Human Trafficking Prevention Education
Guidance for Implementation of Youth Programs

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Prepared by the Prevention, Education, and Awareness Subcommittee

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Human Trafficking Prevention Education

Guidance for Implementation of Youth Programs

The Prevention, Education, and Awareness Subcommittee of the Ohio Attorney General's Human Trafficking Commission developed this guide for educators and community members who seek to educate youth about human trafficking.

This is not a curriculum. The guide covers recommended procedures, basic educational standards, tools, resources, training materials, and a list of recommended curricula and outreach programs. No single curriculum or program has been chosen as the state standard. The variety of situations, educators, and districts mandates a more customizable approach to anti-human trafficking education and outreach. This guide represents the *best practices* model of youth anti-human trafficking education.

As such, it is not essential to perfectly meet all of these guidelines prior to beginning a program. In other words, this is the ideal to strive toward and should be used for guidance on program development, improvements, and assessments.

While this guide primarily deals with education occurring within the school system, it also applies to youth education in other settings, such as after-school programs and church youth groups. The guide covers ways to prepare teachers and staff, how to reach at-risk youth, and methods for raising awareness of the issue.

It may be applied to a long-term, ongoing anti-human trafficking program or less-intensive, short-term activities**.** The key take-away from this guide: it is vital that the teachers, staff, and community be prepared and a response protocol be in place prior to any student education.

Definition: federal law defines human trafficking as:

(A) sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or

(B) the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

-The Victims of Trafficking and Violence Protection Act of 2000 (P.L. 106-386)

This guide contains:

What: This manual contains guidelines, resources, and best practices to assist with development of anti-human trafficking youth education and outreach.

Why: Human trafficking affects Ohio youth. Approximately one-third of all cases reported to the National Human Trafficking Resource Center Hotline involve minor victims. The US Department of Education and the Ohio Department of Education both recognize human trafficking as a form of violence against children that needs to be addressed in school settings.

Who: This guide is designed for school personnel, youth counselors, after school program personnel, anti-human trafficking organizations, concerned community members, and others.

Grade level: The guidelines are primarily aimed at middle and high school students but resources are available for children from preschool to college level.

Duration: Approximately six to eight hours training and preparation are required for educators. A minimum of one to two hours of classroom instruction are required for student education.

Note: More time will be required for classes with at-risk students.

Cost: Almost all resources contained within this document are available at no cost.

Subjects covered: Guidelines and materials can be presented to students in all subjects. Health, social studies, and English/literature are the most relevant subjects.

In 2015, an estimated 1 out of 5 endangered runaways reported to the National Center for Missing and Exploited Children were likely child sex trafficking victims.

Source: Polarisproject.org

Legislative Requirement for Ohio Schools

All nurses, teachers, counselors, school psychologists, and administrators at public elementary, middle, and high schools in Ohio are required to receive human trafficking awareness training.

Amended Substitute House Bill 276 of the 126th Ohio General Assembly (2007) mandated that the Ohio Department of Education develop a safety and violence prevention curriculum to train elementary school professionals in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development (Ohio Revised Code (ORC) Section 3301-073).

Amended Substitute House Bill 1 of the 128th Ohio General Assembly (2009) extended this requirement to include public middle school and high school personnel. All K-12 school professionals who were employed on the effective date of the legislation are required to fulfill the expanded in-service training requirements by March 30, 2009, and every five years thereafter. New employees must complete the training within two years of commencing employment, and every five years thereafter.

Nurses, teachers, counselors, school psychologists, and administrators at public elementary, middle, and high schools must take the training. School districts and educational service centers may adopt or adapt the curriculum developed by the Ohio Department of Education for this purpose, or they may develop their own program in consultation with public or private agencies or persons involved in child abuse prevention or intervention.

*The previous requirements for these staff members to take in-service child abuse detection training in ORC Section 3319.073 was expanded with subsequent legislation. House Bill 19 adopted in March 2010 added teen dating violence prevention education. House Bill 116, adopted in November 2012, expanded the curriculum to include anti-harassment, intimidation and bullying and House Bill 543, adopted March 2013, added youth suicide awareness and prevention. **Substitute House Bill 59, passed in June 2013, added Human Trafficking to the required topics to be covered in the four-hour in-service training.***

Source: Ohio Department of Education

These best practices include much preparation. A great deal of your efforts will be focused on the necessary steps of readiness. Resist the urge to rush into teaching students without first taking these important preparation measures. Failure to adequately prepare may cause unintentional harm and/or re-victimization. To ease you into this process and to aid in your organization and direction of efforts, please review the following checklist:

1. Contact your local coalition or the Ohio Attorney General's Human Trafficking Commission (see the coalition map in the appendix)
2. Ensure all trainers are trained and equipped with approved materials
3. Contact school administrators
4. Review approved curricula on NESTeducators.org and choose one
5. Prepare pre- and post-tests, evaluations, and data-collection forms
6. Ensure there is a response protocol
7. Train teachers and staff
8. Work with school or program personnel to identify at-risk populations
9. Set up education sessions in conjunction with teachers/program staff
10. Educate students
11. Collect and report assessment data
12. Schedule follow-up sessions

National Educators to Stop Trafficking

Components of an Anti-human Trafficking Program

The program outlined below represents a best practices model. Not all personnel conducting youth education will be able to implement all of the steps outlined below. However, it is important to become familiar with the best practices and to conduct as many of the steps as possible. It is critical that the community is prepared to respond to potential human trafficking cases prior to youth being educated on the issue. If youth are educated before teachers and staff are educated or before the establishment of a response protocol, unsatisfactory or harmful outcomes may be experienced. (For example, a student might confide in a teacher who expresses disbelief and fails to act.)

Key Steps

1. Training and Preparation of Trainers
2. Community Readiness Assessment
3. Prepare Assessment Plan
4. Educate School Personnel and Parents
5. Identify At-Risk Student Populations
6. Educate At-Risk Groups
7. Educate General Student Population
8. Assess and Report

Each of these steps is explained below.

1. Training and Preparation of Trainers

It is critical that trainers be adequately versed on the issue of human trafficking and be prepared to answer the most common questions likely to arise from an audience. The training should include information on human trafficking and provide an overall picture of the trafficking scene in that community. It should also include an overview of community resources available to students who may know of someone at risk of being trafficked or currently being trafficked. Trainers should also be familiar with principles of prevention and demand reduction.

Your local anti-human trafficking coalition should be your first source for initial training and preparation. In areas without a local coalition, contact the National Human Trafficking Resource Center at 888-3737-888 or www.polarisproject.org/national-human-trafficking-resource-center.

Additional, Ohio-specific training resources are available at www.ohioattorneygeneral.gov/HumanTrafficking (under "Online Human Trafficking Training").

→ The appendix contains a list of these and other resources and contact information for regional anti-human trafficking coalitions.

It is imperative that anyone developing or implementing a youth education/outreach program be fully trained on human trafficking and related issues.

2. Community Readiness Assessment

It is essential to ensure that the community is informed about human trafficking prior to conducting any large scale youth education activities. Parents, community organizations, social services, law enforcement, and school faculty and staff *must* be prepared for the potential impact of educating students on this topic. If students are taught to contact a trusted adult when they encounter human trafficking, and the first adult they speak with does not know how to respond, or worse, dismisses them, the student may never again come forward.

Efforts needed for community readiness will vary depending on the community infrastructure in place to respond to human trafficking. To determine the efforts needed for community readiness, consider the following:

- Is the lead agency intending to provide training already affiliated with the local anti-human trafficking coalition? If so, community readiness is probably a part of the work the coalition is already doing; ensure that your efforts are coordinated with the wider community approach.
- Is there an anti-human trafficking coalition in your area? If there is, the first step is to contact the group. (A coalition map is in the appendix.) They are the local experts and may be able to direct you to an ongoing school outreach effort. Many of the community members and stakeholders you need to contact will already be members of the coalition. They also are the local experts on training and technical assistance. In areas without a coalition, contact your county

children's advocacy center or children's services. Both of these agencies are mandated by the state to deal with issues of child trafficking in Ohio. In addition, the National Human Trafficking Resource Center Hotline **(888-3737-888)** can be contacted to identify any local organizations already dealing with human trafficking.

- If there is not already a strong coalition, it is important to identify key anti-human trafficking stakeholders in order to involve them in the process. Those with an interest or concern about trafficking include:
    - School administrators, teachers, and staff
    - Parent-teacher organizations
    - Local law enforcement
    - Social service providers
    - Community/civic groups
    - Children's services
    - Children's advocacy centers
    - Area churches and religious institutions
    - Any local advocacy groups that deal with human trafficking related causes (such as domestic violence, prostitution outreach, child abuse, and crime prevention)

- Even in areas with a coalition, not all of the groups will be active on the issue. The process of youth education and outreach is best conducted in a collaborative manner with many area stakeholders.

School administrators should be notified early in the process so they are aware of your proposed activities and can show support in the community.

➔ A sample script/letter to school administrators is included in the appendix.

Be sure to work with school nurses. Many of them have already received training and are using the Ohio Department of Health protocol on human trafficking.

Once stakeholders have been identified, reach out to the nearest coalition or to the Ohio Attorney General's Human Trafficking Commission to arrange for a training to be held in your area, if needed, and to arrange a stakeholder meeting to discuss your plans for school outreach.

3. Prepare Assessment Plan

It is important to be able to track the impact of your program. Feedback will enable you to assess the program's effectiveness and make improvements. Data collected should also be reported to your local anti-human trafficking coalition (see the appendix), the Ohio Attorney General's Human Trafficking Commission www.ohioattorneygeneral.gov/humantrafficking.aspx , and the Ohio Human Trafficking Task Force http://humantrafficking.ohio.gov/. Data will be used to improve Ohio's response to human trafficking.

Assessment plans need not be elaborate. Collaborate with interested school personnel in the development of a plan to gauge the impact of the program on the school. Many factors must be considered prior to the implementation of the program. Work with school officials to decide on the number of students to be included in a training session, types of training programs, grades involved, and duration of the program. There are two main types of assessment: output and outcome. You will need to record and assess what you have done and what impact your activities have had.

Every plan will be different, but, at a minimum, should include the following:

Output Measures
- Number of staff trained
- Number of students educated
- Number of hours of training conducted

Outcome Measures
- Number of potential victims identified
- Evaluation of training
- Pre- and post-scores on student quizzes

Additional Important Measures
- Staff trained by type/profession
- Students educated by grade level, gender
- Number of at-risk youth identified
- Number of at-risk youth educated
- Demographic characteristics of victims identified
- Number of student anti-human trafficking clubs formed, events held

All data gathered must be strictly monitored and controlled. No personally identifiable information may be collected. Defer to school administrators regarding data and student confidentiality.

➔ A list of assessment resources and a sample pre- and post-test are included in the appendix.

4. Educate School Personnel and Parents

A point person should be identified for each school or school district where you will be active. Interested and committed teachers, administrators, nurses, counselors, and others should be made part of the outreach team. The role of a point person is to ease the way into the schools, make contact with other interested personnel, and to facilitate trainings, meetings, and other activities.

Arrange for a teacher/staff training to be held. Contact your local coalition for help. In addition to the Ohio Attorney General's Human Trafficking Commission training resources mentioned in step 1, the Ohio Department of Education has a recorded webinar and other educator-specific training resources at:

https://education.ohio.gov/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Human-Trafficking-Prevention

→ A full list of resources is included in the appendix.

In addition to an introduction to human trafficking, the training must identify and explain human trafficking indicators and cover protocols for what to do when a case is identified. Also, share anti-trafficking teaching resources and curricula with interested teachers.

→ The Appendix contains a simplified response protocol for human trafficking and an example of administrative guidelines for an educator to respond to cases of child abuse and neglect.

Arrange for a parent and community awareness event to be held at the school or a nearby church or community building. Once again, your local coalition can help. Be sure to include information or news articles about any local cases. Many community members will initially refuse to believe that human trafficking could be a local problem.

Be sure to distribute awareness materials and to develop a contact/distribution list of attendees. Use the contact information to recruit more volunteers and to expand your program to more classrooms and schools. Interested persons should also be referred to the local coalition and/or incorporated into your team.

→ Sources for free posters, factsheets, and brochures are included in the resource list in the appendix.

Reaching parents may require creativity and persistence. Consider using social media, email, or newsletters. Local churches and religious institutions, libraries, and civic groups can also be allies in spreading awareness.

5. Identify At-Risk Student Populations

Human traffickers target children and adults who are vulnerable to exploitation. Both males and females can become victims. There are many different factors that can act to push people into a trafficking situation. Risk factors include neglect, abuse, early sexual initiation (first sexual activity prior to age 15), drug addiction, repeatedly running away, LGTBQ orientation, and poverty. While threats and violence are often used to recruit and control victims, deception is the primary method used by traffickers. When targeting youth, traffickers may use a false, predatory romantic involvement; access to controlled/illicit substances; or offers of good or even glamorous employment, trips, or housing. Traffickers often study a potential victim, identify an unmet need or desire in that youth's life, and target it specifically.

Continued

While vulnerable individuals may be within any group, certain populations of students are more likely to contain a higher proportion of vulnerable members. Each school and school district is different, but, based upon analysis of human trafficking cases and reports, the following populations may exhibit a higher proportion of at-risk individuals:

- Foreign-born, especially migrant youth
- Children living in poverty
- Foster youth
- Children with mental or physical disabilities
- Students with behavioral health concerns
- Mid-year or repeat transfer students
- Students who reside in neighborhoods with a high incidence of prostitution
- Youth that identify as LGTBQ

An evidence-based set of "high risk experiences" of sex-trafficked youth was developed by the Ohio Attorney General's Human Trafficking Commission. Youth who had undergone these experiences were more likely to later experience a human trafficking situation. This list is compiled into an acronym: RESCUE CHILD.

RESCUE CHILD

- R: Runaway
- E: Education--difficulties
- S: Sexual assault
- C: Court appearances--any involvement with the juvenile justice system
- U: Using drugs/alcohol
- E: Emotional abuse

- C: Child abuse/neglect
- H: Homelessness
- I: Influential others (family or friends) involved in prostitution
- L: Loving someone much older
- D: Difficulty making friends

→ The full RESCUE CHILD description is included in the appendix.

Red Flags

Trafficked youth may display characteristics or indicators associated with their trafficking. These red flags can be used to identify at-risk youth and guide intervention efforts to prevent more harm from taking place.

Possible behavioral indicators of a child human trafficking victim include:

- An inability to attend school on a regular basis and/or unexplained absences
- Frequently running away from home
- References made to frequent travel to other cities
- Bruises or other signs of physical trauma, withdrawn behavior, depression, anxiety, or fear
- Lack of control over a personal schedule and/or identification or travel documents
- Hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings)

- Signs of drug addiction
- Coached or rehearsed responses to questions
- A sudden change in attire, behavior, relationships, or material possessions (e.g., expensive items)
- Uncharacteristic promiscuity and/or references to sexual situations or terminology beyond age-specific norms
- A "boyfriend" or "girlfriend" who is noticeably older and/or controlling
- An attempt to conceal scars, tattoos, or bruises
- A sudden change in attention to personal hygiene
- Tattoos (a form of branding) displaying the name or moniker of a trafficker, such as "daddy"
- Hyperarousal or symptoms of anger, panic, phobia, irritability, hyperactivity, frequent crying, temper tantrums, regressive behavior, and/or clinging behavior
- Symptoms of daydreaming, inability to bond with others, inattention, forgetfulness, and/or shyness

Source: US Department of Education

Child victims of human trafficking can face significant problems. Often physically and sexually abused, they have distinctive medical and psychological needs that must be addressed before advancing in the formative years of adulthood. For child victims of exploitation, the destructive effects can create a number of long-term physical and psychological health problems including:

- sleeping and eating disorders
- sexually transmitted infections
- fear and anxiety
- post-traumatic stress disorder

- suicide ideation
- signs of physical abuse
- untreated infection or illness

➜   A more complete list of health effects is included in the appendix.

There are many roadblocks to victim identification. The majority of human trafficking victims do not self-identify as such. Many will actively deny that they are victims. Furthermore, the crime of human trafficking is often a hidden one. Many signs are misunderstood, unnoticed, or unrecognized.

School personnel and others interacting with at-risk youth must be aware of the indicators and risk factors of human trafficking. They must be attuned to their own intuitions about certain children, be willing to investigate, and, above all, must be patient.

Global estimates of human trafficking range from approximately 21 to 46 million. A commonly used estimate is 27 million. (Source: Kevin Bales, Free the Slaves)

27 Million

6. Educate At-Risk Groups:

The authors of this guide do not recommend any single, approved curriculum. Every school is different. No two sets of teachers and students or situations are the same. Instead, we defer to the judgment and expertise of the National Educators to Stop Trafficking (NEST). Their advisory board is a panel of experienced educators and anti-human trafficking experts who have reviewed and vetted dozens of curricula and resources according to strict criteria. We recommend the use of NEST-approved curricula and resources for youth anti-human trafficking education and outreach in Ohio.

NESTeducators.org offers over two dozen, expert-vetted and approved curricula and programs that span all grade levels. Most are appropriate for both at-risk and general education student populations.

Once at-risk individuals and/or populations are identified, specific education may take place. In some situations, at-risk students will be educated in a group setting alongside the general student population. In others, it may be possible to educate groups of at-risk youth separate from the general student population (e.g., at a special event for Child Protective Services (CPS)-involved youth, at the local residential rehabilitation center for juveniles with addictions, or in a special education class). In all situations involving at-risk individuals, the preparedness of staff is critical, as is the training of the trainers. The staff, faculty, or agency must be equipped to handle potential disclosures and triggering of past trauma. In rare cases, staff or counselors present are already trained and prepared. But in most circumstances, extra training will be required. Finding a trauma-informed counselor who can attend the sessions and follow-ups may be best. Partnering with existing programs that would fit with anti-human trafficking education, such as extracurricular groups that focus on social justice, community service, sexual or domestic violence, internet/social media safety, bullying, or drug resistance, can strengthen your program.

Before getting started, arrange for multiple sessions and follow-ups. It is also imperative to clearly identify a point person, support group, and "safe" adults at schools and share this information with students. Again, these individuals must be adequately trained on human trafficking, the special needs of victims, and trauma. Additionally, at least a simple protocol for direct services and law enforcement involvement needs to be in place before classes begin. Protocols should require that children's services, the local anti-trafficking coalition, children's advocacy center, law enforcement, and the **national hotline (888-3737-888)** be notified if a victim is identified.

➔ Two sample, basic protocols are included in the appendix.

> In all situations involving at-risk individuals, the preparedness of staff is critical, as is the training of the trainers.

There are four main objectives for educating at-risk groups. **First, is to raise awareness of human trafficking in general and to educate about local trafficking trends and the practices of local traffickers.** Because many victims do not self-identify or know the term human trafficking, general education is a must. This needs to include red flags of possible trafficking, and may include personal testimonies of survivors. (Again, please refer to NEST Educators' resources and curricula.) Education should be aligned as much as possible to the specific group being addressed. (For example, if the students speak English as a second language, then immigration issues should be covered. If the students are suspected drug users, the use of addiction as a means of control by traffickers should be covered.) The goal of this general education is to help potential victims see their vulnerability and/or be able to identify themselves (or friends) as victims of the crime of human trafficking. **The second objective is to create a clear and safe way for students to "take the next step."** In other words, a method for potential victims to come forward *at* a later time when they feel comfortable doing so. One must take care that questions asked during or immediately after a presentation are done so in a non-self-identifying manner to avoid pressuring a potential victim into making a disclosure in front of peers or in an unsafe environment. Again, staff present must take into consideration the potential of referrals, need for counseling, and mandated reporting. **The third objective is the "where-to-from-here step."** This is giving students a hope-filled opportunity to engage in prevention efforts for their own lives as well as the lives of others. What red flags have they identified, and what can they do to make a situation less vulnerable? Helping students to take this next step is highly recommended. Students can be encouraged to create prevention posters or to undertake another type of creative processing, such as forming an anti-trafficking group. Many times at-risk individuals, after realizing their vulnerability, become enthusiastic about taking the message of prevention to others. Opportunities must be afforded.

Finally, follow-up sessions take place. Ideally, trained counselors oversee this process. Youth need to be assured of their safe next-step options, and the utmost care must be taken in securing the pathway of these options.

➔ A basic guide to anti-human trafficking after school events and clubs is included in the appendix.

➔ Prevention education resources are included in the appendix.

Instruction on human trafficking can be linked to lessons on historical slavery.

The authors of this guide do not recommend any single, approved curriculum. Every school is different. No two sets of teachers and students or situations are the same. Instead, we defer to the judgment and expertise of the National Educators to Stop Trafficking (NEST). Their advisory board is a panel of experienced educators and anti-human trafficking experts who have reviewed and vetted dozens of curricula and resources according to strict criteria. We recommend the use of NEST-approved curricula and resources for youth anti-human trafficking education and outreach in Ohio. **NESTeducators.org** offers over two dozen, expert-vetted and approved curricula and programs that span all grade levels. Most are appropriate for both at-risk and general education student populations.

There are three main objectives for the outreach to the general student population. First is general awareness-raising. Second is identification of at-risk youth not previously identified. Third is to provide prevention information, including demand reduction, primary prevention of perpetration, and bystander information. General awareness education can be completed with one or two class sessions or the implementation of an approved human trafficking curriculum as part of regular classroom instruction. Instruction on human trafficking, the modern day slave trade, can be linked to lessons on historical slavery, human rights, or contemporary social problems. A few cross-curricular ideas for how to teach about human trafficking in various subjects are below:

- Business: Human trafficking is a business of supply and demand. Analyze supply chains and corporate social responsibility practices and guidelines.
- Criminal Justice: Examine legal frameworks, investigatory techniques, and changing law enforcement perceptions of victimization.
- Math: Analysis of statistics, production of graphical information and study how to produce accurate estimates using unknown/unknowable information.
- English/Literature: Analyze survivor narratives, and identify cultural forces that facilitate trafficking.
- Computer Science/IT: Analyze use of technology to facilitate trafficking or to investigate or prevent trafficking.
- Geography: Map and track trafficking routes. Study international migration and trafficking flows.
- Cosmetology/Food Service/Business Management: Develop training programs to recognize and prevent trafficking in higher-risk industries.

- Law and Political Science: Analyze anti-trafficking politics and law.
- Sociology/Anthropology: Look at socio-cultural factors and the sexualization of culture.
- Science: Research and analyze data about the scale, scope, and process of human trafficking.
- Health: Discuss prevention, awareness of personal risk, health and safety related to trafficking, and the grooming techniques used by traffickers.

Human trafficking education must include a discussion of the positive actions students can take to help alleviate the problem themselves. These should include personal actions (e.g., being informed consumers, not being a bystander when sexist or hurtful language is used) and collective actions (e.g., making awareness posters, starting or joining an anti-human trafficking club). It is important that students who have been exposed to this grave and potentially depressing subject matter be left with a positive, empowering message that can mitigate any feelings of despair or helplessness.

➜ A basic guide to anti-human trafficking after school events and clubs is included in the appendix.

Finally, using the school's point person, plan and schedule student education sessions.

How many students will be reached? What grades or classes will be included? Will you attempt large-scale, school assembly type instruction? Or class-by-class presentations? Be sure to verify that the school or organization has a response protocol in place before you begin.

8. Assess and Report

Use the data from your assessment plan to evaluate the effectiveness of your efforts. Draw conclusions and recommendations for improvement. Periodic (quarterly) reviews of your data will allow for continual refinement of your activities.

Take the final data from your assessment plan and convert it into a report that can be shared with your local coalition as well as other schools within your district and across the state. This report contains your accomplishments in your efforts to stop human trafficking in your community. Be proud of your accomplishments and use the report to encourage other schools and school districts to also become engaged in the fight against human trafficking.

All data should be shared with your local coalition as well as the Ohio Human Trafficking Commission and the Ohio Attorney General's Human Trafficking Task Force. Many coalitions will already have state reporting procedures in place.

➜ A list of assessment resources and a sample pre- and post-test are included in the appendix.

➜ A map of coalitions with contact information is included in the appendix.

Thank you for making the decision to teach this subject. Together we can finally end slavery in America – and the world.

Appendixes

1. Human trafficking online resources
2. Local coalitions map
3. Sample letter/script to school administrators
4. Assessment resources
5. Pre- and post-test quiz for students
6. Simplified human trafficking response protocol
7. Polaris school reporting protocol
8. Sample administrative guidelines for responding to child abuse and neglect
9. RESCUE CHILD sheet
10. Health effects of human trafficking
11. After-school event and club guidelines
12. List of prevention education resources
13. Ohio Department of Education Human Trafficking Fact Sheet

Human Trafficking Online Resources

Key Resources

National Educators to Stop Trafficking: nesteducators.org

Ohio Human Trafficking Commission: www.ohioattorneygeneral.gov/HumanTrafficking

Ohio Human Trafficking Task Force: humantrafficking.ohio.gov

Ohio Department of Education:

education.ohio.gov/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Human-Trafficking-Prevention

Ohio Department of Health: www.healthy.ohio.gov/sadv/htraffick

Polaris: polarisproject.org

Free the Slaves: www.freetheslaves.net

End Slavery Now: www.endslaverynow.org

Additional Resources

GOVERNMENTAL AGENCIES

Department of Health and Human Services: www.acf.hhs.gov/programs/orr/programs/anti-trafficking

Department of Homeland Security: www.ice.gov/human-trafficking

Department of Justice: www.nij.gov/topics/crime/human-trafficking/pages/welcome.aspx

Department of Labor: www.dol.gov/ilab/issues/child-forced-labor-trafficking

Department of State: www.state.gov/j/tip

International Labour Organization (ILO): www.ilo.org/global/lang--en/index.htm

International Organization for Migration (IOM): www.iom.int/counter-trafficking

UN GIFT (Global Initiative to Fight Human Trafficking): www.ungift.org

UN Office of Drugs and Crime (ODC): www.unodc.org/unodc/en/human-trafficking/index.html

NONGOVERNMENTAL ANTI-SLAVERY ORGANIZATIONS

Coalition of Immokalee Workers (CIW): ciw-online.org

Freedom Network USA: freedomnetworkusa.org

Girls Educational and Mentoring Services (GEMS): www.gems-girls.org

International Justice Mission: www.ijm.org

Salvation Army: salvationarmyusa.org/usn/combating-human-trafficking

Shared Hope International: sharedhope.org

U.S. Conference of Catholic Bishops: www.usccb.org/issues-and-action/human-life-and-dignity/human-

trafficking/index.cfm

OHIO RESOURCES

Abolition Ohio - University of Dayton: www.abolitionohio.org

Gracehaven: gracehaven.me

Human Trafficking and Social Justice Institute - University of Toledo: www.utoledo.edu/csjhs/htsji/index.html

National Underground Railroad Freedom Center: freedomcenter.org

Local Coalitions Map

Contact Information located at: http://www.publicsafety.ohio.gov/ht/coalitions.html

Sample Letter/Script/Talking Points for Approaching School Administrators

SAMPLE COVER LETTER

Dear Superintendent,

[YOUR ORGANIZATION/NAMES], an anti-human trafficking coalition/organization, has set up a free middle/high school outreach program to spread awareness of human trafficking to all levels of the school community. We plan to send a copy of the program to each of your principals in the hope that they will take advantage of this educational opportunity. We currently have the support of the superintendents/school boards of [LIST OF DISTRICTS] as well as [ANY OTHER KEY SUPPORTERS] and are looking forward to your support as well. Feel free to contact us with any questions concerning our efforts at [CONTACT INFO]. A letter outlining our program is attached.

Thank you,

DETAILED LETTER CONTENT/SCRIPT

Human Trafficking is the Modern Day Slave Trade. It is estimated that there are over 27 million slaves in the world today. That is over twice as many as existed during the height of the Atlantic Slave Trade. Human Trafficking is the violent exploitation of human beings for profit and can take the form of labor or sex trafficking. It is estimated that a majority of victims are female and over **25 percent of victims are children**. It is an equal opportunity crime—modern day slaves can be of any race or ethnic group.

Human trafficking has been reported in over 160 countries, all 50 US states, and hundreds of cases have occurred across the state of Ohio.

 Very few school districts are addressing this major human rights challenge. Those that do will be in a position to spearhead the response to this issue, help protect our vulnerable children, and be recognized as forward-thinking trend-setters. We have developed a multi-faceted plan to reach out to stakeholders at all levels of the school community, including: students, teachers, administrators, staff, and parents.

[DESCRIBE YOUR ORGANIZATION AND ITS COMMUNITY PARTNERS]

TALKING POINTS

(Justification for raising student awareness of human trafficking)

- Human trafficking happens here and it involves our children.
- Toledo, OH was ranked number four in the US for underage sex trafficking (FBI).
- Ohio Trafficking in Persons Study Commission (2009) estimated that **over 1000 American-born children between ages of 12-17 are trafficked into prostitution in Ohio every year**.
- Local law enforcement, social service providers, government officials, activists, and academics all state that human trafficking is occurring in Ohio to school-aged children.
- Substitute House Bill 59, passed in June 2013, added Human Trafficking to the required topics to be covered in the four-hour in-service training on Safety and Violence Prevention for teachers (required every five years for license renewal)
- Dating Violence Prevention Law--Ohio Substitute House Bill 19 (HB19) became effective on March 29, 2010. *The bill requires public schools to incorporate dating violence into their policies prohibiting harassment, intimidation or bullying. School districts also must include dating violence prevention education in the health curriculum for grades 7 through 12.* (ODE website)
    - Human trafficking, specifically underage sex trafficking, can be a form of dating violence
    - At risk teens are "seduced" and controlled by "boyfriends" who groom them for the sex trade.
- According to Federal Law (Trafficking Victims Protection Act, 2000), prostituted children under the age of 18 are victims of human trafficking.
- Children lured into prostitution (i.e., trafficking victims) usually have a history of childhood sex abuse, physical abuse, emotional abuse, neglect, or running away.
- Addicting victims to drugs and alcohol are primary means of control used by traffickers.
- The **Ohio Department of Education** has sponsored a series of webinars and other materials dealing with human trafficking. Materials were developed jointly by Abolition Ohio, Salvation Army of Central Ohio, and Public Children's Service Association of Ohio.

Assessment Resources

There are many relevant evaluation and needs assessment tools that have been organized to support sexual and intimate partner violence prevention work but are also applicable to human trafficking. They can be found at:

http://www.odvn.org/prevention/empowerment-toolkit.html

Some of particular interest include:

- Needs and Resource Assessment

http://www.odvn.org/toolkit/Overview_-_Needs_and_Resources_Assessment.pdf

- Planning Your Evaluation

http://www.odvn.org/toolkit/Overview_Planning_Your_Evaluation.pdf

- Example of Rape Prevention Education Outcomes

http://www.odvn.org/Uploads/Documents/RPE_Item_Bank_revised.pdf

Human Trafficking Pre- and Post-Test

1. What is Human trafficking?

2. How many people are trafficked in the world today?

3. Approximately how many slaves/victims are in the US today?

4. What are the main types of human trafficking?

5. Did slavery in America end with the Emancipation Proclamation, Civil War, and the 13th Amendment? Explain your answer.

6. Human trafficking requires victims to be moved or transported in some way.
   True
   False

7. Human trafficking is not yet a major problem in our state.
   True
   False

8. Human trafficking victims in America can be either immigrants or US citizens.
   True
   False

9. There were many more slaves in 1850 than there are today.
   True
   False

10. Most US states do not yet have laws against human trafficking.
    True
    False

ANSWER KEY

1. What is Human trafficking?

    The buying and selling of human beings for commercial labor or sex.

    The modern day slave trade.

2. How many people are trafficked in the world today?

    Over 27 million

3. Approximately how many slaves/victims are in the US today?

    50,000 - 200,000

4. What are the main types of human trafficking?

    Sex, labor, and child sex trafficking

5. Did Slavery in America end with the Emancipation Proclamation, Civil War, and the 13th Amendment? Explain your answer.

    If "Yes," – These actions ended legal slavery, even though human trafficking still exists.
    If "No" – Although legal slavery was ended, human trafficking continues today.

6. Human trafficking requires victims to be moved or transported in some way.
    True
    False

7. Human trafficking is not yet a major problem in our state.
    True
    False

8. Human trafficking victims in America can be either immigrants or US citizens.
    True
    False

9. There were many more slaves in 1850 than there are in 2012.
    True
    False

10. Most US states do not yet have laws against human trafficking.
    True
    False

School Personnel Human Trafficking Prevention Protocol

If you suspect human trafficking is taking place:

1. Look for the Red Flags

2. Reach out to the child and offer support.

3. Inform your supervisor

4. Call the National Hotline: 888-3737-888

5. Contact local law enforcement (Call 911 if someone is in immediate danger)

6. Report to Children's Services

Note: If applicable, follow mandated reporting guidelines

Red Flags

1. Not attending school or numerous unexplained absences
2. Chronic runaway/ homeless youth
3. Sudden change in attire, possessions, and behavior
4. Dating much older, abusive, controlling partner
5. Untreated injuries, signs of physical/sexual abuse, confinement
6. Unusually fearful, anxious, withdrawn, submissive, nervous, paranoid, depressed
7. Drug/alcohol use
8. Has been "branded" (tattoo of trafficker's name, street, or sign/likeness)
9. Signs of sexual knowledge/behavior beyond age-appropriate levels
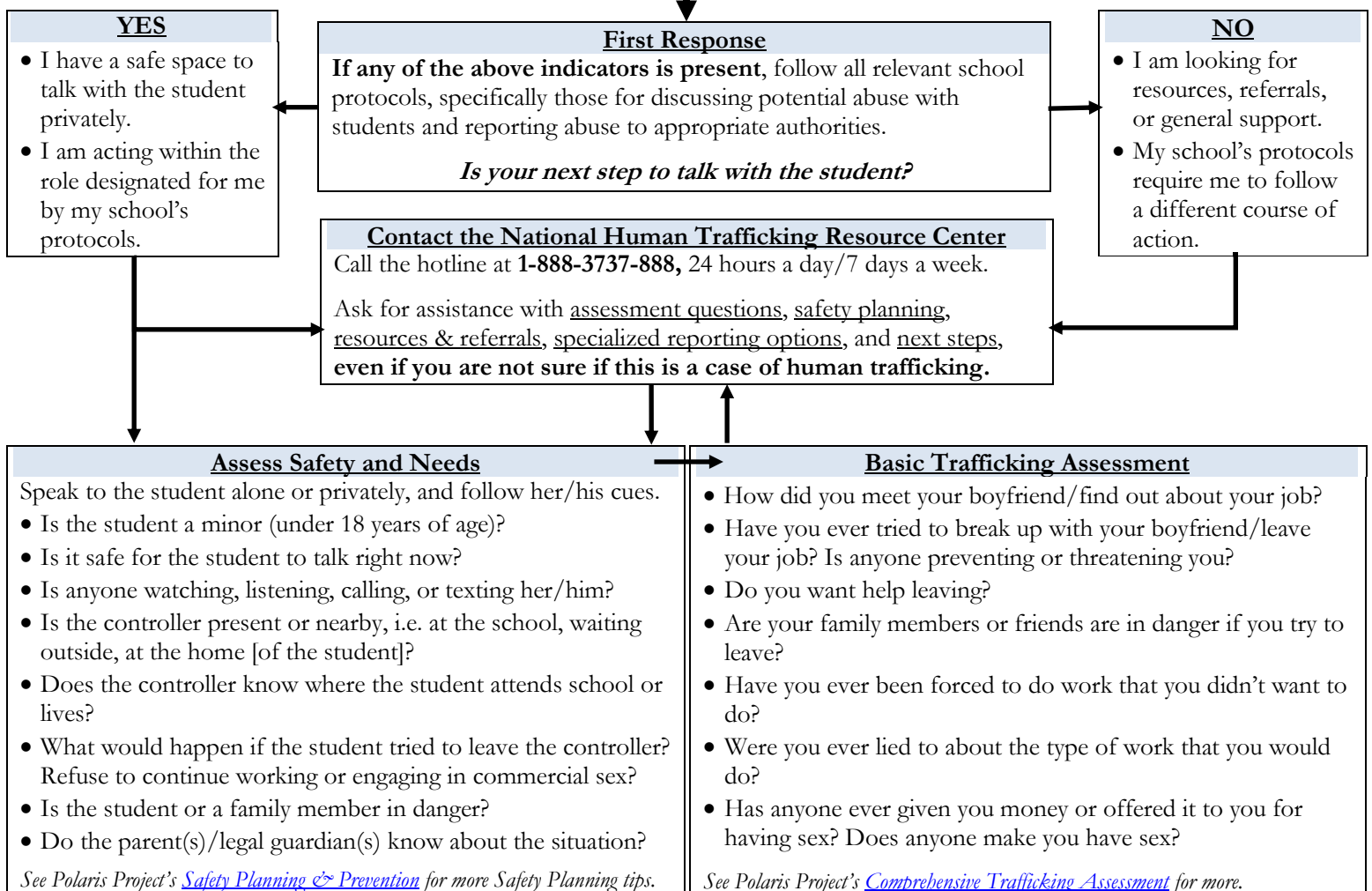10. Trust your instincts. If something feels wrong, it often is

Tools for Educators| National Human Trafficking Resource Center

This tool is designed to help educators identify the risk factors and indicators of human trafficking in their students and to offer guidelines on how to respond and access resources. **Disclaimer: This protocol does not substitute for internal or mandated reporting requirements and does not guarantee safety. For emergencies, please contact 9-1-1.**

Red Flags & Indicators

- **Exhibits changes in behaviors or school participation**, i.e. spike in truancy; or performs severely under grade level.
- Student's family shows **signs of frequent migration, periodic homelessness**, disorientation, uncertainty of surroundings.
- **History of homelessness or running away from home.**
- **Reveals signs of abusive or inattentive caregivers**, such as untreated illness or injury, bruises, or scars.
- Displays **heightened sense of duty or obligation to family**, has **unreasonable or inappropriate chores or duties**.
- **Works for little or no pay**, or the **employer keeps identification documents and/or confiscates wages**.
- **Accumulates debt to employer** while at work or recruited for work with promises of easy money.
- Exhibits **sexual behavior that is high risk and/or inappropriate for his/her age**.
- Has an **explicitly sexual online profile** via internet community or social networking sites.
- **Involved in relationship with an older man**, receives frequent gifts, may be picked up from school by controller.
- **Engages in sexual activity in exchange for money or anything of value** (can include clothing, food, shelter, other goods and resources). No force, fraud, or coercion necessary if the student is under 18.
- **Knowledge of the commercial sex industry**. Uses lingo: "The Life," "The Game," "Daddy," for boyfriend, "Track" or "Stroll," refers to dates as "Johns" or "Tricks."

Consult Polaris Project's Red Flags & Indicators for a complete list.

YES
- I have a safe space to talk with the student privately.
- I am acting within the role designated for me by my school's protocols.

First Response
If any of the above indicators is present, follow all relevant school protocols, specifically those for discussing potential abuse with students and reporting abuse to appropriate authorities.

Is your next step to talk with the student?

NO
- I am looking for resources, referrals, or general support.
- My school's protocols require me to follow a different course of action.

Contact the National Human Trafficking Resource Center
Call the hotline at **1-888-3737-888,** 24 hours a day/7 days a week.

Ask for assistance with assessment questions, safety planning, resources & referrals, specialized reporting options, and next steps, **even if you are not sure if this is a case of human trafficking.**

Assess Safety and Needs
Speak to the student alone or privately, and follow her/his cues.
- Is the student a minor (under 18 years of age)?
- Is it safe for the student to talk right now?
- Is anyone watching, listening, calling, or texting her/him?
- Is the controller present or nearby, i.e. at the school, waiting outside, at the home [of the student]?
- Does the controller know where the student attends school or lives?
- What would happen if the student tried to leave the controller? Refuse to continue working or engaging in commercial sex?
- Is the student or a family member in danger?
- Do the parent(s)/legal guardian(s) know about the situation?

See Polaris Project's Safety Planning & Prevention for more Safety Planning tips.

Basic Trafficking Assessment
- How did you meet your boyfriend/find out about your job?
- Have you ever tried to break up with your boyfriend/leave your job? Is anyone preventing or threatening you?
- Do you want help leaving?
- Are your family members or friends are in danger if you try to leave?
- Have you ever been forced to do work that you didn't want to do?
- Were you ever lied to about the type of work that you would do?
- Has anyone ever given you money or offered it to you for having sex? Does anyone make you have sex?

See Polaris Project's Comprehensive Trafficking Assessment for more.

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POLARIS PROJECT
FOR A WORLD WITHOUT SLAVERY

Sample Administrative Guidelines for Responding to Child Abuse and Neglect

8462 - CHILD ABUSE OR NEGLECT

In compliance with Board of Education policy and State statute, Board employees and officials are required to report to the proper legal authorities (i.e., the public children's services agency or local law enforcement agency) suspected child abuse or neglect. A child may suffer from physical abuse and neglect, sexual abuse, and/or emotional maltreatment. Basically, physical abuse is the nonaccidental, physical injury of a child; physical neglect is the failure to provide adequate parental care, support, medical attention, and education for a child; sexual abuse is any indecent sexual activity involving the child; and emotional maltreatment is the failure to provide warmth, attention, supervision, and/or normal living experiences for a child. Child abuse/neglect reporting procedures apply to students under the age of eighteen (18) and students under the age of twenty-one (21) who are physically impaired, mentally retarded, or developmentally disabled who have been abused (physically or mentally) or neglected or face the threat of being abused or neglected.

The following definitions shall apply:

A. **Abused Child**

   Refers to a child who is a victim of sexual activity; is endangered under criminal law; exhibits evidence of any physical or mental injury or death inflicted by other than accidental means; or because of acts of the child's parents, guardian, or custodian, suffers physical or mental injury that harms or threatens to harm the child's health or welfare.

B. **Neglected Child**

   Refers to any child who is abandoned, lacks adequate parental care because of the faults or habits of the child's parent, guardian, or custodian, or meets other criteria established by law.

C. **Mental Injury**

   Refers to any behavioral, cognitive, emotional or mental disorder in a child caused by an act or omission that is described in the statute prohibiting the offense of endangering children and is committed by the parent or other person responsible for the child's care.

D. **Adequate Parental Care**

   Includes adequate food, clothing and shelter to ensure that the child's health and physical safety and specialized services warranted by the child's physical or mental needs.

E. **Physically Impaired**

   Refers to a child having one or more of the following conditions that substantially limit one or more of the child's major life activities (self-care, receptive and expressive language, learning, mobility, and self direction):

   1. a substantial impairment of vision, speech or hearing;
   2. a congenital orthopedic impairment
   3. an orthopedic impairment caused by disease, rheumatic fever or any other similar chronic or acute health problem, or amputation or another similar cause

In addition, the following may be considered signs of such abuse or neglect and should be reported immediately:

    A. malnutrition and/or basic deprivation

    B. significant history (siblings abused)

    C. direct parental threats or admission of abuse or neglect

    D. symptoms of venereal disease

    E. dental injuries or eye injuries

    F. head injuries

    G. repeated burns or poisoning

    H. scars and bruises in unusual locations (neck, back, buttock, under arms, behind knees, tops and bottoms of feet)

    I. injuries reflecting direct blows or use of instruments

A child who is being abused may also:

    A. be hyperactive;

    B. act fearful of adults;

    C. cling to adults;

    D. be anxious, tense, and nervous.

Procedure for Reporting

All **suspected** cases are to be reported even if documentation is not available. The law provides protection for the reporting staff member who acts in good faith. All staff members who suspect that a child is being, has been, or faces the threat of being abused or neglected must immediately report to the public children's services agency or local law enforcement agency.

They are also expected to notify the principal of the report.

While the obligation to report belongs to each individual who suspects child abuse/neglect, there is nothing prohibiting a reporting employee who has notified the principal and the principal from making the oral report jointly to the appropriate agency; however, the coordination of a joint report should not significantly delay or detract from the obligation of each individual to immediately report suspected child abuse/neglect.

Child abuse/neglect reporting procedures should be reviewed with staff members periodically, including the potential criminal penalties for failing to report suspected abuse and/or neglect.

    A. The oral report notifying the children services or law enforcement agency shall occur immediately after the staff member first suspects the abuse or neglect.

    B. In order to facilitate a thorough and effective report, efforts should be made to provide the appropriate agency with any readily available supporting information concerning the incident. Staff members may use the checklist provided in Form 8462 F1 as a guide to assist in organizing readily available information prior to making the call.

    (Under no circumstances should the report be delayed on the basis that any such information is not readily available.)

    C. The reporting employee shall promptly notify the student's principal that a report has been made. The principal shall verify and document that the suspected case has been properly reported by the employee. The principal will immediately make his/her own oral report to the public children's services agency or local law enforcement agency. Although the obligation to report belongs to

each individual who suspects child abuse/neglect, there is nothing prohibiting the reporting employee and the principal from making the oral report jointly to the appropriate agency; however, the coordination of a joint report should not delay the report of suspected child abuse/neglect.

D. Since it is the responsibility of the social worker and/or law enforcement agency to investigate possible abuse and/or neglect, school personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.

E. The oral report shall be followed, not more than five (5) days later, by a written report from the staff member, if requested by the social service or law enforcement agency receiving the oral report. The report is to include all information given at the time of the oral report and any other information that is available from the school that may be helpful in the investigation of the report.

INVESTIGATION OF CHILD ABUSE OR NEGLECT

Investigators who seek to interview a student who is a suspected victim of abuse or neglect are subject to the interrogation procedures in Board Policy **5540**.

If the interviewer directs that parents are not to be notified, the principal shall record this direction and request the interviewer to sign a written statement that s/he directed the principal to permit the interview without prior notification of the parents. If the interviewer refuses to sign the statement, the principal shall prepare another written statement that the Board has been directed by the Children Services Agency to make the named student available for interview or interrogation without notice to the parents and request the interviewer to sign this statement. If the interviewer refuses, the principal shall record the time, date, interviewer's name/title/badge number, and that the interviewer refused to sign the statement. The principal shall sign this record and maintain it in the school files.

The principal shall, following the giving of the report to the authorities, make a reasonable number of inquiries as to:

A. whether the department or board has initiated an investigation of the report;

B. whether the department or board is continuing to investigate the report;

C. whether the department or board is otherwise involved with the child who is the subject of the report;

D. the general status of the health and safety of the child who is the subject of the report;

E. whether the report has resulted in the filing of a complaint in juvenile court or of criminal charges in another court.

It is understood that the department or board investigating the report has a duty to provide written notice to the Superintendent or other designated administrator of the allegations contained in and the person named as the alleged perpetrator in the report, unless the Superintendent or administrator is named as the alleged perpetrator in the report. Also, the department or board investigating the report must provide written notice of the disposition of the investigation to the Superintendent or other designated administrator, not later than three (3) days after the conclusion of the investigation.

Suspected Abuse/Neglect by Parents

Parents who are abusing their child may:

    A. be reluctant to give information;

    B. describe a story that doesn't fit the injury;

    C. have an inappropriate reaction to the severity of injury;

    D. express unreasonable expectations for the child's performance;

    E. claim conditions that do not exist, e.g.

        "S/He bruises easily."

        "S/He moves constantly." (Child sits quietly.)

    F. indicate family problems such as marital discord, crowding, financial stress, psychological disorders, retardation, alcohol or drug addiction, etc.

When it is necessary to deal with parents who are suspected of child abuse, the staff member should try to be sympathetic and communicate a readiness to help. Parents are often beset by serious personal problems and possibly were themselves abused or neglected as children.

Suspected Abuse by Staff Members

If a staff member is suspected of abuse, his/her supervisor should be notified immediately and the matter kept in strict confidence by the reporting person. The supervisor shall follow the Board's due-process procedures for investigating and addressing an employee's actual or alleged violation of any law or Board policy. This procedure does not negate the requirement for the reporting person to report the suspected abuse to the proper agency. While the obligation to report belongs to each individual who suspects child abuse/neglect, there is nothing prohibiting the reporting employee and the supervisor from making the oral report jointly to the appropriate agency; however, the coordination of a joint report should not delay the report of suspected child abuse/neglect.

Immediate Assessment and Intervention for First Responders

In efforts to educate first responders and lay persons, researchers developed an acronym to assist would-be interveners to recognize child sex trafficking or high-risk experiences of teens and intervene by reporting it.
(See next page for detailed explanations.)

RESCUE

R: Runaway

E: Education

S: Sexual assault

C: Court appearances

U: Using drugs/alcohol

E: Emotional abuse

CHILD

C: Child abuse/neglect

H: Homelessness

I: Influential others

L: Loving someone much older

D: Difficulty making friends

Contact abolitionohio@gmail.com for more information

Abolition Ohio
THE RESCUE AND RESTORE COALITION IN THE MIAMI VALLEY

Runaway	Runaway behavior was statistically significant factor for vulnerable youth to come into contact with buyers, sellers, recruiters and traffickers.
Education	Victims and those at high risk for sex trafficking may have difficulty in school with some eventually dropping out.
Sexual assault	A statistically significant factor, rape was highly correlated with eventually becoming a victim of child sex trafficking.
Court appearances	Court appearances, the intersection between being arrested (a statistically significant risk factor) and spending time in a juvenile detention facility (another significant risk factor and indicator that youth are at high risk for trafficking).
Using drugs/alcohol	Although few youth reported to being addicted to drugs and/or alcohol, the use of alcohol/drugs may place youth in proximity of buyers, sellers, and traffickers and may contribute to impaired reasoning thereby increasing the vulnerability of already high-risk youth.
Emotional abuse	This indicator was a statistically significant factor. This type of abuse may stem from parental figures or other adults who degrade, minimize feelings, criticize, verbally abuse, and/or repeatedly disapprove resulting in a lack of youth self esteem, self confidence, and self worth, and even more risky, impaired ability to trust their own perceptions.
Child abuse/neglect	Abuse may appear in the form of sexual abuse, physical abuse, emotional abuse or neglect.
Homelessness	Youth may or may not present themselves as homeless. They may have a home, but because of neglect or family problems they are still worried about where they will sleep or what they will eat on a daily basis.
Influential others	New or old friends or family members engaged in selling themselves, selling others, or in buying sex are in proximity of potential victims.
Loving someone much older	Youth at risk of trafficking may be "dating" much older men who first present themselves as caring and loving partners but who manipulate or force victims into selling sex.
Difficulty making friends	Youth at risk of child sex trafficking may have difficult time developing pro-social friendships.

Source: 2012 Domestic Sex Trafficking in Ohio Report (http://www.ohioattorneygeneral.gov)

Health Effects of Human Trafficking

A Lasting Effect: Physical and Psychological Consequences of Trafficking
Child victims of human trafficking can face significant problems. Often physically and sexually abused, they have distinctive medical and psychological needs that must be addressed before advancing in the formative years of adulthood. For child victims of exploitation, the destructive effects can create a number of long-term health problems including:

Physical Effects	Psychological Effects
· Sleeping and eating disorders · Sexually transmitted diseases, HIV/AIDS, pelvic pain, rectal trauma and urinary difficulties from working in the sex industry · Chronic back, hearing, cardiovascular or respiratory problems from endless days toiling in dangerous agriculture, sweatshop or construction conditions · Sexual dysfunction · Muscle tension · Untreated illnesses	· Fear and anxiety · Depression, mood changes · Guilt and shame · Cultural shock from finding themselves in a strange country · Posttraumatic Stress Disorder · Dissociative Identity Disorder · Traumatic Bonding with the trafficker · High risk behaviors (i.e., drug and alcohol abuse) · Impaired judgment · Emotional exhaustion · Feelings of being mentally broken · Spiritual questions · Suicidal Ideation · Difficulty establishing/maintaining healthy relationships

Specific Health Indicators
The following indicators may present in the context of a physical exam or similar health assessment or treatment

- Malnourishment or generally poor health
- Signs of physical abuse – in particular, unexplained injuries or signs of prolonged abuse
    - Bruises
    - Black eyes
    - Burns
    - Cuts
    - Broken bones
    - Broken teeth
    - Multiple Scars (including from electric prods)
- Evidence of a prolonged infection that could easily be treated through a routine physical/check up
- Addiction to drugs and/or alcohol
- Individual has no idea when his/her last medical exam was
- Lack of healthcare insurance – i.e. paying with cash

For more information/questions, Contact:
National Human Trafficking Hotline 888-3737-888
Or your local Anti-Trafficking Coalition (listed at): http://www.ohioattorneygeneral.gov/humantrafficking.aspx

AbolitionOhio@gmail.com
www.AbolitionOhio.org
Facebook.com/AbolitionOhio
@abolitionohio

After School Event / AHT Club Ideas and Guidelines

Once your students have been exposed to the problem of human trafficking, many will feel sad, angry, or overwhelmed. It is important to channel their new awareness and energy into positive action. A recurring message to students must be that we/they *can* do something about human trafficking. The following quotes may be useful motivators.

> *"The only thing necessary for the triumph of evil is that good men do nothing." (disputed origin: Burke, Mill, Kennedy,…)*
>
> *"It is not enough to be compassionate – you must act." - His Holiness The Dalai Lama*
>
> *"The people are the only ones capable of transforming society." - Rigoberta Menchu*
>
> *"Although the world is full of suffering, it is also full of overcoming it." -Helen Keller*
>
> *"I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim." - Elie Wiesel*
>
> *"Injustice anywhere is a threat to justice everywhere." –Martin Luther King Jr.*

Once students are "fired-up," you must help guide them toward appropriate and effective actions. General guidelines are

1. Students should examine their own lives and reduce any harm they may be causing.
    a. Be more aware consumers
    b. Respect others
    c. Be good examples
    d. Don't be bystanders when they see something that they feel is wrong
2. Students should increase their own knowledge about human trafficking.
3. Students should share what they have learned with peers, family, and neighbors.
4. Students should be trained to contact trusted adults or to call 911 when they suspect or witness harmful or suspicious activities.

Many students will want to do more than this. They should be guided toward awareness-raising and fund-raising activities. Volunteering with existing victim services programs is also a fine idea. Contact local shelters, programs, or your local anti-human trafficking coalition for details. Discourage plans for direct outreach or intervention. Such activities are inherently dangerous and complex. Students could end up causing harm to themselves or to the victims they are attempting to "rescue."

Abolition Ohio
Leading the Miami Valley Anti-Human Trafficking Coalition

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Awareness Raising and Fund Raising Activities

Student activities can either be one-time only or on-going actions. For example, holding an after-school awareness fair, a book club, or organizing an anti-human trafficking club. General guidelines and ideas for each of these examples are below.

Abolition Ohio has helped organize many different types of awareness-raising events. Combine several of the ideas below to create an interesting, active-learning event.

1. Student presentations
    a. Student teams can research aspects of human trafficking and present speeches, PowerPoints, posters, dramatic interpretations, …
2. Film screenings
    a. Many films are available online for free. They range from several minutes to feature length. A good place to start is to go to Youtube.com and search for "human trafficking." (Pre-screen video to ensure it is appropriate for your class)
3. Poster exhibits/artwork
    a. Have a classroom, school, or neighborhood awareness poster/artwork fair and contest
4. Student-produced videos
5. Use of online interactive tools
    a. Students can set up and run several different computer stations to demonstrate tools and facilitate use by attendees. Two powerful websites are below:
        i. Slaveryfootprint.org—an interactive survey of consumer habits that computes "How many slaves work for you?"
        ii. Free2Work.org—a website and free device app that allows users to scan barcodes of products and "grades" manufacturers based on their anti-slavery policies.
    b. Students can assist others in updating their social media profiles at the event
        i. Update profile pics, share facts, …
        ii. Use the United Nations' *Blue Heart Campaign* images, take a photo of the student holding a large "bar code" paper in front of their eyes, …
6. Hold a book club or discussion on a reading
    a. *The Slave across the Street* by Theresa Flores is powerful and appropriate for high school students.
    b. Readings for upper level/more advanced students may be found at: http://sharedhope.org/resources/ and http://www.endslaverynow.org/learn
7. Form an Anti-Human Trafficking Club—students in the club will meet regularly to learn more about human trafficking and to plan and hold awareness and fund-raising events.

Prevention Education Resources

The U.S. Centers for Disease Control (CDC) have produced a great resource on prevention:
http://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html

The Ohio Alliance to End Sexual Violence (OAESV) is dedicated to the prevention of sexual violence in Ohio:
http://www.oaesv.org/prevention-resources/

The Ohio Human Trafficking Task Force has a great list of education and awareness resources specific to human trafficking:
http://humantrafficking.ohio.gov/Resources.aspx

The Ohio Department of Education (ODE) has an anti human trafficking resource page:
http://education.ohio.gov/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Ohio-Governors-Human-Trafficking-Task-Force

National Educators to Stop Trafficking (NEST) has a comprehensive list of toolkits and other resources in addition to their list of anti human trafficking curricula:
http://nesteducators.org/curriculum-and-resources/975-2/

Fact Sheet for

Child Victims *of* Human Trafficking

What is human trafficking?

Right now in Ohio, more than 2,000 school-age children are potentially at risk of being forced into human trafficking through exploited labor, domestic servitude or prostitution. Children, especially those not living with their parents, are especially vulnerable. The average entry age into the commercial sex market is 12-14, although it is not unusual for the age to be younger.

Because the demand for young victims is large, traffickers find students through telephone chat lines, clubs, on the street through friends, and at malls. Traffickers may use girls to recruit other girls at schools and after-school programs, or involve school age boys in gaining and betraying the trust of potential victims. This means it is essential that youth see adults model healthy relationships and that schools create environments to support those students who are victims of violence and exploitation. Educators have an opportunity to help identify and guide youth who display risky behaviors to receive the appropriate community supports and services.

How can I identify a victim of human trafficking?

While not all of the behaviors listed below indicate that a child is a victim of human trafficking, educators should recognize that these red flags are cause for concern. Other causes may be teen dating violence, homelessness, domestic abuse and drug and alcohol abuse. This list is meant to be a guide to determine if further action is appropriate. It is not a comprehensive list of all signs of student trafficking.

- ✓ Does not attend school regularly;
- ✓ Runs away from home regularly;
- ✓ Has unexplained absences from school and is considered a truant;
- ✓ Talks about frequent travel to other cities;
- ✓ Has bruises or other physical trauma, is withdrawn and seems depressed or afraid;
- ✓ Doesn't seem to have control over her/his own schedule or identification documents;
- ✓ Is hungry, malnourished or dressed inappropriately for weather conditions or surroundings;
- ✓ Shows signs of drug addiction;
- ✓ Demonstrates a sudden change in clothing, behavior or has expensive items that a child usually cannot afford;
- ✓ Makes references to sexual situations that are unusual for a child of that age;
- ✓ Has a "boyfriend" who is noticeably older (10+ years);
- ✓ Uses language that is beyond his/her normal age or terms that are used in the commercial sex industry; engages in promiscuous behavior; and may be labeled "fast" by peers.

What should I do as an educator if I suspect a child is a victim?

- ✓ Recognize the red flags students may exhibit;
- ✓ Make the appropriate referral to school personnel and community contacts.

How do I report suspected human trafficking?

- ✓ In cases of immediate emergencies, it is best to call your local police department or emergency access number.
- ✓ If you suspect someone is a victim of human trafficking, please call the National Resource Center hot line toll-free at (888) 373-7888, **or easy-to-remember – 888.3737.888**.
- ✓ http://www.polarisproject.org/what-we-do/national-human-trafficking-hotline/the-nhtrc/overview.

OHIO HUMAN TRAFFICKING COMMISSION
MIKE DEWINE OHIO ATTORNEY GENERAL

Ohio | **Department** of Education