

USING THE MEETING PLANS



Team meetings are the core of the TraffickSTOP program. The meetings provide opportunities to facilitate important conversations about human trafficking that can impact students.

Meeting plans typically include (1) background information, (2) learning objectives, (3) corresponding materials (if any), (4) a warm-up activity, (5) guided discussion questions, (6) a learning-in-action activity, (7) connecting the dots (where information is tied to human trafficking), (8) a reflect and review activity, and (9) fillable fields for upcoming meeting dates and facilitator notes.

There are five handouts that accompany activities that will be done during some of the meetings:

- a. Safe or Sus (Setting Healthy Boundaries)
- b. Stop Sign Situations (Spotting Unsafe Behaviors)
- c. Myths vs. Facts (Avoiding Misinformation)
- d. Resource Map (Connecting the Dots)
- e. Human Trafficking Today (Gauging Community Risk)

MAKING IT YOUR OWN

The TraffickSTOP program is designed to be flexible: it's up to you to use the materials to create a welcoming team environment that works for you, your school, and TraffickSTOP team members.

You can adjust the meeting plans as needed. If students already receive education on a particular subject, it may be combined with other meetings. For instance, lessons on staying safe online and digital literacy could be combined if online safety information is provided to students through their regular curriculum. In addition, some meetings may warrant extra time. For example, grooming is an important topic to understand and can be very nuanced. If you are not able to get through the activity or other portions of the lesson plan during a meeting, or if students show particular interest in a topic and you need to cut a discussion short, you could continue that meeting the following week.

AVOIDING MISINFORMATION

- In the field of human trafficking, there are many misconceptions.
- Many people think of trafficking only in terms of international kidnappings, where victims are captured abroad, imprisoned, and sold on the black market.
- Some other 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 in their local jurisdictions.
- It is important to understand the nuances of trafficking, and to realize that trafficking can occur anywhere, to anyone.

Learning Objectives

1. **By the end of the unit:** Develop a basic understanding of human trafficking and how it is perpetrated.
2. **By the end of the lesson:** Recall three common misconceptions about human trafficking and debunk those prevalent myths with facts.

Materials

- Myth and Fact printable signs available in the toolkit (or made by facilitator)

Warm-up

Choose an icebreaker or activity to help students get to know each other better.

Guided Discussion

Use these questions to generate a discussion among group members.

- What are some ideas you have about human trafficking?
- Where have you learned about human trafficking (e.g. movies, TV shows, social media, etc.)?
- Who is at risk for trafficking?
- How can you be better informed about trafficking myths and facts? What are some ways you can verify whether information is true or not?

Learning in Action

- Myth or Fact Activity. Hang up or prop up the "MYTH" and "FACT" signs in opposite ends of the room where you are meeting. As you read out a statement, have students move either to the myth side of the room or to the fact side of the room. After each statement, briefly discuss the information presented. Do as many as time permits.
 - ◊ You can adapt this activity to fit the space and time you have available. Students could make and hold up a myth or fact sign that they make on notebook paper. They could stand if they think it's a fact and sit if they think it's a myth. Find something that works with your students!

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1 Background information: This section provides a summary of key information you will need to cover the subject matter. You can provide this information to students verbally, through discussion, or more creatively—through a slide deck or game that you design.

2 Learning Objectives: These are goals for what students will learn by the end of the meeting.

3 Materials: This gives you a heads up for any extra handouts, media, or resources you might need for a meeting.

4 Guided Discussion: Here, you have a list of questions to help generate discussion among the TraffickSTOP team members. You can choose a few or work through all of them based on the needs and interests of your team. Team members are not expected to know all the answers, but rather to share their thoughts and ideas. As a facilitator, you should reinforce their responses and ask follow up questions to develop their understanding of the topic.

5 Learning in Action: This section has an activity you can do with team members to help them apply what they've learned. You can adjust for time as needed. A few of these activities have an extra printable handout you can use.

6 Connecting the Dots: This section helps you draw clear connections between what you have discussed and the bigger picture of human trafficking.

7 Reflect & Review: This is a quick way to wrap up your meeting. You can have a brief discussion or get creative. For example, team members could write their responses on a white board, or email their answers to you. Alternatively, team members could choose to engage in a self-care activity, like meditating, doing some light stretching and movement, a gratitude activity (discussing or writing down things they are grateful for), or reading for pleasure. Facilitators should work to gauge feelings and reactions throughout the meetings, and can conduct check-ins with the team or with individuals as needed.

8 Each meeting plan includes fillable fields for upcoming meeting dates, next steps, and facilitator notes.

- The best way to combat misinformation is through education. Don't make the team members feel bad about not knowing something and try to squash any trash talk that arises among the group. This is not a competitive activity.

Connecting the Dots

- Why is it important to have good information? Understanding the true nature and scope of trafficking ensures that we don't assume that we aren't at risk. With accurate knowledge of human trafficking, we realize that anyone can be affected.
- False information can be found and spread easily on the Internet. 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.

Reflect & Review

Have students respond to the following prompts (time-permitting):

- What ideas did you previously have about trafficking that were changed or challenged during this discussion?

Invite students to share their answers with the group.

Tips for Adapting to Online Delivery

- See "Online Delivery Tip Sheet" in the Facilitator Toolkit for more information about adapting your meeting plan to an online platform.

Facilitator Notes

Upcoming Meeting Dates: / /

References

Greater New Orleans Human Trafficking Task Force - Misconceptions
 Polaris - Myths, Facts, and Statistics
 Susan Mapo, 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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