



**MONIQUE BURR**  
FOUNDATION FOR CHILDREN  
PREVENTION EDUCATION PROGRAMS

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**Lesson Plan**  
**Exploitation and Human Trafficking Awareness**

Dear Educator,

The mission of the Monique Burr Foundation for Children (MBF) is to educate and empower students and adults to help keep children safe from bullying, cyberbullying, child abuse, and exploitation/trafficking.

We are providing the attached supplemental lesson plans for use in classrooms to help teach young students in a developmentally appropriate way personal safety and abuse, particularly about digital abuse, online exploitation, and safety which is often a recruitment tactic into human trafficking.

Consider these facts:

- Human Trafficking happens every day in every community in America.
- Human trafficking is the fastest growing, and now second largest, criminal activity in the world.
- The average age a child is first trafficked for sex in the U.S. is 11-14.
- The National Runaway Safeline reports that between 1.6 million and 2.8 million youth run away each year. 1 in 5 homeless and runaway youth become victims of human or sex trafficking.

*Sources: U.S. Dept of State; U.S. Dept of Justice; U.S. Dept of Health and Human Services; [humantraffickingresearch.org](http://humantraffickingresearch.org)*

If your school is using the *MBF Child Safety Matters® (K-5)* program or *MBF Teen Safety Matters® (6-12)* program, the *MBF 5 Safety Rules®* and *Safe Adults* referenced in the lesson plans will be familiar. If your school is not using MBF Prevention Education Programs, these are important concepts that will be introduced in this lesson to help keep students safe. We encourage you to continue these important conversations with your students using our Prevention Education Programs throughout the year. MBF also provides materials and resources to help educate parents and school staff on child victimization and ways to help keep children safe.

To learn more about our prevention education programs for students in grades K-12 contact us at [info@mbfpreventioneducation.org](mailto:info@mbfpreventioneducation.org) or 904-642-0210.

For more information and additional resources about child abuse, exploitation, and trafficking, please visit our website, [www.mbfpreventioneducation.org](http://www.mbfpreventioneducation.org).

Please help us prevent exploitation and trafficking by teaching your students these brief lessons and giving them the tools they need to be safe.

Sincerely,  
The MBF Team

## Human Trafficking Prevention Lesson Plan: Grades 3-5

<b>Grade Level</b>	3-5		
<b>Lesson Length</b>	45 minutes		
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>• Students will increase their awareness of child abuse and dangers associated with digital technology.</li> <li>• Students will identify Safe Adults and ways they can help adults keep them safe.</li> <li>• Students will learn the MBF 5 Safety Rules® and will identify ways to use them to help them stay safe.</li> </ul>		
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>• Abuse</li> <li>• Digital Abuse</li> <li>• Exploitation</li> <li>• Grooming</li> <li>• Inappropriate Images</li> <li>• Predator</li> <li>• Prevention</li> <li>• Safe Adult</li> <li>• Safe Friend</li> </ul>		
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Copies of the 5 Safety Rules Worksheets (one for each student)</li> <li>• Pencils/Pens/Markers</li> </ul>		
<b>Common Core Education Standards &amp; National Health Instruction Standards</b>	<b>3<sup>rd</sup> Grade</b> SL.3.1.B SL.3.1.C SL.3.1.D SL.3.5 SL.3.6 1.5.1 2.5.6 3.5.2 4.5.1 4.5.2 4.5.4 5.5.1 5.5.2 5.5.4 7.5.1 7.5.3 8.5.1 8.5.2	<b>4<sup>th</sup> Grade</b> SL.4.1.B SL.4.1.C SL.4.1.D SL.4.3 1.5.1 2.5.6 3.5.2 4.5.1 4.5.2 4.5.4 5.5.1 5.5.2 5.5.4 7.5.1 7.5.3 8.5.1 8.5.2	<b>5<sup>th</sup> Grade</b> SL.5.1.B SL.5.1.C SL.5.1.D SL.5.2 SL.5.3 1.5.1 2.5.6 3.5.2 4.5.1 4.5.2 4.5.4 5.5.1 5.5.2 5.5.4 7.5.1 7.5.3 8.5.1 8.5.2

## Human Trafficking Prevention Lesson Plan: Grades 3-5

<p><b>Additional Resources (For teachers and parents)</b></p>	<p>Monique Burr Foundation for Children <a href="http://www.mbfpreventioneducation.org">www.mbfpreventioneducation.org</a></p> <p>Cyberbullying Research Center – Cyber Safety resources and a Technology Use Contract <a href="http://www.cyberbullying.org">www.cyberbullying.org</a></p> <p>Darkness To Light - Resources on child sexual abuse <a href="http://www.d2l.org">www.d2l.org</a></p> <p>Institute for Responsible Online and Cellphone Communication – Resources for parents and educators including tip sheets and a contract for families for online usage <a href="http://www.iroc2.org/149.html">www.iroc2.org/149.html</a></p> <p>National Center for Missing and Exploited Children (NCMEC) <a href="http://www.missingkids.org/">www.missingkids.org/</a></p> <p>NCEMC Cyber Tip-line <a href="https://report.cybertip.org/">https://report.cybertip.org/</a></p> <p>National Human Trafficking Hotline - Resources for victims of human trafficking <a href="https://humantraffickinghotline.org/">https://humantraffickinghotline.org/</a></p> <p>Polaris - Information and research on human trafficking <a href="https://polarisproject.org/">https://polarisproject.org/</a></p> <p>Prevent Child Abuse America <a href="http://www.preventchildabuse.org">www.preventchildabuse.org</a></p> <p>The Role of Educators Preventing and Responding to Child Abuse <a href="http://www.childwelfare.gov/pubs/usermanuals/educator">www.childwelfare.gov/pubs/usermanuals/educator</a></p> <p>THORN - Resources on child sex trafficking and the exploitation of children <a href="http://www.thorn.org">www.thorn.org</a></p>
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### Lesson Preparation:

- Prepare materials for the lesson. (See Materials Needed - Page 2)
- Prior to starting the lesson, write the **MBF 5 Safety Rules** where students can see them or print and post a copy of the **5 Safety Rules**.
  - Safety Rule #1 – Know What's Up**
  - Safety Rule #2 – Spot Red Flags**
  - Safety Rule #3 – Make A Move**
  - Safety Rule #4 – Talk It Up**
  - Safety Rule #5 – No Blame | No Shame**

### Class Discussion:

- At the beginning of the lesson, reinforce classroom expectations for respectful discussions (i.e. listen before responding, don't interrupt, respect the opinions and voices of others). Remind students to use "I" language rather than the more accusatory "you" when responding to others. If they have personal stories to share, remind them to wait and share at the end of the lesson if there is time.
- Good Morning/Afternoon Students.
- We're going to do a lesson today about your personal safety. Let's start with some definitions.
- How many of you have heard the word abuse? (Raise hands)
- **Abuse** is when an adult, or another child, hurts a child on purpose. Abuse can happen by a stranger, but it can also happen by an adult you know and trust.
- Does anyone know what **prevention** means? (Elicit responses)
- To prevent something means to stop it from happening. So, if we prevent abuse, we stop it from happening. That's why we are doing this lesson today, we want to try to prevent abuse. One way we can help prevent abuse is by talking about it.
- Today we are going to talk about a type of abuse that can happen when you use technology. We are also going to talk about **5 Safety Rules** that can help keep you and others safe when you are online.
- How many of you text, send emails, use messaging apps, or use gaming sites? (Raise hands)
- Do you ever talk with people online while you are using this technology? (Elicit responses)

- Do you always know who those people are? (*Elicit responses*)
- Sometimes there are people online who try and trick young people into doing things they do not want to do or trick them into doing something that they know is wrong. They often hide their true identity.
- For example, you might think you are talking to a 12-year-old boy, but it is really a 45-year-old man or woman who is using the profile and picture of a child. Sometimes predators do not lie about who they are, but they try to make friends with you by showing you a lot of attention. Sometimes they may ask for your address to send you gifts.
- This is called **grooming**, and the people who do this are called **predators**. You may have heard the word grooming in relation to cleaning or hygiene, but we are talking about it today in reference to being tricked into providing personal information, pictures or even meeting in real life.
- More than likely, you've heard or learned the word predator during science. Throughout the lesson, we're using it in a similar way, but instead of animals or insects we're referring to a person that tries to trick kids.
- This type of communication or grooming often starts over technology or on a digital device. When an adult or an older child or teen uses the Internet or other digital device to talk to a child for the purpose of manipulating them into sexual abuse, this is called digital abuse. Internet predators use the Internet to try to make contact with children just for the purpose of starting conversations and eventually sexually abusing them.
- Another word for this is **exploitation**. It means forcing, pressuring, tricking, or threatening someone to do something they do not want to do. It is imposing one person's will on another person and there becomes an imbalance of power.
- Has someone you do not know ever reached out to you, or tried to talk to you online? (*Elicit several responses*)
- Online predators may try to meet you in person. This is very dangerous, and you should never give out your personal information online or go to meet anyone in real life that you've only met online.
- This can be confusing. Adults are responsible for keeping kids safe from abuse, but there are things that you can do to help them. Let's talk about the **5 Safety Rules** from the MBF *Child Safety Matters*® program that can help you identify what abuse is and help you stay safe.
- **Safety Rule #1 is Know What's Up.** Knowing What's Up means you know that there are dangers online. It means you know that not everyone you talk to online may be who they say they are. You should always be careful about sharing personal information about

yourself online. You should never share your full name, where you live, or where you go to school.

- Does your family have any rules about using technology? *(Elicit several responses such as don't talk to strangers online, only use websites or gaming sites that are approved by parents, don't share personal information online.)*
- **Safety Rule #2 is Spot Red Flags.** Spotting Red Flags means knowing if someone's behavior or something that happens online is unsafe. For example, if someone is asking you to do something wrong, inappropriate or unsafe this puts you or others in danger.
- What are some examples of Red Flags when you are using technology? *(Elicit responses, but make sure they include:)*
  - Cyberbullying- someone being a bully online, or other inappropriate online and offline behavior.
  - Someone you don't know asking for information about you, e.g. your name, where you go to school, where you live.
  - Someone sending **inappropriate images**, such as pictures, drawings, or cartoons (Memes/GIFS/anime) of people without their clothes on.
  - Someone asking you to send inappropriate images.
  - Someone online that you do not know asking you to keep secrets.
- Can you think of any other Red Flags you might see online? *(Elicit responses)*
- **Safety Rule #3 is Make a Move.** If you Spot a Red Flag, you can Make a Move and GET AWAY or STAY AWAY from an unsafe situation or person.
  - Online you can unfriend or block a person who is asking you for information about yourself.
  - Change your passwords if you have shared them or you think someone might know them. You may need to deactivate the account for a while. Ask a Safe Adult for help if you need to.
  - If someone sends you an inappropriate picture DO NOT pass it on. Ask a Safe Adult for help.
  - Make sure all of your accounts are set to private.
- Can anyone think of an example when you, or someone you know, made a move to keep themselves safe online? *(Elicit responses)*
- **Safety Rule #4 is Talk It Up.** Talking It Up means using an assertive voice to speak up or say NO if you or others are in an unsafe situation.
  - If you are asked to share personal information or pictures, or to do something unsafe or that makes you feel uncomfortable, you have the right to say No!
  - And, if you see any Red Flags online, you should always talk to a **Safe Adult**.
- Let's talk about Safe Adults for a minute. What do we mean by a Safe Adult? *(Elicit responses)*

- A **Safe Adult** is someone you know and trust to keep you safe, someone you can talk to about unsafe situations or people. Examples of Safe Adults could be a parent, a teacher, a school counselor, or a coach.
- What characteristics would you want in a Safe Adult? *(Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the rules and does not encourage them to break rules, and someone they trust to look out for them.)*
- You should try to choose at least two Safe Adults, one in your home and one outside of your home.
- Who would like to share one of your Safe Adults? *(Answers will vary but encourage students to think of someone in their home and someone outside their home, in case there is not a Safe Adult in the home.)*
- You can also talk to a **Safe Friend**, someone you trust, who will support you and help you talk to a Safe Adult. A Safe Friend is someone who can help you talk to a Safe Adult, not a replacement for a Safe Adult. You should always tell a Safe Adult about unsafe or inappropriate situations or people.
- What qualities would you like a Safe Friend to have? *(Elicit responses such as someone that is loyal, trustworthy, responsible, someone who is a good listener and follows the **5 Safety Rules**.)*
- **Safety Rule #5 is No Blame | No Shame.** This last Safety Rule means if you are ever hurt or abused, you are never to blame, and you should never be ashamed to tell a Safe Adult. No matter what anyone does to hurt you, or if they say you will get in trouble if you tell, you are never to blame, and it is never too late to tell a Safe Adult.

### Class Activity 1:

- Let's do a quick activity to see how well you can follow the **5 Safety Rules** when it comes to online safety. I am going to read three scenarios to you. Think about how you could use the **5 Safety Rules** in each scenario.

### Scenario #1

- Gabriel was invited to join an online gaming group by some friends at school. The site has live messaging. A player he does not know tells him how to do better in the game. Gabriel has told this player his full name, his age, and where he goes to school. The player says he is the same age but goes to another school nearby. He has asked Gabriel to meet him at a nearby park so they can talk more about the game but tells Gabriel not to tell his parents.

- **Safety Rule #1 is Know What's Up** – What do you think is happening here?
  - *Elicit responses being sure to cover: Not everyone online is who they say they are. This could be a predator, and Gabriel should not meet him.*
- **Safety Rule #2 is Spot Red Flags** – What are some Red Flags in this scenario?
  - *Gabriel has shared personal information online.*
  - *Someone Gabriel does not know is reaching out to him.*
  - *He has asked Gabriel to meet him.*
  - *He has asked Gabriel not to tell his parents.*
- **Safety Rule #3 is Make A Move** – How could Gabriel Make a Move?
  - *He could block or unfriend this person.*
  - *He could leave the gaming site.*
- **Safety Rule #4 is Talk It Up** – How could Gabriel Talk It Up?
  - *He could tell this person NO.*
  - *He could tell a Safe Adult.*
  - *He could talk to a Safe Friend who could then go with him to talk to a Safe Adult.*
- **Safety Rule #5 is No Blame | No Shame** Is Gabriel to blame?
  - *No. While he should not have shared his personal information online, he is not to blame.*
  - *Adults are supposed to keep kids safe. The predator is trying to trick him and is to blame.*

### Scenario #2

- Tiana's parents have had the same babysitter come to the house and watch her for a couple of years. The babysitter and Tiana are quite close, she is always saying nice and encouraging things to her. As Tiana has gotten older, she tells her to think of her less as a babysitter and more of a "best friend." They talk a lot about body image and self-esteem. Tiana's babysitter encourages her to put on a bathing suit and let her take pictures to post online to help her with her self-esteem.
- **Safety Rule #1 is Know What's Up** – What do you think is happening here?
  - *A young adult that Tiana's parents know is making Tiana feel uncomfortable.*
  - *Remember that a predator can be a stranger, but it can also be someone you or your parents know.*
- **Safety Rule #2 is Spot Red Flags** – What are some Red Flags in this scenario?
  - *An adult is saying think of her as a "best friend."*
  - *The adult is asking to take pictures of her.*
- **Safety Rule #3 is Make A Move** – How could Tiana Make a Move?
  - *She could come up with an excuse or suggest doing something else.*

- **Safety Rule #4 is Talk It Up** – How could Tiana Talk It Up?
  - *She could tell this person she's uncomfortable.*
  - *She could tell a Safe Adult.*
  - *She could talk to a Safe Friend who could then go with her to talk to a Safe Adult.*
  
- **Safety Rule #5 is No Blame | No Shame** Is Tiana to blame?
  - *No. Adults are responsible for keeping kids safe. The predator is to blame. Even if the adult tells Tiana she is to blame, or that she will get in trouble if she tells, it is not her fault and she should tell a **Safe Adult**.*

### Scenario #3

- Khalil uses a messaging app to stay in touch with his friends. He even messages with some adults that are friends with his parents. One of the adults is always messaging him nice comments about how smart and good looking he is. He has bought Khalil some really cool gifts but asked him to keep the gifts “just between us”. He says he knows that Khalil's parents “don't understand him”. He tells him to think of him like an Uncle. He told him that he can tell him anything and that he's really good at keeping secrets. He's messaged Khalil to tell him that he has offered to watch him while his parents go out town for the weekend.
  
- **Safety Rule #1 is Know What's Up** – What do you think is happening here?
  - *A young adult that Khalil's parents know is being overly friendly.*
  - *Remember that a predator can be a stranger, but it can also be someone you or your parents know.*
  
- **Safety Rule #2 is Spot Red Flags** – What are some Red Flags in this scenario?
  - *An adult offering to keep secrets and says the gifts are “just between us”.*
  - *Encouraging Khalil to feel his parents “don't understand him.”*
  
- **Safety Rule #3 is Make A Move** – How could Khalil Make a Move?
  - *He could stop messaging and sharing information with this person.*
  - *He could block this person.*
  
- **Safety Rule #4 is Talk It Up** – How could Khalil Talk It Up?
  - *He could tell this person he's uncomfortable.*
  - *He could tell a Safe Adult.*
  - *He could talk to a Safe Friend who could then go with him to talk to a Safe Adult.*
  
- **Safety Rule #5 is No Blame | No Shame** Is Khalil to blame?
  - *No. Adults are responsible for keeping kids safe. The predator is to blame. Even if the adult tells Khalil he is to blame, or that he will get in trouble if he tells, it is not his fault and he should tell a Safe Adult.*

### Class Activity 2:

- Distribute one copy of the **5 Safety Rules** Worksheet to each student. Ask them to think about the **5 Safety Rules** discussed in the lesson. Ask students to summarize the meaning of each rule and write an example of how they can use each Safety Rule to help them stay safe.
- NOTE: This can be done as an individual activity or a small group activity.
- Allow students time to ask any questions they may have regarding the lesson.

### Closing:

- Good job. To finish up today, let's all say the **5 Safety Rules** together.
  - Safety Rule #1 – Know What's Up**
  - Safety Rule #2 – Spot Red Flags**
  - Safety Rule #3 – Make A Move**
  - Safety Rule #4 – Talk It Up**
  - Safety Rule #5 – No Blame | No Shame**
- Being aware of online dangers can help keep you safe. Today we talked about a type of abuse that can happen when you use technology. We also talked about **5 Safety Rules** that can help keep you and others safe.

### Additional (Optional) Activity:

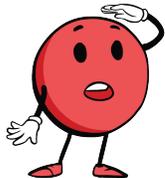
- Using your own discretion with older 4<sup>th</sup> and/or 5<sup>th</sup> grade students, consider sharing "The Cat" video created by THORN: Digital Defenders of Children, an anti-human trafficking organization that works to address and stop the sexual exploitation of children. The video can be accessed at: <https://www.youtube.com/watch?v=9yQ3fdttbUK>
- Video follow up:
  - Talk with students about how this could happen communicating through messaging apps or social media. You can remind students to ask themselves before sharing information or pictures; Was this my idea and is it smart? Can I ever really get it back? Can it be forwarded or shared? Do I want my mom, dad, grandparents, teacher, coach or principal to see this?
  - This video is also a great resource to share with parents in order to foster the discussion further at home. It can bring attention to how much time their child is spending online and provide an opportunity for them to establish rules and guidelines.

## 5 Safety Rules Worksheet

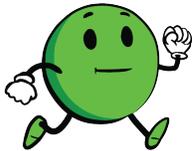
Instructions: For each of the Safety Rules below, write what the rule means and describe how you can use the rule to stay safe online.



Know What's Up



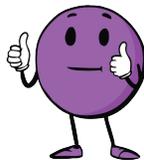
Spot Red Flags



Make a Move



Talk It Up



No Blame | No Shame