FACILITATOR ONBOARDING STUDENT GUIDE

TRAFFICK STOP

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Contents

Course Information

Target Audience

This training course is targeted to TraffickSTOP program facilitators, which may include School Resource Officers (SROs), other law enforcement representatives, social workers, guidance counselors, and other parties who are participating in program facilitation at selected pilot sites.

Eligibility or Prerequisites

This course requires participants to be a facilitator at one of the selected pilot schools. Prior to this course, participants should complete Module 1 of the Understanding Human Trafficking course offered by the OVC Training and Technical Assistance Center. Those selected to participate should approach the training with a basic understanding of both sex and labor trafficking, the ability to recognize potential signs, scenarios, and behaviors indicative of human trafficking, and the ability to engage high school students in identifying and preventing human trafficking.

Scope Statement

At the conclusion of the course, participants will be able to operate the TraffickSTOP website and facilitator portal; utilize TraffickSTOP materials to start and facilitate discussions with student participants on various topics covered in TraffickSTOP team meeting plans; oversee and support student projects for Human Trafficking Awareness Week; successfully use the TraffickSTOP reporting form to record data; and network with other pilot school facilitators.

Practical Exercise Statement

Practical exercises during this course will consist of discussion periods during which the students will participate in and lead conversations about sensitive topics such as grooming, cyberstalking, sexual abuse, and other topics relevant to human trafficking.

Terminal and Enabling Learning Objectives

TLO 1: Demonstrate proficiency in navigating the TraffickSTOP website and Facilitator Portal.

- ELO 1.1: Describe TraffickSTOP and the purpose of the program.
- ELO 1.2: Log in to the TraffickSTOP facilitator portal.
- ELO 1.3: Use the TraffickSTOP FAQs to answer basic questions about the program.
- ELO 1.4: Use the facilitator forum to communicate with other pilot school facilitators.
- ELO 1.5: Use the TraffickSTOP reporting form to submit information pertaining to your school's TraffickSTOP team.
- ELO 1.6: Identify two potential student-led Human Trafficking Awareness Week activities for your team.
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TLO 2: Lead effective and trauma-informed team meetings related to human trafficking and personal safety.

- ELO 2.1: List three ways to create a welcoming environment for your team.
- ELO 2.2: Define *trauma-informed*.
- ELO 2.3: Explain the role of mandatory reporters.
- ELO 2.4: State at least one strategy for effectively approaching a difficult topic.
- ELO 2.5: Identify two reliable sources of information about human trafficking.
- ELO 2.6: List at least three risk factors for human trafficking.
- ELO 2.7: Give at least two examples of ways that the Enhanced Collaborative Model (ECM) to Combat Human Trafficking Task Force program can provide support to TraffickSTOP sites.

Agenda

This course requires participants to reserve a total of four hours. Participants should log in to the meeting 15 minutes prior to make sure audio and video are in working order. The course can be delivered in the morning (9:00–1:00), afternoon (1:00–5:00), or adapted for participants across multiple time zones.

Option 1: Morning Delivery	Start	Finish
Welcome and Introductions	9:00	9:15
Using the TraffickSTOP Toolkit	9:15	11:00
Break	11:00	11:15
Leading Your TraffickSTOP Team	11:15	1:00

Option 2: Afternoon Delivery	Start	Finish
Welcome and Introductions	1:00	1:15
Using the TraffickSTOP Toolkit	1:15	3:00
Break	3:00	3:15
Leading Your TraffickSTOP Team	3:15	5:00

Participant Materials

Participant Guide

This guide contains the agenda, course presentations, and additional information that participants may need during the TraffickSTOP facilitator onboarding course. It will be distributed via email as a PDF document prior to the training.

Instructor Portal

The instructor portal is available through the TraffickSTOP website, www.traffickingstop.org. All the materials that facilitators will need to successfully implement the program are available through the portal as downloadable PDFs. During the course, instructors will conduct a walkthrough of the website and show participants how to access, download, and utilize these documents. Participants will be provided a unique TraffickSTOP username and password, or instructions for creating a username and password, prior to the training.

Traffick STOP Facilitator Onboarding Presentation

Taking notes in Adobe Reader

1. Open a PDF in Adobe Reader.

2. Click **💬 Comment**

3. (If **Comment** does not appear, click **🔧 More Tools**)

4. Select **Add text comment.**

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5. Click on the page where you would like to type.

6. Type your notes.

The **first time you use this tool,** the text can take several seconds to appear. The delay will not persist past the first instance.

After taking notes, be sure to save your work.

Slide 1

TraffickSTOP (Signs To Observe and Prevent)

Slide 2

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LANGUAGE DISCLAIMER

During this presentation, the content may include discussions about the investigation and prosecution of child sexual exploitation.

NW3C generally refers to the type of material produced by such exploitation as child pornography to accurately capture the majority of state statutes' language defining such contraband.

When not using the phrase of child pornography under the statutory schemes, NW3C identifies such material as Child Sexual Exploitation Material or CSEM to accurately describe the contents of such items.

PRESENTER NOTICE

The content, views, and opinions expressed in this presentation are those of the individual presenters and do not represent official policy, position, opinions, or views of NW3C.

Slide 3

Slide 4

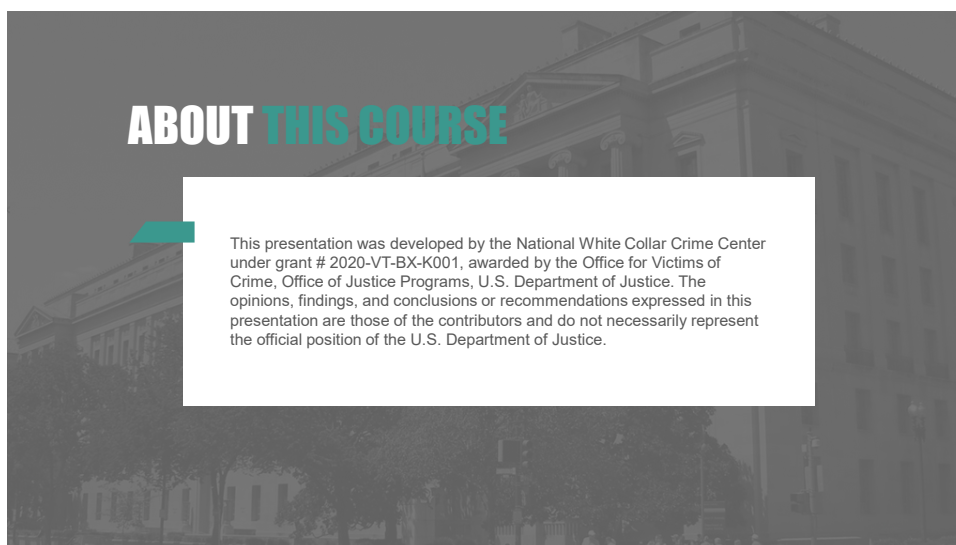This training course is targeted to TraffickSTOP program facilitators, which may include School Resource Officers (SROs), other law enforcement representatives, social workers, guidance counselors, and other parties who are participating in program facilitation.

Slide 5

The course today has two main parts. We will begin with a brief introduction and overview of the program. After that, we are going to ask you to complete a short activity to familiarize yourselves with the website and materials that are located on the site.

NOTE: Prior to this course, learners should have completed training on human trafficking. NW3C and project partners will correspond with participants to ensure they have had adequate training on human trafficking and have completed prerequisites. At a minimum, all participants will be required to complete Module 1 of the Understanding Human Trafficking course offered by the OVC Training and Technical Assistance Center. Facilitators should approach the training with a basic understanding of both sex and labor trafficking, the ability to recognize potential signs, scenarios, and behaviors indicative of human trafficking, and the ability to engage high school students in identifying and preventing human trafficking. Supplemental training resources will be available on the website, www.traffickingstop.org. NW3C will be communicating with participants prior to this course to help them create a login for the website and ensure they have access to needed materials.

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PROJECT BACKGROUND

**A program to identify and prevent human trafficking.**

TraffickSTOP (Signs to Observe and Prevent), conceptualized in 2020, is a program intended to help high school students identify and prevent human trafficking. NW3C has partnered with the International Association of Chiefs of Police (IACP) and the National Association of School Resource Officers (NASRO) to develop the curriculum, materials, and resources that will be used to implement the program in select pilot schools. The project is supported by the Office for Victims of Crime (OVC),and Office of Justice Programs, U.S. Department of Justice.

TraffickSTOP (Signs to Observe and Prevent), conceptualized in 2020, is a program to help high school students identify and prevent human trafficking. Developed by the National White Collar Crime Center (NW3C), in partnership with the International Association of Chiefs of Police (IACP) and the National Association of School Resource Officers (NASRO), this program educates groups of high school students (approximately 15-30 students) on human trafficking and related topics. It consists of 12 extracurricular meetings with student-led interactive discussions and activities, culminating in awareness week with events created by students to bring information to the larger student body. The program includes a toolkit containing the curriculum, materials, and resources and will be implemented in select pilot schools. The project is supported by the Office for Victims of Crime (OVC), Office of Justice Programs, and the U.S. Department of Justice.

The program will be coordinated with the federally funded Enhanced Collaborative Model (ECM) Task Force to Combat Human Trafficking program. Representatives from the task forces may participate in meetings, awareness week activities or events, and can provide additional information and local resources on human trafficking.

Today's training for TraffickSTOP facilitators was developed to prepare law enforcement officers to deliver the curriculum in high schools. Primary facilitators will be School Resource Officers (SROs) or other law enforcement representatives. The curriculum may be co-facilitated by social workers, guidance counselors, local or regional multidisciplinary task force members, or others who have experience with delivering training on human trafficking. Facilitators will have access to the website, www.traffickingstop.org, where meeting plans, student handouts, and other materials needed for program implementation can be downloaded.

Slide 7
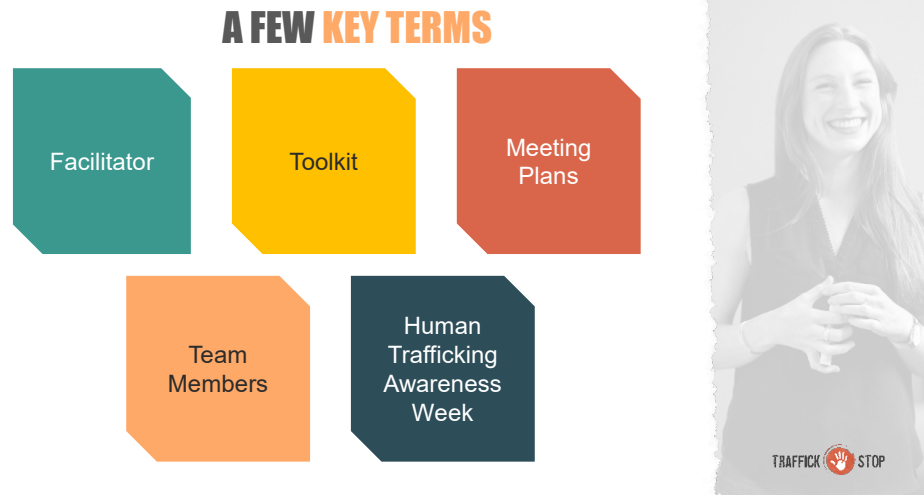
This training will introduce you to many important elements that will help you lead a successful TraffickSTOP program in your school. Before we dive in, let's talk about some important terms for you to remember.

Facilitators are adult leaders of the TraffickSTOP program. Facilitators are responsible for recruiting participants, maintaining an inviting and supportive environment, using the provided materials to lead the program, working with ECM Task Forces, and coordinating with school administrators. While this program will be led by one law enforcement officer (the lead facilitators), including additional co-facilitators is something that we recommend and encourage.

Available on the Instructor Portal section of the TraffickSTOP website, the **Toolkit** consists of program resources, including meeting plans, promotional materials, and supplementary documents all designed to support facilitators as they lead their TraffickSTOP Team. ****If you have not already signed up a login for the website, please let us know now.****

Found in the toolkit, **Meeting Plans** are the basis of the TraffickSTOP curriculum. This downloadable digital content features background information, guided discussion questions, activities, reflection, resources, and more. There are 12 meeting plans covering a variety of topics relevant to human trafficking. This program is structured as an in- or out-of-school-time extracurricular activity for high school students that can be completed during a full school year or a single semester. It has been an unpredictable time for education, so while in-person meetings are ideal, all meeting plans can be easily adapted for online delivery.

Team Members are the heart of the TraffickSTOP program. These student participants come with a variety of backgrounds and experiences and will help drive discussion. They will also be responsible for choosing and leading activities during Human Trafficking Awareness Week.

Human Trafficking Awareness Week is a school-wide event where team members will share what they've learned with their peers through guest speakers, awareness campaigns, and more.

During this training, we will cover each of these key terms in greater detail. Our main goal is to make sure you have the information and support you need, so if anything seems unclear, concerning, or confusing, please feel free to ask any questions via the chat function. We will do our best to address all questions.

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Before getting started, we will briefly discuss the program goals and structure.

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Program goals include the following:

- **Develop** a human trafficking identification and prevention curriculum and train law enforcement to deliver the curriculum in schools.
- **Pilot** and deliver the curriculum in seven actively-funded Enhanced Collaborative Model (ECM) Task Force to Combat Human Trafficking locations during the 2021-2023 school years.
- **Educate** students on building healthy relationships and identifying and preventing human trafficking.
- **Encourage** students to make informed decisions about online safety and boundary setting, and to understand how these concepts impact and intersect with human trafficking.
- **Strengthen** partnerships between School Resource Officers, school administrators, staff, and teachers, and Enhanced Collaborative Model (ECM) Task Forces to Combat Human Trafficking.
- **Measure** outcomes, the reach and success of the program through student and facilitator reports and evaluations.

As facilitators, your primary roles will be to educate students, promote online safety and set healthy boundaries, and enhance collaborative efforts between schools and ECMs.
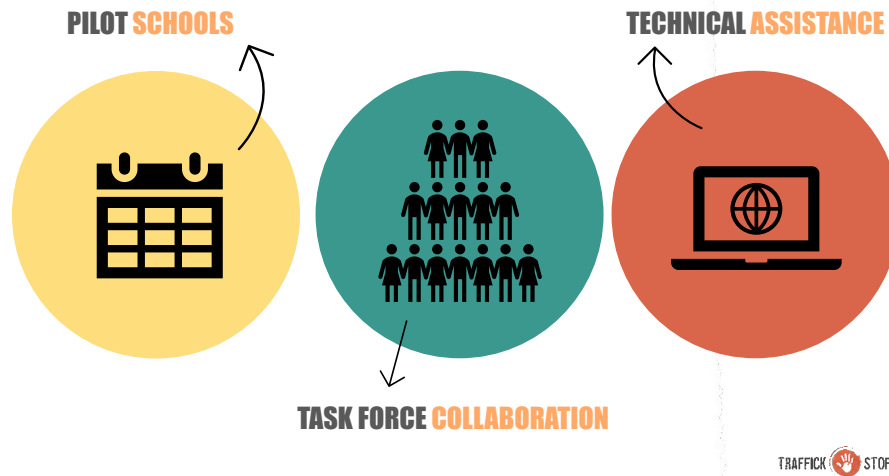
Pilot Schools: The TraffickSTOP program was piloted in one school during the 2021-2022 school year and will be implemented in six additional schools during the 2022-2023 school year.

Technical Assistance: NW3C will provide technical assistance to pilot schools and additional sites during the implementation process. This will include regular check-in meetings with facilitators to discuss additional training needs, how to address challenges, and any other issues that arise. Additionally, NW3C will maintain a TraffickSTOP website with information for students, parents, and administrators, as well as a portal for facilitators with resources, promotional materials, a discussion forum, and more.

Task Force Collaboration: Finally, NW3C will also coordinate with ECMs to provide multidisciplinary assistance for participating sites through the education curriculum, additional resources, and more.

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NAVIGATING
THE WEBSITE

Online tools to help you succeed.

Visit **www.traffickingstop.org**

This portion of the onboarding training will include a self-paced website navigation activity. The activity is available via this link; a hyperlink to the activity will also be on the Toolkit page: [insert link here].

If conducting the class remotely, allow participants 15-20 minutes to complete the activity. Participants can minimize the Webex window at this time but should not leave or exit the meeting. The instructor will be available for any questions and will monitor the chat during this time.

If conducting the class in-person, allow participants 15-20 minutes to complete the activity. Make sure everyone has the equipment that they need to complete the activity and troubleshoot with participants as needed. Both the TraffickSTOP website and the navigation activity can be accessed via mobile but will be easier to use on a computer or tablet. Participants can work in groups if there is not enough equipment or if anyone is experiencing technological difficulties that cannot be resolved. The instructor may walk around the room to see how participants are doing and can give them more or less time depending on their pace.

Navigate to the next slide while students are working through the activity.

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The website navigation activity will include the following portions of the website:

1. **Login and the Home Page:** Facilitators will log in and navigate to settings to change their password
2. **About TraffickSTOP: T**his section is useful when directing people to more information about TraffickSTOP.
3. **Resources:** This section includes resources related to human trafficking
4. **Toolkit:** Behind a login, facilitators can access and download all the materials they need to run the program successfully. During the onboarding, we will download and go over a meeting plan together.
5. **Forum:** A way for facilitators at the participating schools to communicate, share ideas, or find support for running the TraffickSTOP program.
6. **Reporting Form for Facilitators:** Walkthrough of monthly reporting form requirements.

Presenters can leave this slide up while participants are doing the website navigation activity.

Before continuing to the next section, ask participants if they have any questions, and whether they had difficulty with accessing any of the webpages listed here.

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Now that we're more familiar with the website and materials, we're going to talk about other important aspects of the program and how the materials can help with implementation. The presentation includes a lot of discussion questions and activities, so prepare to participate!

Slide 14

In the first section of this training, we will discuss some trauma-informed approaches, how to create a welcoming environment, and the importance of establishing trust.

TRAUMA-INFORMED APPROACHES

An integral part of training about abuse or exploitation is ensuring that trauma-informed principles are integrated into the curriculum and its implementation. OVC's definition of trauma-informed is as follows: an understanding of the vulnerabilities and experiences of trauma survivors, including the prevalence and physical, social, and emotional impact of trauma. Trauma-informed approaches place priority on restoring the survivor's feelings of safety, choice, and control.

Being trauma-informed means that you approach individuals with an assumption that they may have experienced trauma, and that you take that into consideration when working with them. When discussing sensitive topics, like human trafficking, being trauma-informed is vital to ensure that your audience feels comfortable discussing the topic and sharing their thoughts. We are going to begin this training with some information on trauma and will specifically discuss how trauma impacts children and young adults.

Source: Office for Victims of Crime. (n.d.). Office for Victims of Crime Model Standards. Retrieved September 24, 2021, from https://ovc.ojp.gov/sites/g/files/xyckuh226/files/model-standards/6/glossary.html.

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The Substance Abuse Mental Health Services Administration (SAMHSA), a federal agency, developed this definition of trauma that you can see on the slide.

OVC also offers an extensive definition of trauma with some additional insight (cited below). Here are some key points:

- Trauma can be caused by serious injury to the body, caused by physical violence or an accident.
- Trauma can also be emotional or mental distress caused by an event, series of events, or set of circumstances that is experienced by an individual as physically and emotionally harmful or threatening. Two people who face the same or similar events may experience trauma differently.
- Trauma may leave individuals feeling emotionally, cognitively, and physically overwhelmed and unable to cope.
- Adverse effects sometimes occur immediately, but not always–some individuals don't experience the negative effects of trauma until long after the event has occurred.
- Trauma does not only affect individuals. **Communities** may collectively react to trauma in ways that are similar to the ways in which individuals respond, and those communities may experience the adverse effects of an event for generations. This is sometimes called intergenerational trauma.
- People who experience trauma can overcome it, especially when they have support. Others may experience significant disruption in their lives, sometimes with long-term impact on their physical, social, emotional, and spiritual well-being.

Both definitions provided here show that trauma is both physical and emotional, has long-term effects, and can look different for everyone.

Sources:
- Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
- Office for Victims of Crime. (n.d.). Office for Victims of Crime Model Standards. Retrieved September 24, 2021, from https://ovc.ojp.gov/sites/g/files/xyckuh226/files/model-standards/6/glossary.html.

Slide 17
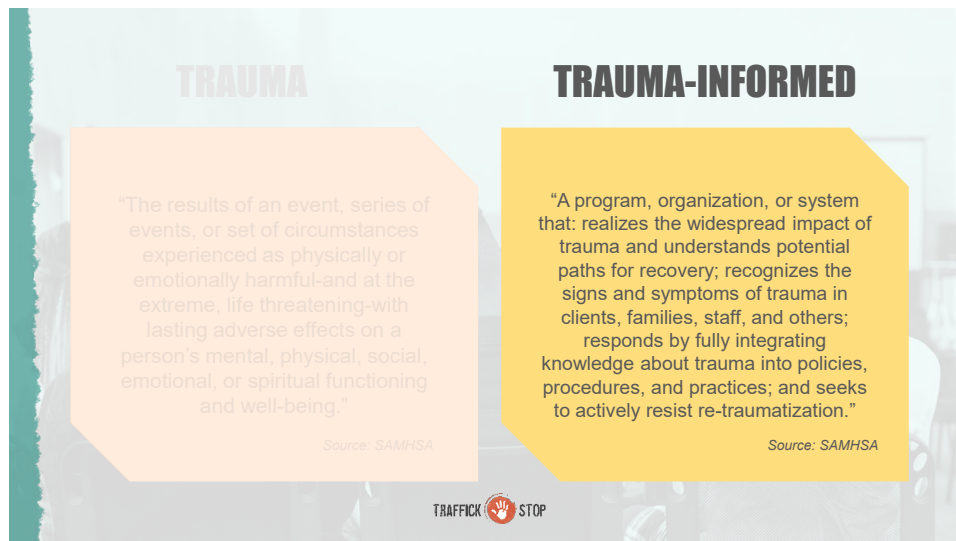
Being trauma-informed means a few things:
- You understand the impact of trauma and potential paths for recovery.
- You recognize signs and symptoms of trauma in others.
- You respond by integrating this knowledge into policies, practices, and procedures.
- You don't re-traumatize victims.

According to OVC, trauma-informed approaches are delivered with an understanding of the vulnerabilities and experiences of trauma survivors, including the prevalence and physical, social, and emotional impact of trauma. Trauma-informed approaches place priority on restoring the individual's feelings of safety, choice, and control.

Again, a key point to remember is that anyone can experience trauma. Trauma-informed practices should be standard in all communication with students. As you provide this curriculum, keep trauma-informed principles, discussed on the next slide, in mind.

Sources:
- Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
- Office for Victims of Crime. (n.d.). Office for Victims of Crime Model Standards. Retrieved September 24, 2021, from https://ovc.ojp.gov/sites/g/files/xyckuh226/files/model-standards/6/glossary.html.

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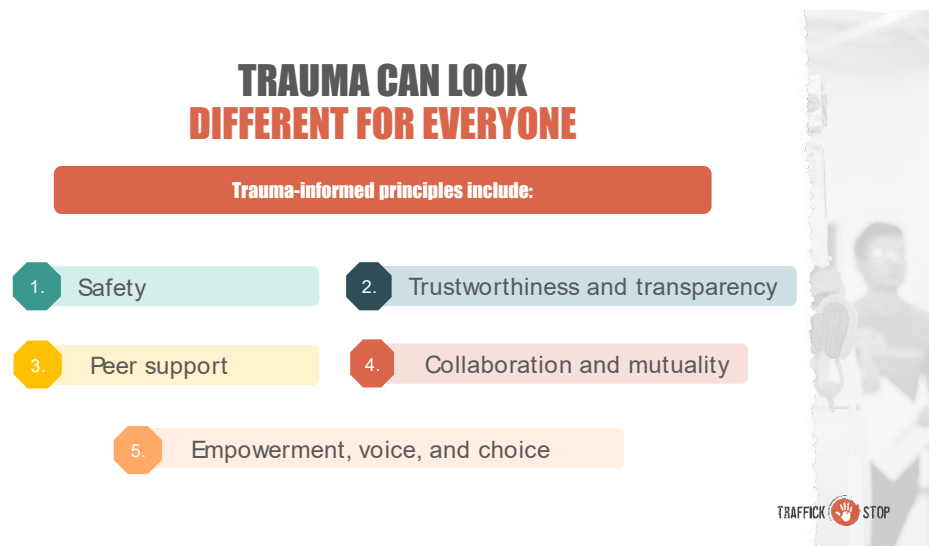
A framework for trauma was developed by a working group of researchers, practitioners, trauma survivors, and family members convened by the Substance Abuse Mental Health Services Administration (SAMHSA)–their definitions are shown on the previous slides. This approach expands on what we consider to be *traditionally traumatic events* and creates a framework for understanding the complex nature of trauma. This definition helps us to understand what trauma is and how it affects those who have experienced it; most importantly, trauma is different for everyone, and it is not our job to determine what qualifies as trauma.

Anyone can experience trauma, and we should approach encounters as if trauma exists. <u>Trauma-informed principles should be standard in all communication with students</u>. These principles include the following:

- **Safety: Safety means that those you are serving feel physically and psychologically safe and have interpersonal interactions that help promote a sense of safety. This can be difficult, as safety may look and feel different to each person.** The best thing you can do is to ask the individual what makes them feel safe, and if there are things that make them feel unsafe. You might not be able to meet all the safety concerns of every person you interact with but getting them to identify safety concerns is an important first step.

- **Trustworthiness and transparency: One of the best ways to build trust with those you are working with is to be honest and straightforward about what is happening, and what is likely to happen next.** Being trustworthy and transparent includes making sure people understand their options, being authentic during interactions, and addressing the limits to your own confidentiality.

- **Peer support:** Peer support is about developing authentic, mutual relationships that include power sharing and building trust. Peer relationships should be voluntary, non-judgmental, respectful, reciprocal, and empathetic.

- **Collaboration and mutuality: Collaboration** involves the creation of true and equal partnerships between service providers (facilitators in this context) and the individuals they serve. **Mutuality** emphasizes the need to level power differences between service providers and recipients (Traffick-STOP Team members, or students).

- **Empowerment, voice, and choice:** This principle requires recognizing and building upon an individual's strengths, experiences, and decisions.

- **Cultural, historic, racial, and gender issues:** This means moving past cultural stereotypes and biases, offering gender responsive services, leveraging the healing value of traditional cultural connections, and recognizing and addressing historical trauma. This will not happen all at once but will be an ongoing learning process.

These definitions help us to understand what trauma is and how it affects those who have experienced it, but it's important to understand that trauma is different for everyone and that it is not our job to determine what qualifies as trauma. Remember that anyone can experience trauma, and we should approach all encounters as if trauma exists.

Sources:
- Substance Abuse and Mental Health Services Administration. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
- Office for Victims of Crime. (n.d.). Office for Victims of Crime Model Standards. Retrieved September 24, 2021, from https://ovc.ojp.gov/sites/g/files/xyckuh226/files/model-standards/6/glossary.html.

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For many children, trauma is a result of on-going exposure to abuse, neglect, homelessness, domestic violence, or violence in their communities. Abuse can be psychological, physical, or sexual in nature.

People often think of trauma as the result of a single upsetting or frightening event. But for many children, trauma is cumulative. If there is an ongoing exposure to abuse throughout their early development, children can experience trauma. Some examples include psychological, physical or sexual abuse, neglect, homelessness, domestic violence, or violence in their communities.

According to SAMHSA, potentially traumatic events include:
- Psychological, physical, or sexual abuse
- Community or school violence
- Witnessing or experiencing domestic violence
- National disasters or terrorismCommercial sexual exploitation
- Sudden or violent loss of a loved one
- Refugee or war experiences
- Military family-related stressors (e.g., deployment; parental loss or injury)
- Physical or sexual assault
- Neglect
- Serious accidents or life-threatening illness

Source: Understanding child trauma. SAMHSA. (n.d.). Retrieved September 27, 2021, from https://www.samhsa.gov/child-trauma/understanding-child-trauma.

Slide 20

The CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) study is one of the largest investigative studies into childhood challenges, abuse, and neglect and how it affects individuals later in life. The ACE pyramid provides a graphic of the conceptual framework of the study. It shows how adverse childhood experiences are tied to risk factors of disease and well-being throughout a person's life.

The study found that adverse experiences are interrelated even though they are usually discussed separately. Adverse experiences are unlikely to be isolated incidents. For example, people usually don't grow up in a household where a family member is in prison, but everything else is fine. They usually don't grow up with a parent who is physically abused, without any other problems in the household. Adverse experiences are interconnected with socioeconomic status, generational trauma, risk behaviors, and other issues that arise over the course of a person's life. For each additional adverse experience reported, the toll and later damage compounds.

Adverse or traumatic experiences in childhood can have lifelong effects, but they can more immediately affect the ways a child interacts in the school environment and with other authority figures. Trauma can be challenging to address because children often mask their emotions in a way that may seem confusing to educators. There is no single comprehensive list of signs of trauma. Exposure to traumatic experiences can manifest differently in different individuals.

Source: Centers for Disease Control and Prevention. (2021, April 6). Preventing adverse childhood experiences. Retrieved September 27, 2021, from https://www.cdc.gov/violenceprevention/aces/fastfact.html.

Questions for the ACEs quiz are available on the next slide. The accompanying activity is optional, depending on time available and the interest of the class.

Slide 21

Instructor Notes: This activity is optional, based on time and class interest.

All ACES questions ask about events that occurred before your 18th birthday. While we are not going to ask you to take the quiz today but will send a link so you can review it later. Have you used ACES in your work? If so, tell us about it!

A note about ACEs scores:

Higher ACEs numbers are often associated with challenges later in life, including higher risk of certain health problems. This quiz is intended to raise awareness of the potential impact of ACEs and to serve as an indicator of how likely someone is to face those challenges.

The ACEs quiz is not a comprehensive look at what causes childhood trauma, nor is it a magic 8 ball that can predict the future. There are many experiences that could be traumatic but are not listed in the questions above, such as community violence, racism, other forms of discrimination, natural disasters, housing insecurity, and many other childhood events. Because it does not measure every adversity a child can experience, it can neither serve as a true indicator of possible risk, nor a full picture of the solutions toward which communities should work.

Additionally, different children will respond to adverse experiences in different ways. Some children develop resilience, but others may not. Resilience is tied to genetic factors that may predispose some people to be more sensitive to adversity.

The most common factor among resilient children is "at least one stable and responsive relationship with a supportive adult."

Because of these factors, ACEs can only measure who might be at risk, not who is at risk, for trauma-related challenges in adulthood. Children who experience trauma earlier in life are more vulnerable to exploitation and traffickers often target victims who have experienced trauma and trauma-related challenges.

Instructor note: You can use the chat function to send participants a link to the ACES quiz online if they would like to revisit it after the training: https://americanspcc.org/take-the-aces-quiz/

Sources:
- Center on the Developing Child at Harvard University. (2020, August 17). Resilience. Retrieved September 27, 2021, from https://developingchild.harvard.edu/science/key-concepts/resilience/.
- ACEs Too High. (n.d.). What ACEs/PCEs do you have? Retrieved September 27, 2021, from https://acestoohigh.com/got-your-ace-score/.

Slide 22

Next, we will move on to the importance of establishing trust.

Slide 23

ESTABLISHING TRUST NOW
CAN HELP STUDENTS SEEK ASSISTANCE IN THE FUTURE

Trust can take time to build.

Many factors contribute to the perception of law enforcement, including class, race, and political ideology. Negative perceptions of police can lead students to distrust or discredit law enforcement.

However, positive interactions with law enforcement during adolescence may help students feel safer in seeking assistance from law enforcement in the future. Leading a TraffickSTOP team provides an opportunity to positively impact students' perceptions of law enforcement.

TRAFFICK STOP

Many factors contribute to the perception of law enforcement. Research has shown that children's opinions of police decline as they age. Depending on their background, experiences, race, class, and other factors, some students may have negative perceptions of police, which may cause them to distrust or discredit law enforcement. You may have students on your team with such perceptions. While it is important to acknowledge this reality, acting as a TraffickSTOP facilitator provides you with opportunities to build trust and positively impact team members' perceptions of law enforcement. Constructive interactions with police during adolescence can help students feel safer in seeking assistance from law enforcement in the future. Leading this team can display a softer image of law enforcement and help students to see police in a different light.

Don't take it personally if students seem reluctant to trust you at first. Relationships are built over time. You can establish trust by showing up, listening, and being willing to learn with them. Building trust can create a bridge to accept, respect, and meet students where they are.

When discussing sensitive topics like human trafficking, students are more likely to have authentic conversations with individuals that they trust, so building trust is vital for successfully delivering this curriculum.

Source: Padilla, K., & Fine, A. (2021, August 16). Kids' perceptions of police fall as they age – for black children the decline starts earlier and is constant. The Conversation. https://theconversation.com/kids-perceptions-of-police-fall-as-they-age-for-black-children-the-decline-starts-earlier-and-is-constant-145511.

Slide 24

Sometimes the discussion of difficult topics can lead to disclosures. It is important to prepare yourself for this possibility.

A disclosure occurs when someone provides information that leads you to suspect or confirm that a child has suffered abuse or neglect.

You can prepare your team members by explaining to them that you are a mandated reporter. This information should be provided during the first or second meeting. You can tell the whole group or mention it during one-on-one interactions. Explain your legal responsibility and why it is important.

Students should understand that part of a safe and welcoming space includes reporting unsafe or illegal behaviors to the appropriate authorities. However, the goal of TraffickSTOP is to educate students, not to increase the number of disclosures. While we want students to feel safe, other factors may inhibit a victim's readiness to report—threats made by perpetrators often suppress victims' desires to tell someone. We aim to create safe spaces while understanding that victims may not be ready to report, and we never want to pressure any child into making a disclosure.

Reporting without explaining your role as a mandated reporter could cause students to distrust you or feel betrayed. Take time to familiarize yourself with mandatory requirements in your state before implementing this program. Be candid and thorough—explain who receives this information after a disclosure is made so team members understand who receives information and who doesn't.

Discussion questions:

- Tell us about mandatory reporting requirements in your state – what is or is not considered a crime? E.g., in VA, it is illegal for anyone to manufacture distribute, or possess child pornography, regardless of age.
- In your role as a mandatory reporter, how would you approach this?
- When a disclosure is shared, who do you have to share this information with? Who don't you have to share this information with?
    - Youth may be reluctant to make disclosures because they don't want family members to find out, especially in cases where the perpetrator is a family member. A disclosure does not need to be shared with everyone in the child's life.

Source: Child Welfare Information Gateway. (2019). Mandatory reporters of child abuse and neglect. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. https://www.childwelfare.gov/pub-pdfs/manda.pdf.

Slide 25

SCENARIO:
TUTOR TROUBLE

How would you handle a trafficking-related disclosure?

A 16-year-old team member stays after a meeting to talk with you about a relationship that they have with their 22-year-old tutor, who is in college. The tutoring began virtually during the pandemic, but they have been meeting in person recently. When meeting virtually, the team member developed feelings for the tutor and voluntarily sent them nude photos. They began texting and meeting frequently—not just to study. After a few months of hanging out, this team member began engaging in sexual activity with both the tutor and others who the tutor introduced them to. The team member was not comfortable engaging in sex with others but felt pressured to do so by the tutor. When the team member said something about how they did not want to continue sexual relationships with other individuals, the tutor became upset and told the team member that they would post their nude photos online if they didn't continue to have sex with the tutor and their friends.

Work through this scenario with participants and ask them how they would approach this student, what they would be required to report, and what resources they would provide to the team member.

Slide 26

CREATING A WELCOMING ENVIRONMENT

There are a few key strategies for creating a welcoming environment that we mentioned previously and will discuss further on the next slide.

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Celebrate diversity: a diverse group comes with diverse perspectives, experiences, and ideas.
- Recognize that team members' backgrounds may be quite different, despite being from the same geographic location.
- Validate team members' experiences with the topics that you are discussing and thank them for sharing their perspectives when they feel safe to do so.
- Welcome unique viewpoints and encourage team members to consider new ideas when they are shared by their peers.
  - While validating team members' perspectives is important, you should gently correct misinformation and/or misconceptions that could arise during discussions.

Practice cultural competency:
- Cultural competence is the ability of an individual or organization to interact effectively with people of different cultures.
- Cultural competency is not knowing everything about all cultures. Rather, it is a willingness to learn about cultures you are exposed to.
- Cultural competency should be accompanied by cultural responsiveness.
  - Cultural responsiveness means the changes in our response and actions taken after learning about a certain culture or group of individuals.

Implicit bias: everyone has it, but you can be a successful facilitator by understanding it.
- Implicit bias is an attitude or stereotype that we hold subconsciously.
  - Even though implicit biases are not conscious, we can learn to recognize and challenge them when the bias affects our thoughts, statements, or actions.
- Consider that your team members will also come to this group with their own individual implicit bias, which may impact their viewpoints and level of participation.
- Have you had training on implicit bias? If so, did that training influence the work that you do day-to-day?
  - Think about how implicit bias may arise in the TraffickSTOP program and what you can do to counter such biases. For example, there are often racial stereotypes involved with trafficking that are not accurate. Victims can be any gender, age, race, and nationality.

Discussion questions:
- What do media (television, movies, etc.) show us about human trafficking?
- How can those messages affect our understanding of this crime, or crime in general?
- What other biases might we have that are influenced by media?

Source: Office for Victims of Crime. (n.d.). Office for Victims of Crime Model Standards. Retrieved September 24, 2021, from https://ovc.ojp.gov/sites/g/files/xyckuh226/files/model-standards/6/glossary.html.

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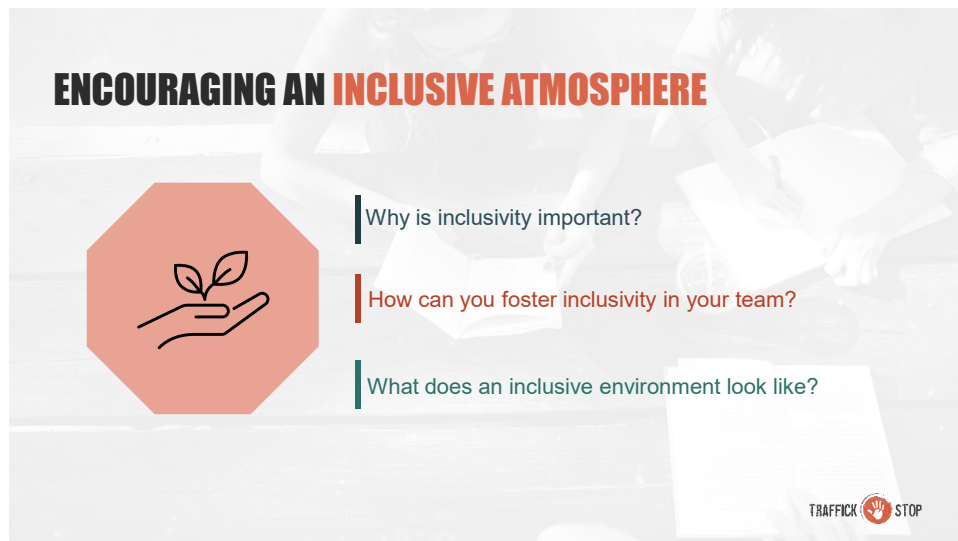
An inclusive environment allows more students to access resources and information.

Why is inclusivity important?

There is no profile for students who can be or have been affected by trafficking. While some demographics may be more vulnerable than others, labor and sex trafficking can happen to anyone. As a facilitator, you have the opportunity to create an environment in which students feel welcome and respected regardless of their background, socio-economic status, gender, sexual orientation, race, ethnicity, religious affiliation, disability, etc. When students feel safe and included, they will learn better and feel more engaged.

Students who are from marginalized groups or those who have experienced trauma are very aware of their safety in the spaces that they navigate. Many build up walls to protect themselves, and those walls won't come down unless they feel safe. Fostering an inclusive environment allows them to stop being on guard, and to be open and honest about their perspectives and experiences. In addition, when talking about human trafficking, language can be a bit tricky - there are intersections with gender, sexuality, and sexual orientation that we need to consider. Especially sex trafficking – sex crimes can make victims question whether their gender or sexual orientation made them vulnerable. "Language can be a bridge or an obstacle"– we want to do our best to not use it in a way that creates obstacles (1).

How can you foster inclusivity in your team?

Inclusivity is intentional. As a facilitator, you can take the lead in making sure all students feel accepted and welcome when participating in TraffickSTOP. While this is important when having conversations directly with students, it is also important to remember that students may overhear you talking to others, and so you should always be cognizant of the language you use and statements you allow to be made in your presence. For instance, if another student makes an inappropriate joke about a marginalized group, and you don't respond, that inaction can have a significant impact.

"Help students by being aware and informed of the various sub-groups students can represent. Be able to identify stereotypical or biased imagery in student work or reference materials and address them accordingly. Have an understanding of their culture, so you use appropriate language and terminology"(2). Team members are looking to you as a leader and may even model your behavior. Take care to make sure you avoid making disparaging remarks, even jokingly, about marginalized populations.

What does an inclusive environment look like?

An inclusive environment is one where everyone has opportunities to learn and grow together while welcoming the unique contributions each team member can bring. It is somewhere they feel "nurtured, empowered, and feel free to be themselves" (1). This does not mean everyone will always agree on everything but establishing a respectful environment up front can help your team navigate delicate discussions in a way that allows everyone to feel included. "Focus on individual student strengths and promote a sense of belonging for all students. Teach and model empathy and active listening skills." Actively honor team members' identities, and if possible, "Provide a physical space where [students] know they can go to feel safe and express emotions" (3).

Sources:
- Safe places, safe spaces: Creating welcoming and inclusive environments for traumatized LGBTQ Youth Video. The National Child Traumatic Stress Network. (2021, January 26). Retrieved July 15, 2022, from https://www.nctsn.org/resources/safe-places-safe-spaces-creating-welcoming-and-inclusive-environments-traumatized-lgbtq-0?utm_source=spotlight&utm_medium=email&utm_campaign=nctsn-spotlight.
- Gehl, N. (2021, June 28). How to better support your marginalized students. The Art of Education University. Retrieved July 15, 2022, from https://theartofeducation.edu/2019/09/02/how-to-better-support-your-marginalized-students.
- https://bestpracticesclearinghouse.ed.gov/docs/ResourcesLibrary_PDF/ED23-39c.pdf

Slide 29

PROVIDING SAFETY AND SUPPORT

In the next section, we will discuss how to approach controversial topics with your TraffickSTOP team members. Providing a safe and supportive space will help students feel more open to learning, sharing, and growing together.

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Some of the topics your team discusses may be very personal. Some team members may have experienced trafficking. Those that have may not recognize that they've been trafficked, or they may not identify as survivors. Likewise, some topics are controversial for various reasons, and it's important that all students, including those who identify with marginalized groups, feel safe participating in TraffickSTOP team meetings. There are techniques you can use as the facilitator to help foster a supportive, safe, and illuminating environment in which the team members can learn from each other.

Vanderbilt University's *Difficult Dialogues* (cited below) recommends thinking about these issues in advance: "Before the course even begins, do some thinking about what topics in your subject area may become controversial in the classroom- keeping in mind that the issues you think are controversial may not be the same ones that create conflict among your students."

 Take your own temperature on the topics being discussed as well:
•   Are there issues you would rather not talk about?
•   Are there issues that are personally uncomfortable for you?

 Learning

One of the best ways to prepare yourself to tackle the role of TraffickSTOP facilitator is to learn key concepts about human trafficking and prepare for the specific topics covered in the meeting plans. There is a lot of information available, so you won't be able to know everything. However, going into each meeting with a strong understanding of the subject matter you'll be discussing that day will help you provide valid information and support in the moment. If something comes up that you can't answer, remember that it is OK to admit when you don't know something and use that as an opportunity to learn with your team in real time.

Many of the TraffickSTOP meeting plans include additional resources where you can learn more about specific topics, including the ones covered in today's onboarding training. Along with today's training, the prerequisite training provided by OVC will provide you with a solid foundation on human trafficking. If you are interested in additional training opportunities, we have included a document with links to relevant webinars that can be accessed on the website; you may also want to reach out to the ECM to find out about training that they can provide. NW3C and other project partners can provide additional assistance as needed—when possible, it will be helpful to have a co-facilitator representative from an ECM!

Learning for Justice's guide to charged discussions, *Let's Talk* (cited below), recommends the following posture of learning: "Commit to accepting that you don't have all the answers and embracing the opportunity to learn with your students."

Sources:
- Learning for Justice. (2015). Let's Talk! Facilitating Critical Conversations With Students. https://www.learningforjustice.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf
- Vogelsang, J.D. & McGee, S. (2015). Handbook for Facilitating Difficult Conversations in the Classroom. Queens College, City University of New York. https://www.qc.cuny.edu/Academics/Centers/Democratic/Documents/Handbook%20for%20Facilitating%20Difficult%20Conversations2.pdf
- University of Michigan. (n.d.). Guidelines for discussing difficult or high-stakes topics. Center for Research on Learning and Teaching. Retrieved September 27, 2021, from http://www.crlt.umich.edu/publinks/generalguidelines.
- Indiana University Bloomington. (n.d.). Managing difficult classroom discussions. Center for Innovative Teaching and Learning. Retrieved September 27, 2021, from https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions/.
- Vanderbilt University. (n.d.). *Difficult dialogues*. Center for Teaching. Retrieved September 27, 2021, from https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/.

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Agreement

In order to support safe and illuminating discussions, have your team members establish and agree to norms for their meetings and conversations. These will be specific to the needs and wants of your team, but they may include things like:

- Confidentiality ("what is discussed at TraffickSTOP stays in the room").
- Trying to understand what someone is saying before rushing to judgment.
- Avoiding certain words ("stupid," "lame," slurs of any kind, etc.).
- Avoiding personal attacks or put-downs of any kind (argue with the premise, not the person).
- Allowing team members to speak without interruption for a certain period of time, or until they have finished making their point.
- Respecting all team members' ideas and perspectives.

Respect is integral when working to build trust. The students you are working with have their own individual identities, social lives, interests, and talents. They will come to you with a variety of backgrounds, ideas, opinions, and experiences. When nurtured and celebrated, these differences can lead to richer, more rewarding group experiences. With trust and support, they are capable of handling complex or difficult topics.

Sources:
- Learning for Justice. (2015). Let's Talk! Facilitating Critical Conversations With Students. https://www.learningforjustice.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf
- Vanderbilt University. (n.d.). *Difficult dialogues*. Center for Teaching. Retrieved September 27, 2021, from https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/.

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Disagreement

When team members disagree, make the point(s) of disagreement explicit—even if you have to interrupt the dialogue to do so. Identifying exactly where the conflict is can help the team members talk through it. If a discussion is particularly charged or sensitive, it can be hard to stay focused on where the points of disagreement actually are. For example, you might need to step in and say something like *"It sounds like you disagree on what a victim of online harassment should do to report what has happened to them, but you actually agree that the victim didn't bring the harassment on themselves."*

Sources:

- Learning for Justice. (2015). Let's Talk! Facilitating Critical Conversations With Students. https://www.learningforjustice.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf
- Pace, David. (2003). Controlled Fission: Teaching Supercharged Subjects. College Teaching. 51. 42-45. 10.1080/87567550309596410.

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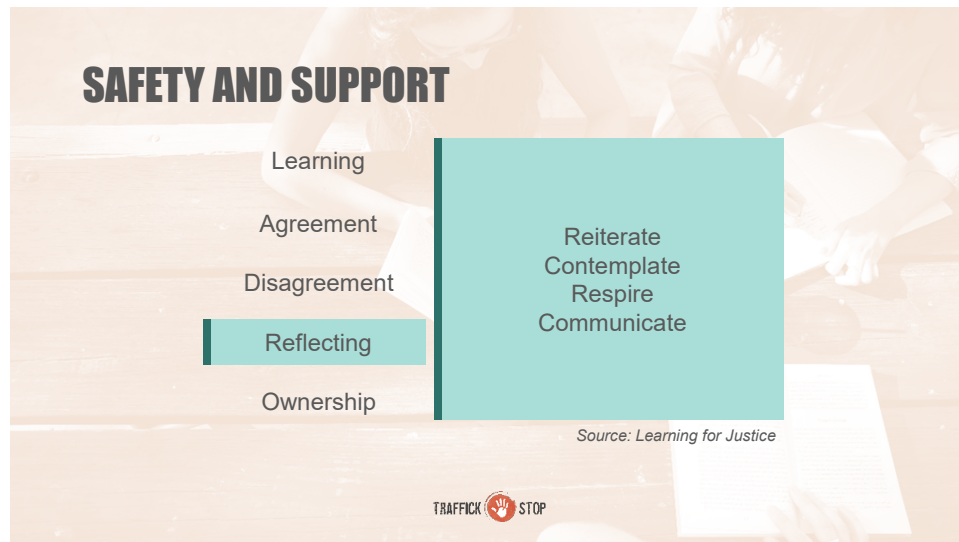
Reflecting

It's important to take time to reflect on sensitive or charged topics. At times, everyone in the room may be uncomfortable or challenged by something they hear. Learning for Justice recommends a specific four-step strategy for reflecting on difficult discussions:

- **Reiterate**: Have the team members restate what they have heard. Are they recalling correctly? Did they miss anything?

- **Contemplate**: "Count to 10 before responding. Taking time to think about their responses helps move students away from immediate emotional responses that can potentially derail the conversation."

- **Respire**: Similarly, taking the time to breathe can help team members settle down before responding to a charged assertion or comment.

- **Communicate**: The words team members choose are important. They should strive for "compassion and thoughtfulness, [and] should do their best to speak as they want to be spoken to, assuming good intentions and seeking understanding."

Sources:
- Learning for Justice. (2015). Let's Talk! Facilitating Critical Conversations With Students. https://www.learningforjustice.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf
- Vanderbilt University. (n.d.). *Difficult dialogues*. Center for Teaching. Retrieved September 27, 2021, from https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/.

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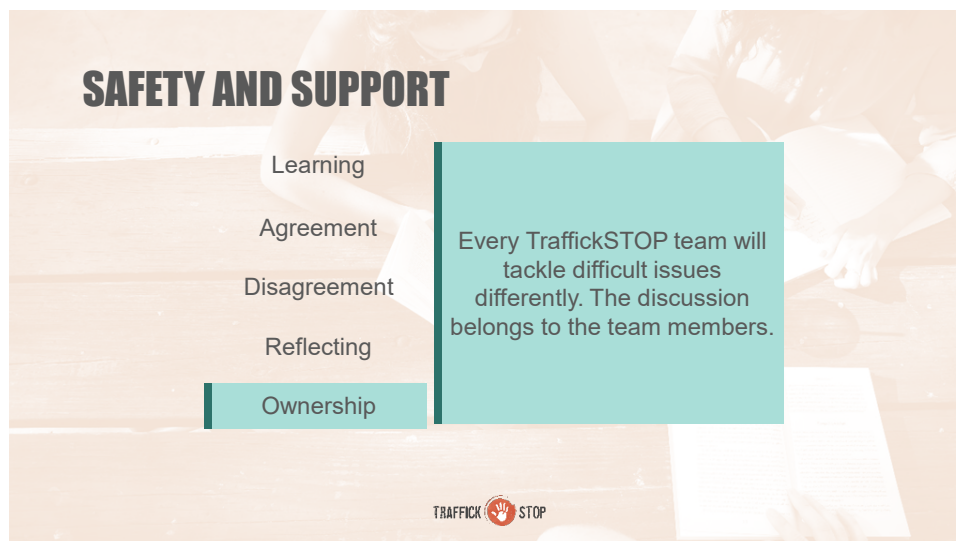
Ownership

Above all, these discussions must belong to the team. Some of the other steps, like having the team members work together to set norms, can help them take ownership. Sometimes the most helpful thing you can do is to step back and let your team members shape not only each individual discussion, but also the direction of the TraffickSTOP program at your school. The TraffickSTOP program was designed to have students take ownership of the program - their conversations should steer the meeting discussions, and the awareness week activities should be created based upon their interests and skills.

Never introduce a problem without also giving students time to reflect on and brainstorm ways to address the problem. We can acknowledge the realities of human trafficking without leaving students feeling scared and hopeless. Ownership is one way we help students feel empowered to stand up as leaders in their schools and communities.

Activity: ask facilitators to look at the Project Planning Guide and think about what awareness week activities or events students may want to organize. Are students required to conduct community service? If so, are there ways that the awareness events could fulfil those requirements?

Source: Learning for Justice. (2015). Let's Talk! Facilitating Critical Conversations With Students. https://www.learningforjustice.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf

Slide 35

Safety and Support Activity

In this activity, participants will apply Safety and Support Principles to a TraffickSTOP meeting plan.

Directions:

- Ask everyone to download Meeting 2 (can bring copies for in-person or share file electronically if any-one has tech issues). Assign each participant a principle of safety and support, listed on the left side of the slide. Have them review the meeting plan and pinpoint 2-3 ways they could incorporate that specific principle into the delivery of the meeting plan. **Although some participants might cover the same principle, this is not intended to be a group activity.**

  - If the group is small, consider combining *Agreement* and *Disagreement.*

- Dismiss group to work independently for a few minutes (10-15 minutes, depending on how much time you have) to go over the meeting plan.

- Reconvene the whole group and go over each principle. Everyone who had *Learning* would share some of their takeaways and insights, then *Agreement*, then *Disagreement*, and so on.

Slide 36

RISK FACTORS FOR YOUTH

Next, we're going to discuss some risk factors. While these factors are good to know, a key takeaway for this section is to remember that anyone can be vulnerable to human trafficking.

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ANYONE CAN BECOME
A VICTIM OF HUMAN TRAFFICKING

But some groups are more vulnerable.

While everyone is vulnerable, there are populations and groups with unique risk factors. They include but are not limited to:

- students who have run away or are experiencing homelessness
- students who are or were in the child welfare or juvenile justice system
- students who have dropped out of school
- students with intellectual and developmental disabilities or differences
- LGBTQ+ youth
- unaccompanied migrant children

While some populations may be more vulnerable, and certain factors make individuals more susceptible, it is vital to educate all youth about trafficking. Any student can be victimized.

TRAFFICK STOP

While everyone is vulnerable, there are some populations and groups with unique risk factors. They include but are not limited to:

- students who have run away or are experiencing homelessness
- students who are or were in the child welfare or juvenile justice system
- students who have dropped out of school
- students with intellectual and developmental disabilities or differences
- LGBTQIA2S+ youth (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, Two spirit)
- unaccompanied migrant children

There are also other vulnerabilities that may make individuals more susceptible. They include but are not limited to:

- romantic/sexual involvement with adult(s) over 18
- substance use
- isolation
- trauma from other experiences
- mental illness
- youth disconnected from parents and trusted persons
- gang involvement
- emotional distress
- lack of social support

Not everyone who falls into one or more of these populations/groups or who exhibits one or more of these vulnerabilities will experience human trafficking. It may be helpful to consider these factors if there are other signs indicative of trafficking.

While it is important to know that some populations may be more vulnerable, and that certain factors make individuals more susceptible, education and prevention efforts should not only target those who fall into these groups. It is vital to educate all youth about trafficking. It is not easy to understand what trafficking really is. Even those who are being victimized may not realize it until they learn about trafficking.

Slide 38

FORMING
YOUR TEAM

A team of dedicated students is the heart of TraffickSTOP.

Finding team members is the first step to building a successful TraffickSTOP program.

Here are some tips for recruiting students.

We're going to discuss the dos and don'ts of team building, and then move into an activity to help you think about engaging with team members in various scenarios.

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A strong team is at the heart of the TraffickSTOP program. Finding students who will regularly attend and participate in meetings is crucial to the success of the program.

DO

- Look for students who seem interested in learning more about human trafficking.

- Ask faculty members to promote TraffickSTOP in their classrooms.

- Work with students with whom you already have a rapport.

- Encourage students to bring their friends and use any enthusiasm they have for the program to help bring more students to the team.

- Use downloadable promotional materials available in the TraffickSTOP toolkit.

- Think of incentives to get students to attend. Food, shirts, water bottles, stickers, and even service hours can help get students interested and keep them coming back.

  - Tip: Work with local businesses and franchises to get sponsored donations.

- Be flexible – in regard to the number of students, curriculum, etc. – we've designed the program to be flexible to meet the needs of various schools, different groups, and diverse populations.

DON'T

- Target students based on potential risk.

- Pressure students to participate.

- Rely on students who may already be overextended or overcommitted to other extracurriculars or academics. There is not an ideal type of student to participate in TraffickSTOP; any students with an interest are welcome regardless of social status or school involvement.

- Wait until you have a perfect group. Perfection is the enemy of good here. If you have 3-4 students, then start with that group. Good things often start out small and grow

Slide 40

Team Building Strategies

Recruiting students to participate in new programs can be difficult – here are some strategies that can help.

- o Ask for help – work with teachers, administrators, and other staff/faculty
    - Collaborate with other staff faculty who run popular academic, athletic, or extracurricular activities at the school (like honors societies, student council, basketball teams, Students Against Drunk Driving, and other groups). Ask if you can attend a meeting and tell them about the TraffickSTOP program.
    - Ask teachers if you can pop into a class at the beginning or end to give students a brief overview of the program and encourage them to participate.
    - Connect with administrators to discuss how we can engage with parents and the community to raise awareness about human trafficking and the need for education on trafficking and related topics.
    -
- o Reach out to students
    - Hang posters up around the school.
    - Include some information about the program during morning announcements.
    - Build on relationships you already have - tell students (or groups of students) that you often interact with about the program to see if they would be interested in participating.
    - Once you get a few students interested, ask if they have any friends who may want to attend meetings with them.
    -
- o Offer incentives
    - If funding is available, offer students a free meal, like pizza, for participating.
    - Consider community service - Are students required to conduct community service at your school?
        - If so, are there ways that their participation in the program or awareness events could provide them with community service hours?
-
- o Be creative - other approaches
    - Start with a larger assembly – work with your local task force and school administrators to see if you can organize a panel discussion with task force members for the entire student body (similar to Meeting Plan 11 – Hear from the Experts) and tell students about the program at the end of the assembly.

- If you think that students may not want to stay after school to meet, try to arrange for meetings to occur during the school day (e.g., during a free period).
  - Alternatively, think about incorporating meetings into a class that already includes human trafficking education as part of the curriculum, like a health class.

Discussion:
What are realistic goals for membership in your school?
What methods for recruitment would work at your school?
How much interest do you think the student body will have in the TraffickSTOP program?
Think about potential gaps in the community in terms of awareness and access to services—how can we ensure that students who fall into these gaps are able to contribute and participate?

Slide 41

ACTIVITY: ENGAGING YOUR TEAM

1. The Resistant Student

A team member seems to be antagonistic to you as the facilitator and generally distrusting of law enforcement. They are responding to feedback with sarcasm or hostility and refusing to participate in activities or group discussions.

2. The Conversation Dominator

A very enthusiastic team member eagerly answers all your questions and leaves little opportunity for other team members to share during group discussions. You fear that this is taking away from the learning experience of the other students.

3. The Influencers

A small group of team members spend the entire TraffickSTOP meeting time taking pictures or making videos for their social media profiles. They rearrange the room so they can sit in the spot with the best lighting, often have their own conversation instead of joining in the group conversation, and don't seem to be engaging with the material.

Engaging Your Team Activity

Instructor Note: Choose as many or as few of these scenarios as time and class engagement permit. Try not to share the possible solutions until learners have had the opportunity to share their own ideas.

Directions
Read each scenario aloud (time-permitting, see *Instructor Note* above). Ask participants to provide ideas and feedback on ways they would engage students and handle unwanted behavior as a TraffickSTOP facilitator. Don't give away answers up front but try to steer participants away from any responses that would shame or single out students. For online delivery, consider encouraging participants to answer both out-loud or via the chat function.

Engaging the team can be difficult, especially when you have challenging students or difficult content. In these situations, it helps to be prepared. The following scenarios will help you learn to facilitate through various challenges. How would you handle these situations while keeping learners engaged?

Scenarios
The Resistant Student
A team member seems to be antagonistic to you as the facilitator and generally distrusting of law enforcement. They are responding to feedback with sarcasm or hostility and refusing to participate in activities or group discussions.
Some possible solutions: Have a one-on-one discussion with the team member; try to learn more about their specific interests or background; don't take it personally or allow the way a team member reacts to you influence the way you react to them.
The Conversation Dominator
A very enthusiastic team member eagerly answers all your questions and leaves little opportunity for other team members to share during group discussions. You fear that this is taking away from the learning experience of the other students.
Some possible solutions: Redirect the team member's enthusiasm into other tasks, such as handing out activity sheets, taking attendance, or going over announcements; acknowledge the team member's interest but ask to hear from other people in the group.
The Influencers
A small group of team members spend the entire TraffickSTOP meeting time taking pictures or making videos for their social media profiles. They rearrange the room so they can sit in the spot with the best lighting, often have their own conversation instead of joining in the group conversation, and don't seem to be engaging with the material.

Some possible solutions: Ask this group to plan a social media outreach campaign for Human Trafficking Awareness week; rather than calling them out directly, ask for phones to be put away during meeting times to maintain the privacy of the group; separate them for activities in pairs or small group discussions.

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ACTIVITY: ENGAGING YOUR TEAM
(continued)

4. The Conspiracy Theorist
This team member is very interested in the topic of human trafficking, but often comes to team meetings eager to talk about the latest conspiracy theory they found on a Reddit post. They are resistant to correction and don't trust academic information as true.

5. The Overachiever
This team member is the student body president, clarinet section leader in the marching band, secretary of the National Honor Society, and a star cross country runner and swimmer, all while maintaining a 4.0 GPA. The team member comes to meetings looking exhausted and spends most of the time trying to catch up on homework before leaving early to get to another practice. They are always respectful and try not to be disruptive, but it is clear that they're stretched too thin.

The Conspiracy Theorist

This team member is very interested in the topic of human trafficking, but often comes to team meetings eager to talk about the latest conspiracy theory they found on a Reddit post. They are resistant to correction and don't trust academic information as true.

Some possible solutions: Even if this student is resistant, you can use this as a teaching moment to talk about verifying information and accessing correct information online; if subsequent discussion derails the meeting, you can ask the team member to speak with you one-on-one after the meeting. Not correcting misinformation allows it to spread.

The Overachiever

This team member is the student body president, clarinet section leader in the marching band, secretary of the National Honor Society, and a star cross country runner and swimmer, all while maintaining a 4.0 GPA. The team member comes to meetings looking exhausted and spends most of the time trying to catch up on homework before leaving early to get to another practice. They are always respectful and try not to be disruptive, but it is clear that they're stretched too thin.

Some possible solutions: Have a one-on-one conversation with this team member to talk through their responsibilities and understand why they joined TraffickSTOP; gently suggest pulling back on this as it is an optional extracurricular activity but remind them that they are always welcome to come to meetings when their schedule permits.

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There are many misconceptions about human trafficking. Many people think of trafficking only in terms of international kidnappings, where victims are captured abroad, imprisoned, and sold on the black market. Common misconceptions are that most victims are kidnapped and physically detained by perpetrators, that victims are usually not U.S. citizens, or that trafficking is not problematic throughout the US. While law enforcement, victim service providers, and others working in this field should be aware of these fallacies, even those with knowledge on the subject are not impervious to misunderstanding. Students will likely have similar misconceptions! It is important to understand the nuances of trafficking, and to realize that trafficking can occur anywhere, to anyone.

Source: Susan Mapp, Emily Hornung, Madeleine D'Almeida & Jessica Juhnke (2016) Local Law Enforcement Officers' Knowledge of Human Trafficking: Ability to Define, Identify, and Assist, Journal of Human Trafficking, 2:4, 329-342, DOI: 10.1080/23322705.2016.1143764.

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When reading articles, blogs, social media posts, and other things found online, it is important to verify sources and consider the credibility of the person or entity posting the information. If you aren't sure about the accuracy of information, reach out to your ECM task force.

What are some ways you can verify information about human trafficking?

Slide 45

MYTHS VERSUS FACTS

Let's delve into common misconceptions by reviewing some myths and facts about human trafficking.

Slide 46
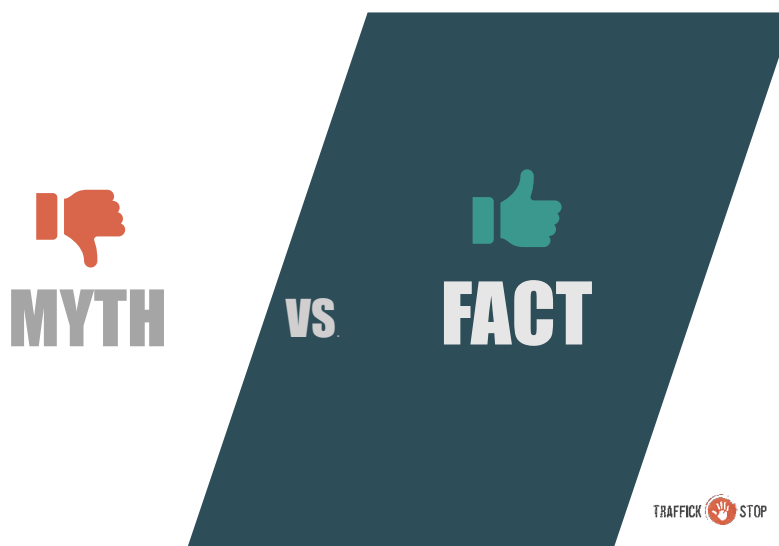
Myths vs. Facts Activity
This activity will encourage students to challenge their understanding of issues and information around human trafficking. It has been adapted from Meeting 6: *Avoiding Misinformation.*

Directions:
For this activity, the instructor will read a statement and participants will indicate if they believe it is a myth or fact about human trafficking using responses built into the online delivery platform. For example, Zoom and Webex both have a check mark or "x" option for participant feedback, so attendees can select an "x" for statements they believe to be *myth* or a check mark for statements they believe to be *fact.* Instructors can also create a poll using the provided statements and have participants respond that way.

During in-person delivery, students can indicate their answers in a different way, such as thumbs up for myth and thumbs down for fact.

Statements

1. Sex trafficking is the most prominent type of trafficking.
MYTH: Sex trafficking and labor trafficking are both common. It is difficult to say which is more widespread because statistics and data are difficult to gather, and some existing research is limited.

2. Sex trafficking is not the same as prostitution.
FACT: Sex trafficking of adults requires force, fraud, or coercion. Adult sex workers may experience trafficking, but prostitution is not the same as trafficking. In addition, there is no such thing as a child prostitute – and sex trafficking of children does not require force, fraud, or coercion. If an adult is paying to have sex with a minor, that adult is engaging in criminal activity, and that child is a victim of human trafficking.

3. Perpetrators of sex trafficking usually exploit people they know.
FACT: Perpetrators often target people they know. They can be family members, friends, romantic partners, and acquaintances. In addition, traffickers who begin as strangers will usually form some type of relationship with people they are targeting to earn their trust before attempting to traffic them.

4. People who experience trafficking are usually kidnapped or confined by their traffickers.
MYTH: Traffickers often know the people they exploit. In some situations, they work to build relationships with targets, gaining their confidence only to use that trust to exploit them. It is a common misconception that individuals who are trafficked are physically restrained – that is usually not true.

5. Only girls and women can be victims and survivors of sex trafficking.
MYTH: Men and boys can experience sex trafficking as well. While we don't know exactly what percentage of victims identify as male, we do know that male victims are less likely to be identified.

6. Human trafficking and smuggling are different crimes.
FACT: Human smuggling involves illegally transporting people across international borders. Human trafficking doesn't require any transportation or movement of the person, and it doesn't usually involve kidnapping.

7. Labor trafficking is only a problem in other countries.
MYTH: Labor trafficking is a global issue and does occur in the U.S. and other developed countries.

8. People in active trafficking situations may not want help getting out.
FACT: Sometimes, people who are being trafficked don't identify as victims or survivors of human trafficking. Even if they do, they may be reluctant to seek help for many reasons: they could be experiencing emotional manipulation by the trafficker, they may feel afraid, isolated, or embarrassed, or they may have concerns that make asking for help more challenging. Survivors may be reluctant to contact law enforcement because they believe they will be prosecuted; traffickers may re-enforce these thoughts to discourage survivors from seeking help.

Sources:
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NW3C's goal is to ensure that TraffickSTOP facilitators are supported by local community organizations and resources. NW3C coordinates with ECMs to ensure that they are prepared to provide multidisciplinary support for this project. As of September 2021, there are 45 task forces currently funded throughout the US, and there is an existing task force in your jurisdiction.

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Task forces are multidisciplinary teams consisting of law enforcement, prosecutors, victim service providers, and a range of other criminal justice system and social services stakeholders.

The ECM co-leadership model supports law enforcement agencies and victim service organizations to build capacity and operational effectiveness as a core member of a collaborative, multidisciplinary human trafficking task force that includes a broad range of partnerships such as federal, state, and local law enforcement and prosecutors; victim and social services providers; and relevant community stakeholders. The ECM encourages human trafficking task forces to implement collaborative, sustainable approaches to investigation and prosecution that are trauma-informed, are victim-centered, and seek to proactively identify and serve all victims of all types of human trafficking. ECM task forces around the United States leverage their partners' resources and expertise to implement a range of cross-sector strategies to identify victims, provide needed services, and hold offenders accountable.

Optional activity if time permits: Review the Hear from the Experts meeting plan and talk about who could assist with a panel presentation for team members.

Sources:
- International Association of Chiefs of Police. (2020) Enhanced Collaborative Model to Combat Human Trafficking. https://www.theiacp.org/sites/default/files/ECM%20Flyer%20FINAL%20Jan%20 2020%20(2).pdf
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ECMs are there to support you and your TraffickSTOP program in a variety of ways.

Task force members are encouraged to participate directly in the TraffickSTOP curriculum. One or more of the meetings may be dedicated to learning from the experts. We suggest inviting prosecutors, victim advocates, and law enforcement who actively work on human trafficking cases to come into the meetings to discuss their jobs and what they think students should know about trafficking. Task forces often also work with survivors who may be willing to provide presentations to students.

Task force members are encouraged to participate directly in the TraffickSTOP curriculum after the first few meetings have been held and a degree of trust has been established between team members and facilitators. One or more of the meetings may be dedicated to learning from the experts. We suggest inviting prosecutors, victim advocates, and law enforcement who actively work on human trafficking cases to come into the meetings to discuss their jobs and what they think students should know about trafficking. Task forces often also work with survivors who may be willing to provide presentations to students.

Task force members should participate in students' awareness week activities. Task forces can provide students with tangible action steps they can take to make a difference in their school. Through collaboration between ECMs and schools, we aim to empower students to put new information to work for them, their families, their friends, and their communities. NW3C will be communicating with TraffickSTOP facilitators and task force coordinators throughout the project to promote multidisciplinary support.

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Navigate to the contact form on the website to show how facilitators can contact NW3C through the TraffickSTOP website's *Contact Us* page.

NW3C will be communicating with TraffickSTOP facilitators and task force coordinators throughout the project to provide technical assistance—you will be hearing from us soon.

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