

Human Trafficking Prevention and Education

—FOR YOUTH AND YOUTH WORKERS—



Human Trafficking Prevention and Education for Youth and Youth Workers

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Content Overview

FOR YOUTH, UPPER MIDDLE AND HIGH SCHOOL AGES:

- **HUMAN TRAFFICKING 101:** a 45-minute informational overview of trafficking, including definition of terms, a look at who is involved, red flags for possible trafficking scenarios, and action steps for how youth can be involved in standing up against this problem.
- **EMPOWERING YOUTH TO END SEXUAL EXPLOITATION:** four 45-minute sessions looking at cultural myths, trends, and influences that feed into sex trafficking and sexual exploitation. Engages youth in activities, critical thinking, and learning to become change agents.
- **MY LIFE, MY CHOICE:** 10-session course for adolescent females. Geared toward at risk or former victims of trafficking. Covers topics such as reducing risks of exploitation, developing self-esteem, and sexual health.

FOR THOSE WHO WORK WITH YOUTH:

- **HUMAN TRAFFICKING: Myths, Facts, and our Community's Response:** an introduction to the issue of human trafficking, including scope, definitions, vulnerability factors for victims, indicators of possible trafficking, services available, and how to identify and report. Length is flexible, from 45 minutes to 1.5 hours.

Human Trafficking Prevention and Education for Youth and Youth Workers

CURRICULA OVERVIEWS AND SAMPLES

Human Trafficking 101



Human Trafficking 101

Developed by the Indiana Protection for Abused and Trafficked Humans Task Force

Human Trafficking 101 is a brief introduction to the issue of human trafficking with a goal of educating youth about the reality of this crime and how they can be involved in preventing it. The curriculum includes basic terminology, media literacy, a look at who is involved in trafficking, red flags for possible trafficking scenarios, and action steps for how youth can be involved in standing up against this problem.

TARGET AUDIENCE: High school or middle school aged youth, males and females

SESSIONS: One 45 to 60-minute session

GROUP COMPILATION: No specific requirements in terms of minimum or maximum number of participants

COST: There is no cost to your school or youth program.

EQUIPMENT NEEDED: Projector that can connect to a laptop computer; speakers; Internet connection, if possible

CURRICULUM SAMPLE: A sample of the Human Trafficking 101 curriculum is included on the following pages.

If you are interested in having a trained facilitator lead a group of your students or youth through this curriculum, please contact the Attorney General's Office at humantraffickinginfo@atg.in.gov or 317-234-2301.

Human Trafficking 101: Curriculum Sample

What is Human Trafficking?

Human trafficking is modern-day slavery, when people are recruited to work or provide services through the use of force, fraud, or coercion.

Force
Fraud
Coercion

Prezi

Two types of trafficking

Labor Trafficking

Sex Trafficking

-Commercial sex is when someone trades sex services (like prostitution) for something of value, like money or drugs.

Human Trafficking 101: Curriculum Sample

How does human trafficking affect youth?

-12-14 is the average age that U.S. kids are first brought into commercial sex.

-100,000 to 300,000 U.S. children are victims of sex trafficking every year.

-Every year 1 million children are exploited by the commercial sex trade.

Pimp Culture

Media: distorted glorification of the pimp culture
(pimps are glorified, women are degraded)



Reality: the pimps are abusing and profiting off of the sexual exploitation of the people they control

Empowering Youth To End Sexual Exploitation



Empowering Youth to End Sexual Exploitation

Developed by the Chicago Alliance Against Sexual Exploitation

Empowering Youth to End Sexual Exploitation is a program aimed to educate youth about sexual exploitation as a form of gender-based violence. The program is designed to facilitate student discussion about the social perceptions of masculinity and femininity, as described by peers and the media, and to become allies against sexual exploitation by identifying practical ways to end gender-based violence.

TARGET AUDIENCE: High-school students, 14 to 18 years of age. Specific content can be modified to facilitate groups for middle school-aged youth as well. The curriculum may be offered in all-male, all-female, or mixed gender groups.

SESSIONS: Preferred format is four 45-60 minute sessions, held once per week over a four-week period. This can be modified if necessary.

GROUP COMPILATION: No specific requirements for minimum or maximum number of participants.

COST: There is no cost to your school or youth program.

EQUIPMENT NEEDED: The school or youth program will collaborate directly with the assigned facilitator on these needs. Possible equipment needed includes a computer, CD player, speakers, projector, and white board/chalkboard.

USE OF MEDIA: The curriculum includes discussion of media influence on perceptions of gender, commercial sex, and gender-based violence. To facilitate these discussions, the curriculum is designed to use popular images and song lyrics to evaluate their influence on the commercial sex trade. You will have the opportunity to approve the use of any and all images and song lyrics that are used in your school or youth program.

CURRICULUM SAMPLE: A sample of the curriculum is included on the following pages.

If you are interested in having a trained facilitator lead a group of your students or youth through this curriculum, please contact the Attorney General's Office at humantraffickinginfo@atg.in.gov or 317-234-2301.

Empowering Youth: Sample

ACTIVITY:

Definitions: The Words We Use

Approximate time needed: 20 minutes

Introduce terminology that is associated with the sex trade (**sexual exploitation, gender-based violence, prostitution, human trafficking, pimping**). The purpose of this activity is to get students acquainted with the terms that will be used throughout the program and to create a foundation of understanding about the subject matter among group participants. Emphasize to the group that these terms will be used regularly throughout the program and that it is important that everyone understand what the words mean and how they are used.

Divide participants into pairs, or groups of three, depending on group size. Distribute one index card to each pair/group. Each index card will display a term associated with the sex trade. Instruct students to come up with a definition for each of these terms within their small group.

Sample Script:

"I want all of you to look at the words on each index card. Take a moment to think about where you've heard this word and what you think it means. In your small groups, share with each other the first thing that comes to your mind when you hear this word and try to come up with a definition for the word."

Circulate throughout the room to assist and keep students on track. Once each group has written a definition, draw the room back to order. Going one at a time, ask a representative from each group to come to the front and share the definition and examples his group created. Write down everything the group says, and then share the definition from the Activity Definitions hand out. Ask the entire class to examine how closely the group's definition matches the "official" definition. Keep this positive and encouraging, focusing on how much the group already knows, while taking care to elucidate the portions that may be absent. Continue until each group has shared.

Sample Script:

"I would like all of you to take a look at what this group came up with, and compare it to what the 'official' definition is. I see quite a few similarities. What do you see? Is there anything that we should add to their definition? I'm really glad that you all were willing to share your thoughts, and I'm excited by how much you already seem to know."

ACTIVITY:

Identifying Examples

Approximate time needed: 15-20 minutes

This is an opportunity to see how well the young men understand these concepts by asking them to identify some of them from various media examples. It is best to begin with the more obvious and outrageous (e.g. scenes from "Grand Theft Auto") and move into the more subtle (e.g. a "Maxim" cover). The discussion should move toward society's demand for the sex trade.

Sample Script:

Empowering Youth: Sample

"Now that we've defined these words, I would like to see if we can identify them when we see them. Is this an example of any of the five terms we've just defined? Yes? How does this fit within the definition?"

Press the students to support their answers within the framework of the definitions. Be aware that the natural reaction may be for them to be defensive; some students may hesitate to classify a song as "sexual exploitation" if they listen to it regularly. It is ok if the group does not come to a consensus. After three or four examples, ask the students what they all have in common. The responses may vary widely, but steer the conversation toward "they are examples of the different parts of the sex trade." Once there, ask why the sex trade exists.

Sample Script:

"Excellent answer! They are all parts of the sex trade. Now let me ask you, why does the sex trade exist in this country?"

Again, responses will be varied, but continue leading the discussion toward the demand created by men in society.

CHECK-OUT:

Reflect & Review

Approximate time needed: 3-8 minutes

Thank the students for their participation, and share that the next session will build upon their discussion of why the sex trade exists. Emphasize that demand is one of the major driving forces behind the sex trade industry, and that they will explore these further in the next session of the training. Do a brief "check out" with the participants and ensure that they are able to safely leave the space and continue the conversation in the following session.

Sample Script:

"We are now finished with our second session. Thank you for being such great participants again. As we continue to explore this issue in further detail, I understand that this may be a challenging for some of you, but I want to encourage you to continue to be as engaged and respectful as you have been so far. Everything that we have talked about up to this point is very important and I appreciate your patience and participation in this experience."

If time allows ask each participant to state one thing they learned from the last meeting. You may choose to participate in this activity to facilitate the rapport-building phase of the group.

Empowering Youth to End Sexual Exploitation: Media Image List A

Your school/program will be asked to approve either List A or List B images when you complete your request form.



YOUR MOM WASN'T YOUR DAD'S FIRST

He went out. He got two numbers in the same night. He drank cocktails. But they were whisky cocktails. Made with Canadian Club. Served in a rocks glass. **DAMN RIGHT YOUR DAD DRANK IT**

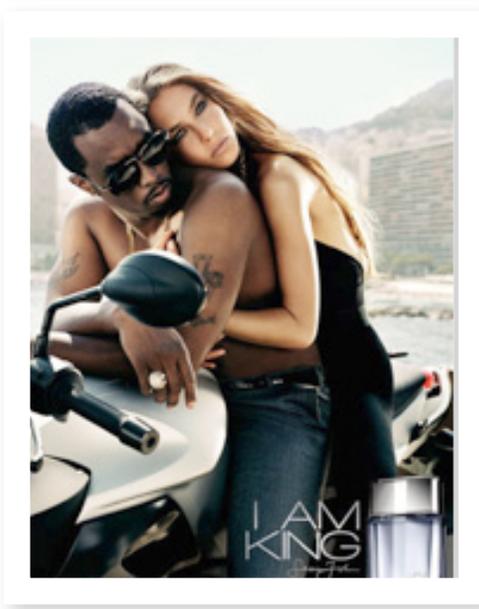
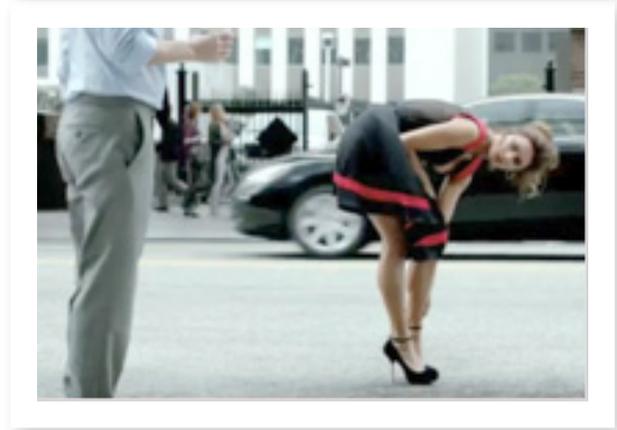
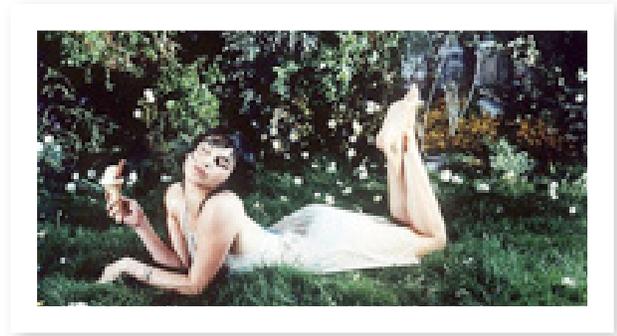


Canadian Club. 



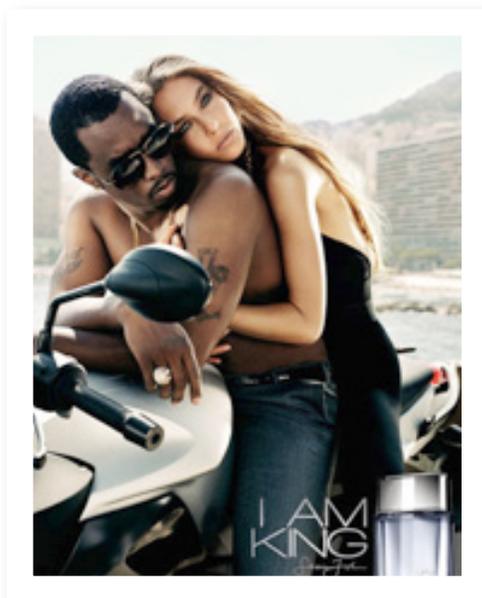
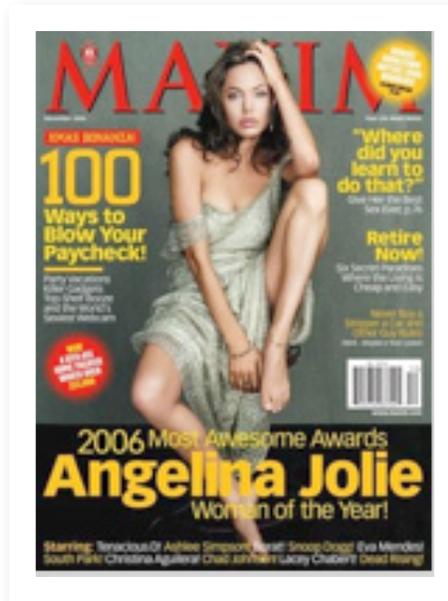
Media Image List A, continued

Your school/program will be asked to approve either List A or List B images when you complete your request form.



Media Image List B, continued

Your school/program will be asked to approve either List A or List B images when you complete your request form.



Empowering Youth to End Sexual Exploitation: Song List

Current or recently popular songs have been chosen to demonstrate the common misperceptions of sexuality, gender roles, and commercial sex. Your school/program will be asked to approve specific songs from this list when you complete your request form.

We Are Young, by Fun

You and me a second eye
I need to get my story straight
My friends are in the bathroom getting higher
than the Empire State
My lover she's waiting for me just across the bar
My seat's been taken by some sunglasses asking
about a scar, and
I know I gave it to you months ago
I know you're trying to forget
But between the drinks and subtle things
The holes in my apologies
You know I'm trying hard to take it back
So if by the time the bar closes
And you feel like falling down
I'll carry you home
Tonight
We are young
So let's set the world on fire
We can burn brighter than the sun
Now I know it I'm not
All that you got
I guess that I, I just thought
Maybe we could find new ways to fall apart
But our friends are back
So let's raise a cup
'Cause I found someone to carry me home

Live While We're Young, One Direction

Hey girl I'm waiting on ya
I'm waiting on ya
Come on and let me sneak you out
And have a celebration
A celebration
The music up the windows down
Yeah, we'll be doing what we do
Just pretending that we're cool
And we know it too
Yeah, we'll keep doing what we do
Just pretending that we're cool
So tonight
Let's go crazy, crazy, crazy till we see the sun
I know we only met but let's pretend it's love
And never, never, never stop for anyone
Tonight let's get some
And live while we're young
Oh-oh-oh-oh oh oh oh
And live while we're young
Oh-oh-oh-oh oh oh oh
Tonight let's get some
And live while we're young
Hey girl, it's now or never
It's now or never
Don't over think just let it go
And if we get together
Yeah get together
Don't let the pictures leave your phone
Ooohhh

Song List, continued

The A Team, by Ed Sheeran

White lips, pale face
Breathing in snowflakes
Burnt lungs, sour taste
Light's gone, day's end
Struggling to pay rent
Long nights, strange men

And they say
She's in the Class A Team
Stuck in her daydream
Been this way since 18
But lately her face seems
Slowly sinking, wasting
Crumbling like pastries

And they scream
The worst things in life come free to us
Cos we're just under the upperhand
And go mad for a couple of grams
And she don't want to go outside tonight
And in a pipe she flies to the Motherland
Or sells love to another man
It's too cold outside
For angels to fly
Angels to fly

Ripped gloves, raincoat
Tried to swim and stay afloat
Dry house, wet clothes
Loose change, bank notes
Weary-eyed, dry throat
Call girl, no phone

An angel will die, covered in white
Closed eye and hoping for a better life
This time, we'll fade out tonight
Straight down the line

Beer Money, by Kip Moore

When the lights go down
And you're stuck here in this town
With nowhere to go
So you escape through the radio
And you work all week
To barely make ends meet

Well I got a little cash burnin' holes in my pocket
Foot on the gas takin' off like a rocket
So come on, come on, baby I'm buyin'
I got enough to last us all night
And you got the kiss that tastes like honey
And I got a little beer money
Tonight, tonight baby we're drinkin'
Let's wake the town that never stops sleepin'
you got the kiss that tastes like honey
And I got a little beer money

We can dance in the dark
Blow the speakers out of this car
Light it up, burn it down
Until the morning rolls around
In a field we can scream
Get away with almost anything
Yeah, every now and then
you gotta raise a little hell
Hope we get lucky and stay out of jail

Your Body, by Christina Aguilera

Came here tonight to get you out of my mind,
I'm gonna take what I find. (uh oh, yeah)
So open the box, don't need no key I'm unlocked.
And I won't tell you to stop. (uh oh, yeah)

(Hey boy) I don't need to know where you've been,
All I need to know is you and no need for talking.
(Hey boy) So don't even tell me your name.
All I need to know is whose place.
And let's get walkin'.

All I wanna do is love your body.
Oooooooh oooh oooh oooooh.
Tonight's your lucky night, I know you want it.
Oooooooh oooh oooh oooooh.

It's true what you heard, I am a freak, I'm disturbed.
So come on and give me your worst.
(uh oh, yeah, ha)
We're moving faster than slow.
If you don't know where to go.
I'll finish off on my own. (uh oh, yeah)

My Life, My Choice **(MLMC)**



My Life, My Choice (MLMC)

Preventing Commercial Sexual Exploitation Among Adolescent Girls

MLMC is a national model of empowerment for girls and effective education on prevention of sexual exploitation. The curriculum is centered on the goals of changing attitudes and perceptions about the commercial sex industry, improving knowledge about sexual health and substance abuse, and increasing skills that help reduce the risk of exploitation.

The curriculum includes comprehensive material on the following subjects:

- Myths about commercial sexual exploitation
- Awareness of recruitment tactics by pimps
- Education about sexual health
- Link between substance use and exploitation
- Improving self-esteem
- Awareness of resources and a path out of commercial sexual exploitation

TARGET AUDIENCE: High school (or upper middle school) girls through adults who are at risk or have been sexually exploited

SESSIONS: Ten 75-minute sessions, preferably 1-2 sessions per week for consecutive weeks. May be reduced to 8 weeks if there is no need to cover the sexual health material.

GROUP COMPILATION: No more than 10 girls in a group. It is preferred that after the second session, no new members join the group.

COST: There is no cost to your school or youth program.

EQUIPMENT NEEDED: Private meeting room; CD player; TV/DVD player

CURRICULUM SAMPLE: A sample of the MLMC curriculum is included on the following pages.

If you are interested in having a trained facilitator lead a group of your students or youth through MLMC, please contact the Attorney General's Office at humantraffickinginfo@atg.in.gov or 317-234-2301.

Session 3

Do You Really Want to Hurt Me?: Reducing Your Risk of Exploitation

This session will give participants the opportunity to increase their ability to reduce their risk of exploitation. Participants will discuss the risks to physical safety inherent in the Life. Participants will examine the differences between being passive, aggressive, and assertive and see where they fall on the continuum. Participants will make the links to how this relates to their risk of being commercially sexually exploited. Further, participants will think critically about the demand for exploited girls.

Time: 75 minutes

Learning Objectives:

Through involvement in this session, participants will be able to

- understand the risks to personal safety associated with the Life;
- understand the ongoing cycle of the commercial sex industry and exploited girls;
- assess their ability to advocate for themselves;
- identify an assertive female role model in their lives; and
- identify a link between assertiveness and reducing their risk of exploitation

Materials:

For distribution during the session:

For use during the session:

Role play write-ups

Flipchart

Markers

Recording of any music with a positive message

The My Life, My Choice Project

30 min. **Telling It like It Is**

Explain that you want to spend some time looking at participants' ability to stand up for themselves and get their own needs met. Acknowledge that this can't always help you in a dangerous situation but it may help you avoid one or at least avoid a compromising situation. Ask all the participants to stand in the middle of the room. Explain that you are going to read different scenarios out loud and then ask them a question related to the scenario. If they would answer "yes" to the question, they should move to the right; if they would answer "no" to the question, they should move to the left. [Facilitator's Note: You may wish to use landmarks in the room—i.e. "move toward the couch", "move toward the window"]

Once participants have moved to each question (and before asking the next question) facilitate a large group discussion on the questions answered yes/no.

Use the following questions for this activity:

1. A friend spends a lot of money to change her hair style. She asks your opinion on it but you don't think it looks awful. Would you give her your honest opinion?

2. You are in line for check out at a store. You are really tired and ready to go home. Right before you get to the front of the line, someone cuts in front of you. Would you confront the person?

3. A staff member tells you that you are assigned to cook dinner for other residents tonight. You have never cooked a full meal for that many people before. Do you tell the staff member that you don't think that you can do it

4. You are on a date at a nice restaurant. When your meal arrives, it is cold and tastes terrible. Would you send it back to the kitchen?

5. Your boyfriend/girlfriend has been spending a lot more time with his/her friends lately. You feel like you need more time with him/her. Would you tell him/her how you feel?

After participants have taken their seats, facilitate a large group discussion on the following:

The My Life, My Choice Project

In which of the situations listed was it most difficult for you to assert yourself? Why?

With whom is it hardest for you to assert yourself? Why?

Is there a link between your ability to assert yourself and becoming a victim of commercial sexual exploitation?

Facilitate a group discussion on each person's assessment of themselves. Ask participants to think of a woman in their lives who is an assertiveness role model. Go around the room, asking each person to describe this woman.

Conclude this activity with the following, in your own words. Knowing yourself is a piece of being able to recognize you are being exploited and get out of prostitution. Could you assertively tell a boy who says "no" to you to go on a "date" with his friend just this one time? If you are a female, will your friend "no" when she asks you to help her recruit? If you are a male, will you help your friend recruit if she asks you to? It could save your life. Are you are working on it.

Read "Kim's Story"

5 min. Relaxation and Inspiration
Play the CD you brought with you.

5 min. Journal Writing

Hand back journals to each of the participants. Allow quiet time for writing.

Human Trafficking

MYTHS, FACTS, AND OUR COMMUNITY'S RESPONSE



Human Trafficking: Myths, Facts, and our Community's Response

Developed by the Indiana Protection for Abused and Trafficked Humans Task Force

This training is a brief introduction to the issue of human trafficking and commercial sexual exploitation, with a goal of educating professionals, parents, and the community about the impact of this crime, some of the myths associated with trafficking, and how it can be prevented. The curriculum includes:

- Basic terminology
- The impact of trafficking both nationally and in Indiana
- A look at who is involved in human trafficking and exploitation
- Red flags for possible trafficking scenarios
- How to report any suspicion of trafficking or exploitation

We will also review action steps for how adults can be involved in preventing this crime that impacts some 27 million adults and children worldwide.

TARGET AUDIENCE: Youth-serving professionals, parents, general community members

SESSIONS: Programs can run from 1 to 2 hours. Programs can be completed in one or two sessions.

COST: There is no cost for this program.

EQUIPMENT NEEDED: Projector that can connect to a laptop computer; speakers; Internet connection (if possible). If some of this equipment is not available to you, we will try and provide what is needed.

CURRICULUM SAMPLE: A sample of the curriculum is included on the following pages. Please note: presentations may vary somewhat in content, depending on the audience and length of presentation.

If you are interested in having a trained presenter offer this curriculum to your organization or group, please contact the Attorney General's Office at humantraffickinginfo@atg.in.gov or 317-234-2301.

Human Trafficking: Myths, Facts, and our Community's Response

CURRICULUM SAMPLE

A FEW FACTS

12-14 is the average age of entry for US girls into commercial sex and the average age for boys is 11-13. ⁽²⁾

Every year **1 million** children are exploited by the commercial sex trade worldwide. ⁽³⁾

Video: <http://www.youtube.com/watch?v=-NQoaf-2nsE>

HUMAN TRAFFICKING TODAY

Human Trafficking is tied as the **SECOND largest** and **FASTEST growing** criminal industry in the world, just behind the drug trade. ⁽⁸⁾

Trafficking is a **32 billion** dollar business. ⁽⁹⁾

An estimated **27 MILLION** people worldwide are held captive and sold for profit. ⁽¹⁰⁾

Human Trafficking: Myths, Facts, and our Community's Response

CURRICULUM SAMPLE

WHO IS INVOLVED IN TRAFFICKING?

The **recruiter** gains the victim's trust and then sells them for labor or to a pimp. Sometimes this is a boyfriend, a neighbor, or even a family member.

The **trafficker** is the one who controls the victims. Making the victim fearful through abuse, threats, and lies the trafficker gains power over his/her victim.

The **victim** could be anyone.

The **consumer** funds the human trafficking industry by purchasing goods and services. Often s/he is unaware that someone is suffering.

THE TRAFFICKED PERSON

Regardless of their demographics, victims are vulnerable in some way, and the traffickers will use their particular vulnerability to exploit the victim.

Some risk factors—Think: "What makes a person vulnerable?"

- Youth
- Poverty
- Unemployment
- Desperation
- Homes in countries torn by armed conflict, civil unrest, political upheaval, corruption, or natural disasters
- Family backgrounds strife with violence, abuse, conflict
- Chronic runaways; involvement with child welfare system
- Homelessness
- A need to be loved
- Immigration status
- Addiction

Policies & Guidelines



IPATH offers three different curricula to educate youth about human trafficking:

- *Human Trafficking 101*: a 45-minute informational overview of trafficking, including definition of terms, a look at who is involved, red flags for possible trafficking scenarios, and action steps for how youth can be involved in standing up against this problem.
- *Empowering Youth to End Sexual Exploitation*: four 45-minute sessions looking at cultural myths, trends, and influences that feed into sex trafficking and sexual exploitation. Engages youth in activities, critical thinking, and learning to become change agents.
- *My Life, My Choice*: 10-session course for adolescent females. Geared toward at risk or former victims of trafficking. Covers topics such as reducing risks of exploitation, developing self-esteem, and sexual health.

We also offer training for those who work with youth:

- *Human Trafficking: Myths, Facts, and our Community's Response*: an introduction to the issue of human trafficking, including scope, definitions, vulnerability factors for victims, indicators of possible trafficking, services available, and how to identify and report. Length is flexible, from 45 minutes to 1.5 hours.

For more detailed information regarding any of these, please see the curricula overview and samples provided in this packet.

IPATH Policies Guiding These Programs

IPATH has collaborated with the Department of Education and representatives from schools and youth programs to develop some basic policies around our youth prevention and education programs. Below is a summary of those policies which were recommended and have been incorporated into this IPATH educational initiative.

FACILITATION

IPATH has a team of facilitators who have been trained on our youth curricula, as well as our training for adults who work with youth. If your school or youth program is interested in any of these educational opportunities, please complete a Group Facilitator Request Form provided in this packet. IPATH will then match a facilitator with your request, who will lead the training or sessions at your location.



CRIMINAL BACKGROUND CHECKS

IPATH requires that each group facilitator have a completed criminal background check before facilitating any trainings or educational sessions. If your school or program has specific background check requirements, please note this on your Group Facilitator Request Form.

PARENTAL CONSENT FORMS

IPATH does not require parental consent forms for students to participate in most of these groups (please see next paragraph for exception). If your school or program requires consent forms, it is your entity's responsibility to obtain those forms from parents prior to the first group session. Sample consent forms are available upon request for school/program use, but you are also free to utilize your own consent forms.

Please note that IPATH *does* require parental consent forms for students to participate in the My Life, My Choice program. Please see below in the section "Policies Specific to My Life, My Choice."

TEACHER/SCHOOL OR PROGRAM STAFF PRESENCE

IPATH requires that a teacher or school/program staff member be present in all student/youth sessions facilitated by an IPATH group facilitator.

Policies Specific to Empowering Youth to End Sexual Exploitation

MEDIA IMAGES AND SONG LYRICS

The *Empowering Youth* curriculum includes components of media literacy, wherein students are asked to review media images and song lyrics and discuss their messages with regards to gender roles, sexuality, and commercial sex. IPATH has selected specific media images and song lyrics that are approved by the task force and are included in the *Empowering Youth* curriculum overview. Please indicate the list of images and the songs you/your school or program approves for use with your students. Your IPATH facilitator will be required to utilize only those images and songs approved by the requesting school/program.

EVALUATION SURVEYS

The *Empowering Youth* curriculum includes anonymous pre and post surveys for students to complete, as well as follow-up surveys to be administered one month after the final group session. At the beginning of session one, the group facilitator will have students sign in on the sheet provided in the curriculum.

Using this sign-in, each student will be assigned an anonymous ID number. They will use this ID number to complete their pre, post and follow-up surveys.

IPATH group facilitators are required to give the student sign-in sheet to the teacher or program staff member and to not retain either the original or a copy of the sheet. The teacher or program staff member should maintain the original sign-in sheet throughout the course of all sessions and until the students/youth have completed their follow-up surveys one month after the final session. If needed, the teacher or staff member will remind students of their ID number for completion of their surveys. IPATH group facilitators will collect all pre and post surveys and submit them to the IPATH representative maintaining records of all groups. This IPATH representative will also coordinate with the requesting school or program to have follow-up surveys completed and returned one month after the final session.

Policies Specific to My Life, My Choice

GROUP MEMBERS

Group members must be invited to join a group by the school counselor, group home staff, social worker, etc. Although this program is primarily for girls who are at-risk and have previously been victims, staff may consider inviting girls who may be peer mentors within the group.

Group members must commit to the ten sessions, either ten consecutive weeks or no more than 2 per week for consecutive weeks.

PARENTAL CONSENT FORMS

Group members must have written parental consent to participate in a group. Your school or youth program is responsible for obtaining parental consent from each student prior to the first group session. The required consent form is provided in this packet for your use.

IPATH AND FACILITATOR RESPONSIBILITIES

IPATH must secure a referral resource (licensed social worker or someone trained and certified to work with victims of abuse) prior to offering the group and must have access to them throughout the course of the program. Whenever possible, IPATH asks that the school or youth program provide this referral resource in-house (school social worker, counselor, etc.) If the school or program does not have access to their own referral resource, an IPATH representative (from the Indiana Attorney General's Office, The Julian Center, or Purchased) must coordinate with the requesting school/program to arrange for an appropriate referral. This referral resource may be present at sessions, but is not required to attend. This referral resource must be available to refer girls to or on site to talk with a group member who needs it during the time between sessions.

The facilitator must meet with a school or youth program staff member before and after the program. This curriculum is likely to raise issues that may cause group members to act out, need to talk, etc. It is important for the staff to know what topics will be covered and be prepared for follow up between sessions.

The facilitator will provide journals for group members to reflect, ask questions, etc. at the end of each session. The facilitator will respond to these entries after each session.

FILM SCREENING

The facilitator will show the film, *Very Young Girls* during the program.

“*Very Young Girls* is an exposé of the commercial sexual exploitation of girls in New York City as they are sold on the streets by pimps and treated as adult criminals by police. The film follows barely adolescent girls in real time, documenting their struggles and triumphs as they seek to exit the commercial sex industry.

The film identifies hope for these girls in the organization GEMS (Girls Educational and Mentoring Services), a recovery agency founded and run by Rachel Lloyd, herself a survivor of commercial sexual exploitation. GEMS is committed to ending commercial sexual exploitation and domestic trafficking of children by changing individual lives, transforming public perception, and revolutionizing the systems and policies that impact commercially sexually exploited youth.”

- Girls Educational and Mentoring Services, <http://www.gems-girls.org/get-involved/very-young-girls>

Human Trafficking Prevention and Education for Youth and Youth Workers

Indiana Protection for Abused and Trafficked Humans Task Force

GROUP FACILITATOR REQUEST FORM

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If your school or youth program would like a trained facilitator to lead a group of your students or to train your staff, please complete the following form. There is no charge to your school or program. Please note: we will match a facilitator with your request, and that facilitator will communicate directly with you to establish the details of your group.

Please return your completed Group Facilitator Request Form to humantraffickinginfo@atg.in.gov or by fax to 317-232-7979 (Attention: Human Trafficking Prevention).

Please select one of the following to indicate which curriculum/training you are requesting:

- Human Trafficking 101 (for middle and high school ages)
- Empowering Youth to End Sexual Exploitation (for middle and high school ages)
- My Life, My Choice (for adolescent females at high risk or who were previously victims)
- Human Trafficking: Myths, Facts, and our Community's Response (for adults who work with youth)

Name of school, organization, or youth program

Address

Contact name

Telephone

Email address

Number of individuals expected to participate: _____

Please select one of the following (not applicable if requesting training for adult staff):

- Male only group Female only group Mixed gender group

Age/grade of students (not applicable if requesting training for adult staff): _____



Please tell us a little about the group (i.e. is this a specific class, study period, after-school group, etc. Are there any special needs or concerns we should be aware of?)

PLEASE NOTE: Our group facilitators have all completed criminal background checks, and proof of those are on file with the IPATH task force. If your school requires a specific, additional background check for guest speakers, please indicate here:

PARENTAL CONSENT FORMS. Please Note: *We do not require parental consent forms, except for My Life, My Choice groups. If you require these forms for other groups or if you are requesting My Life My Choice, your school or program will be responsible for obtaining parental consent prior to the group starting. Sample consent forms are available upon request. If you are requesting a My Life, My Choice group, we require that you utilize the provided consent form for that curriculum.*

TEACHER/STAFF PRESENCE. We require that you have a teacher or staff member present in all group sessions we facilitate among your students or youth.

The following sections require information specific to each youth curriculum offered through IPATH. Please complete only the section relevant to the curriculum you have selected.

HUMAN TRAFFICKING 101

Preferred date/time when group could be facilitated:

Are you able to hold one 45-minute to an hour session? Yes No

If not, how long can this session be?

EMPOWERING YOUTH TO END SEXUAL EXPLOITATION

Preferred date(s) when group could be facilitated:

Additional date range or semester for group, should a facilitator not be available for your preferred date(s):

Day(s) of the week and time requested:

Are you able to hold one 45-minute to an hour session? Yes No

If not, how many sessions are you requesting, and how much time can each session last?

GROUP FACILITATOR REQUEST FORM,

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Please indicate the list of media images from the section “Policies Specific to Empowering Youth to End Sexual Exploitation” that you approve for use List A List B Both

Please indicate the titles of songs from the section “Policies Specific to Empowering Youth to End Sexual Exploitation” that you approve for use:

- We Are Young
- Live While We're Young
- The A Team
- Beer Money
- Your Body

EVALUATION. Please Note: Anonymous student pre and post surveys from each group will be collected and used for evaluating curriculum effectiveness.

MY LIFE MY CHOICE

Are you able to hold ten, 75-minute sessions? Please indicate Yes No
(*May be reduced to 8 weeks if there is no need to cover the sexual health material.*)

If not, how many sessions are you requesting, and how much time can each session last?

Preferred dates when group could be facilitated:

Additional date range or semester for group, should a facilitator not be available for your preferred dates:

Day(s) of the week and time requested:

Please see the section “Policies Specific to My Life My Choice” for requirements related to group membership, parental consent, and other important details.

HUMAN TRAFFICKING: MYTHS, FACTS, AND OUR COMMUNITY’S RESPONSE

Preferred date/time when group could be facilitated:

How long would you like this session to be?

- 1 hour 2 hours Other (please specify) _____

Please return your completed Group Facilitator Request Form to humantraffickinginfo@atg.in.gov or by fax to 317-232-7979 (Attention: Human Trafficking Prevention).



PARENTAL CONSENT FORM: MY LIFE, MY CHOICE

To be completed and distributed by the school or youth organization staff

Human Trafficking Prevention and Education for Youth and Youth Workers
Indiana Protection for Abused and Trafficked Humans Task Force (IPATH)

CURRENT DATE:

Dear Parents/Guardians:

Your daughter is being offered the opportunity to participate in a girls group, **My Life, My Choice**, here at _____ . This curriculum has been offered nationally since 2003. It aims to teach young women about healthy relationships by discussing exploitation in its many forms, including sexual exploitation, and giving them strategies on how to both avoid and combat it. It is our hope that the students participating in this group will be able to convey what they have learned to their peers, while serving as role models.

A trained facilitator from the Indiana Protection for Abused and Trafficked Humans task force and a school/organization staff person will assist with the group. A clinician or social worker will also be available to the students, should they wish to discuss any of the topics covered in the curriculum.

Below are the details on meeting times for this group:

START DATE:

END DATE:

DAY(S) OF THE WEEK THE GROUP WILL MEET:

Monday

Tuesday

Wednesday

Thursday

Friday

START AND END TIMES EACH DAY:

In order for your daughter to participate in this group, you must complete and return this parental consent form no later than _____ . Please return to me by _____ .

If you have any questions, please contact me at _____

Sincerely,

PARENTAL CONSENT:

I, _____, give my daughter _____
permission to participate in this My Life My Choice group.

Signature

Date

