** In the first two modules we talked about what human trafficking and exploitation is, 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 even in our values as a society.
- REFLECTION:** You might have been surprised to learn about labor trafficking and the many ways people are treated like slaves even today. 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. And in a way we play a part in their exploitation. What is your main take away after going through the first two modules?
- ACTIVITY:** Go to [www.slaveryfootprint.org](http://www.slaveryfootprint.org) to find out what your slavery footprint is based on the things you own & buy!
- SOCIAL MEDIA:** 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 your post with #not146.

If you're using Facebook: Tag the "Not a Number" page and end your post with #not146.



Attachment 1-M

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

- Reviewing key terms: human trafficking and exploitation
- Debunking myths regarding what a trafficker looks like
- Analyzing how media can negatively contribute to the issues of human trafficking, exploitation, and other forms of violence
- Discussing "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.

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

## 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.

The following questions may assist in the discussion:

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 U.S.</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</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>

QUESTION	COMMON ANSWERS FROM YOUTH	THINGS TO KEEP IN MIND
CAN YOU PROVIDE EXAMPLES OF THE KINDS OF NEGATIVE MESSAGES THAT MEDIA MAY CONVEY?	<ul style="list-style-type: none"> <li><i>Grand Theft Auto</i> (video game)</li> <li>"Blurred Lines" by Robin Thicke (song)</li> <li>"Love the Way You Lie" by Rihanna and Eminem (song)</li> <li>"P.I.M.P." by 50 Cent (song)</li> <li>"Round of Applause" by Waka Flocka Flame featuring Drake (song)</li> <li><i>Pimp My Ride</i> (reality TV show)</li> </ul>	<ul style="list-style-type: none"> <li>The messages in music and media can influence the way we define and react to issues, situations, and people</li> <li>The negative messages that music and other forms of media convey are often about unhealthy relationships, unhealthy gender stereotypes, and sexual violence</li> <li>Sometimes the media gives a distorted, even glamorized, view of abuse, exploitation, and human trafficking</li> </ul>
WERE YOU ABLE TO THINK ABOUT MORE SONGS AND SHOWS THAT HAVE SIMILAR MESSAGES?		
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>	

**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.

**STEP 2:** Introduce the video by indicating that it will

### TAKE NOTE

Don't forget to reword questions, comments, and thoughts to protect anonymity when appropriate.

### TAKE NOTE

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.

## TAKE NOTE

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.

**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 if they need support.

### PART 2 YOU ARE #MORE ⌚ 25 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 really hurt their feelings, even though they might not have shown anyone that it hurt.

**STEP 2:** 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. 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.



"YOU ARE #MORE" VIDEO 📌 4-A

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 facilitator may employ during the discussion.

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

The following questions may assist in the discussion:

QUESTION	COMMON ANSWERS FROM YOUTH	THINGS TO KEEP IN MIND
WHAT DID YOU THINK ABOUT THE VIDEO?	<ul style="list-style-type: none"> <li>It was true</li> <li>It is a good video</li> <li>Are those real people? Do you know them?</li> <li>Where are they from?</li> <li>What do the tags mean?</li> </ul>	<ul style="list-style-type: none"> <li>The voices and the stories in the video are from real youth who have participated in Love146 programs</li> <li>Love146 recorded their voices in Connecticut and Texas, and used actors from California to represent the individual voices</li> <li>The tags represent labels</li> <li>When people are called names, some of those words become like price tags or labels that they carry around and are difficult to get rid of</li> <li>Sometimes they are not even true but that is what people see</li> </ul>
HAVE YOU HAD SIMILAR EXPERIENCES OR BEEN CALLED SIMILAR THINGS? WERE YOU ABLE TO RELATE?	<ul style="list-style-type: none"> <li>Yes</li> <li>Yeah, but I don't care</li> <li>Yeah, people always talk and sometimes it's hard and just so unfair</li> <li>They don't even know what they are talking about and they wouldn't like it if someone was calling them those things</li> <li>Maybe some of the things that people are called are because of things that they did; so maybe they deserve that a little bit</li> </ul>	<ul style="list-style-type: none"> <li>Everyone at some point has been called something that made them uncomfortable or that was intended to hurt and bring them down</li> <li>Not everything people say to us has the same impact (and we are all different), but for some individuals, what has been said to them is serious and painful and has the potential to harm their well-being</li> <li>Regardless of what someone has done, disrespect, bullying, rejection, and isolation are things that no one deserves and are never okay</li> <li>A lot of times when people judge and assume things about others, there is a back story that they don't know</li> </ul>

## 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.
- A certified facilitator. Based on your agency's needs, you may choose to request an existing certified facilitator in your area to implement the program or you may obtain a license to utilize the program directly. For additional information on licensed agencies that accept referrals in your area, visit us at [www.love146.org/notanumber-locations](http://www.love146.org/notanumber-locations).

## WHAT DOES THE LICENSING AND CERTIFICATION PROCESS LOOK LIKE?

- Schools, child welfare and juvenile justice agencies, and other youth-serving organizations are eligible for licensing. Organizations that become licensed can have facilitators complete a three-day Facilitator Certification Training and be certified to implement the program.
- Strong candidates to be selected for certification by their organizations are individuals with experience working with at-risk youth in a professional capacity and individuals with facilitation experience who have utilized other prevention curricula and have group facilitation as part of their role (e.g., school counselors, teachers, and social workers).
- License holders have the option of hosting a training specifically for their team, or they can send individual facilitators to a Love146 regional training. As of January 2017, regional trainings are regularly scheduled in New Haven, CT and Houston, TX. Regional trainings in other locations will be considered on a case-by-case basis.
- The cost for licensing and certification is based on a sliding scale. Please contact Love146 at [notanumber@love146.org](mailto:notanumber@love146.org) for additional information on cost, training structure, and options.
- To maintain their certification, facilitators are required to complete the following:
  - Implement and submit data on a minimum of two groups per calendar year
  - Participate in annual online recertification activities.
- Facilitator certifications are attached to the license holder.

## 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 teachback
- ✓ 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

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

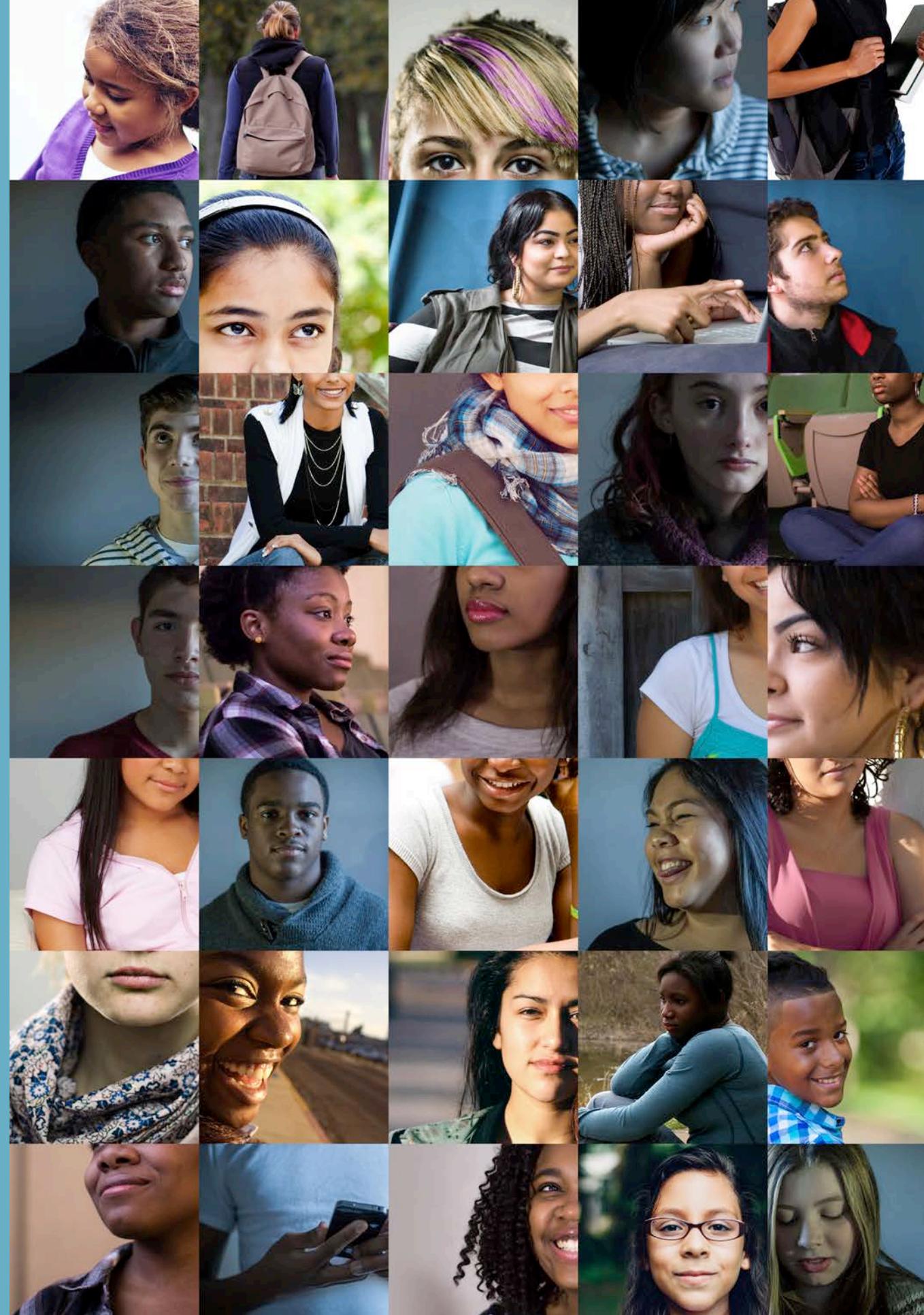
**[WWW.LOVE146.ORG/NOTANUMBER](http://WWW.LOVE146.ORG/NOTANUMBER)**

For additional information, please contact our team at **[NOTANUMBER@LOVE146.ORG](mailto:NOTANUMBER@LOVE146.ORG)**

*“We can keep standing at  
the bottom of a cliff and  
caring for those who fall off –  
Or we can build a guard rail  
at the top of the cliff to stop the  
falling. That’s prevention.  
It’s not glorious; It’s smart.”*

**-ROB MORRIS**

*Love146 Co-founder  
and President*



# 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 2016 was considered in the top 9% of all charities rated by Charity Navigator.