



MONIQUE BURR
FOUNDATION FOR CHILDREN
PREVENTION EDUCATION PROGRAMS

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 students in a developmentally appropriate way about 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

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 or 904-642-0210.

For more information and additional resources about child abuse, exploitation, and trafficking, please visit our website, 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 6-8

Grade Level	6-8		
Lesson Length	45 minutes		
Lesson Objectives	<ul style="list-style-type: none"> • Students will increase their awareness of exploitation and the different types of human trafficking. • Students will identify Safe Adults and ways they can help adults keep them safe. • Students will learn the MBF 5 Safety Rules® and will identify ways to use them to help them stay safe. 		
Key Terms	<ul style="list-style-type: none"> • Child Abuse • Coercion • Exploitation • Force • Forced Labor • Fraud • Human Trafficking • Inappropriate Images 	<ul style="list-style-type: none"> • Online Enticement • Pornography • Predator • Prevention • Safe Adult • Safe Friend • Sexting • Sextortion 	
Materials Needed	<ul style="list-style-type: none"> • One copy of the MBF Human Trafficking Fact Sheet for each student • Scenario Cards: One card cut out for each of four small groups (or one copy of all cards for each group or individual students) • Optional: CAT video by Thorn: https://www.youtube.com/watch?v=9yQ3fdttbUk 		
Common Core Education Standards & National Health Instruction Standards	6th Grade SL.6.1 L.6.1 L.6.3 1.8.1 1.8.5 1.8.7 1.8.8 2.8.3 2.8.6 4.8.1 4.8.2 4.8.4 5.8.2 5.8.6 7.8.1 7.8.3 8.8.1	7th Grade SL.7.1 L.7.1 L.7.3 1.8.1 1.8.5 1.8.7 1.8.8 2.8.3 2.8.6 4.8.1 4.8.2 4.8.4 5.8.2 5.8.6 7.8.1 7.8.3 8.8.1	8th Grade SL.8.1 L.8.1 L.8.3 1.8.1 1.8.5 1.8.7 1.8.8 2.8.3 2.8.6 4.8.1 4.8.2 4.8.4 5.8.2 5.8.6 7.8.1 7.8.3 8.8.1

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<p>Additional Resources (For teachers and parents)</p>	<p>Monique Burr Foundation for Children www.mbfpreventioneducation.org</p> <p>Cyberbullying Research Center – Cyber Safety resources and a Technology Use Contract www.cyberbullying.org</p> <p>Darkness To Light - Resources on child sexual abuse www.d2l.org</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 www.iroc2.org/149.html</p> <p>National Center for Missing and Exploited Children (NCMEC) www.missingkids.org/</p> <p>NCEMC Cyber Tip-line https://report.cybertip.org/</p> <p>National Human Trafficking Hotline - Resources for victims of human trafficking https://humantraffickinghotline.org/</p> <p>Polaris - Information and research on human trafficking https://polarisproject.org/</p> <p>Prevent Child Abuse America www.preventchildabuse.org</p> <p>The Role of Educators Preventing and Responding to Child Abuse www.childwelfare.gov/pubs/usermanuals/educator</p> <p>THORN - Resources on child sex trafficking and the exploitation of children www.thorn.org</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.
- Today we're going to talk about your personal safety, child abuse, and human trafficking.
- There are many different types of child abuse, including physical, emotional, sexual abuse and neglect. But another type of abuse that is on the rise in the United States is exploitation and human trafficking, and that is what today's lesson is about.
- How many of you have heard the term human trafficking? (Raise hands)
- What do you think human trafficking is? (Elicit several responses)
- How many of you have heard the term exploitation? (Raise hands)
- What do you think exploitation means? (Elicit several responses)
- **Human trafficking** is a crime that **exploits**, or uses, girls and boys for someone else's personal gain. It includes **forced labor** (making someone work for little or no money), and **sex trafficking** where young adults or teens are forced to perform sexual activities.
- Human trafficking happens in big cities as well as small towns, and it happens every day of the year.

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- Human trafficking involves **force**, **fraud**, and **coercion**.
- What do you think that means? (*Elicit responses*)
- 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, like bullying or cyberbullying, there becomes an imbalance of power. When human trafficking and sex trafficking involve children and teens it is **child abuse**.
- One of the most common ways teens become involved in human trafficking is through **online enticement** and **sextortion**.
- **Online enticement** is when a **predator**, someone who takes advantage of others for personal gain, uses the internet to make friends with a young person. The predator may promise affection, money, gifts, or drugs, to win their trust. They try and trick a young person into sharing inappropriate images, videos or words by text, email, messaging apps or even through gaming sites. Sharing these images and words is called **sexting**.
- Sexting involves sending sexually explicit messages or images to someone via digital technology. Many people send these explicit messages thinking their pictures would remain private. But pictures and texts may be forwarded and sent to a lot of people, and they can also be put online for everyone to see.
- The possession of or sharing of revealing pictures may also be distribution of *pornography* (or inappropriate images), which is against the law.

If the technology is available, watch "The Cat" video created by THORN: Digital Defenders of Children, an anti-human trafficking organization that works to address and stop the exploitation of children. It would be a good introduction for this lesson and allow further discussion for students. <https://www.youtube.com/watch?v=9yQ3fdttbUk>

- Sextortion is often a result of sexting. Once a predator gains access to these private pictures they use force, fraud and coercion to blackmail a teen into doing things they do not want to do. They may threaten to share the revealing pictures with parents, or to make them public so everyone can see.
- How might a predator gain access to private images or texts? (*Elicit response, but make sure the discussion includes the information below.*)
 - *Hacking - predators gain access to images without consent, breaching security networks or tricking someone to download malware on their computer.*
 - *Grooming - predators build relationships with victims, making false promises, with the intent of getting students to share something that could be used for blackmail.*
 - *Sharing - sometimes people in a relationship share intimate pictures with each other, but when the relationship ends the pictures are shared with others, OR someone shares a sext because they think it is funny or daring, but it ends up being hurtful.*

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- There are **5 Safety Rules** from the *MBF Teen Safety Matters®* program that can help you stay safe from all types of abuse, including exploitation and human trafficking. Let's review them. You will also use them in the follow-up activity at the end of the lesson.
- **Safety Rule #1 is Know What's Up.** Knowing what's up means:
 - Being aware of what human trafficking is, and how teens can be tricked and blackmailed into being trafficked.
 - Knowing that if you share a revealing picture of yourself it could go public or could be used to blackmail you into doing something you do not want to do. Once you share something you risk it becoming public and permanent.
 - If you share a revealing picture of someone else it will be hurtful, and it could be against the law. (The distribution of pornography (or inappropriate images) is against the law.)
 - Knowing that not everyone you meet online is who they say they are. Many predators are looking for victims online.
 - Knowing that it is not safe to share personal information online: your full name, where you go to school, where you live, where your work and be careful of posting pictures that might inadvertently share that information.
 - As a precaution, don't post, check in or tag your location on social media apps. As an additional privacy setting, turn off location services when you're not using them.
- **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.*
 - Adults or other students trying to trick or force you into unsafe or inappropriate behaviors or situations.
 - *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.

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- 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.
- **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!
 - Remember that predators count on the silence of their victims. Don't allow them to silence you!
 - 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.
- **Safety Rule #5 is No Blame | No Shame.** If you are ever hurt or abused, you are never to blame, and you should never be ashamed to talk to a Safe Adult.
 - Blame the predator, not yourself. If someone broke your trust, it is not your fault.
 - If something does happen, it may feel overwhelming and devastating, but there is help. You may be surprised by the support of your family and friends.
 - No matter what anyone does or says to you, even if they say you will get in trouble if you tell, you are never to blame, and it is never too late to tell.

Class Activity:

Note: Research says young people need opportunities to think about what they would do in a dangerous situation BEFORE it happens. There are several options for presenting this activity to students. It may be done as a class, as a small group activity, or presented virtually. Ideally it would be done in a small group so students can discuss a scenario with classmates and then share their responses with the larger class.

Guidance for facilitating these discussions with students can be found at the end of the lesson. See Scenario Discussion Guide (page 11).

Option 1: Class Activity

- *Distribute copies of the MBF Human Trafficking Fact Sheet to each student. Please ask them to note the hotlines at the bottom of the sheet.*
- *Distribute a copy of the Scenario Cards to each student.*
- *The scenarios for this activity are real. Please take a few minutes to review the Human Trafficking Fact Sheet and then we will discuss some scenarios.*
- *Read each scenario to students, then ask the following questions and allow a few students to respond to each question.*
 - **Know What's Up** - What do you think is happening here?
 - What are some **Red Flags**?
 - How could the person **Make a Move**?
 - How could the person **Talk It Up**?
 - **No Blame | No Shame** - Who is to blame in this situation?
- *What is something you learned today about keeping yourself and others safe from exploitation and human trafficking? (Elicit responses)*

Option 2: Small Group Activity

- *Distribute copies of the MBF Human Trafficking Fact Sheet to each student. Please ask them to note the hotlines at the bottom of the sheet.*
- *Distribute one of the Scenarios (cut into individual cards) to each group or distribute one of the Scenario Sheets to each group and assign each group one scenario to read and discuss.*
- *The scenarios for this activity are real. Please take a few minutes to review the Human Trafficking Fact Sheet. If working in small groups, have the students talk about the*

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scenario and how to apply the **5 Safety Rules** as guidelines. You will be asked to share your responses in a few minutes.

- Allow 5-10 minutes for groups to review/discuss their assigned scenario.
- Ask each group to share their responses and answer the following questions:
 - **Know What's Up** - What do you think is happening here?
 - What are some **Red Flags**?
 - How could the person **Make a Move**?
 - How could the person **Talk It Up**?
 - **No Blame | No Shame** - Who is to blame in this situation?
- What is something you learned today about keeping yourself and others safe from exploitation and human trafficking? (*Elicit responses*)

Option 3: Virtual Lesson

- If delivering the lesson virtually, provide students with a digital copy of the MBF Human Trafficking Fact Sheet. Please ask them to note the hotlines at the bottom of the sheet.
- The scenarios for this activity are real. Please take a few minutes to review the Human Trafficking Fact Sheet and then we're going to go through some scenarios.
- Read each scenario from the Scenario Cards aloud and ask students to answer the following questions after each scenario:
 - **Know What's Up** - What do you think is happening here?
 - What are some **Red Flags**?
 - How could the person **Make a Move**?
 - How could the person **Talk It Up**?
 - **No Blame | No Shame** - Who is to blame in this situation?
- What is something you learned today about keeping yourself and others safe from exploitation and human trafficking? (*Elicit responses*)
- Great work today. 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**

Closing:

- To summarize, exploitation and human trafficking are types of abuse that are on the rise. Human trafficking is happening all over our country. It happens to both young women and young men. Some of the main recruitment tools of traffickers are the Internet and social media. You can use the **5 Safety Rules** to help you if you ever feel unsafe or are concerned that someone else is unsafe. You can also talk to a **Safe Adult** to get help for you or for someone else. One of the most important ways to prevent human trafficking, is to be aware of it, so TALK IT UP and help increase awareness!

Scenario Discussion Guide:

Scenario #1

Gabriel was invited to join an online gaming group by some friends at school. The site has live messaging and Gabriel has told other players his full name, his age, and where he goes to school. A player he does not know gives him tips how to play the game better. The player says he is the same age as Gabriel and attends another school nearby. He has asked Gabriel to meet him at a local 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

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 tells Khalil they are "best friends." 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's messaged Khalil to ask him to sneak out one night so they can "hang out."

- **Safety Rule #1 is Know What's Up** – What do you think is happening here?
 - *Elicit responses being sure to cover: An adult that Khalil's parents know is making him feel uncomfortable and to 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 telling Khalil that they are "best friends."*
 - *An adult is asking Khalil to keep secrets.*
 - *An adult is telling Khalil his parents "don't understand him."*
 - *He has asked Khalil to sneak out.*
- **Safety Rule #3 is Make A Move** – How could Khalil Make a Move?
 - *He could block or unfriend this person.*
 - *He could ignore his messages and stop responding.*
- **Safety Rule #4 is Talk It Up** – How could Khalil 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 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. The predator is trying to trick him and is to blame.*

Scenario #3

Sophia has been chatting with someone she does not know online. He threatens to harm her and her loved ones if she doesn't send him a revealing picture. She replies that she is not afraid of him and he doesn't even know where she lives. He sends her screen shots of her exact location, including pictures of her house.

- **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 Sophia should not send him a picture of herself or share any more personal information with him.*
- **Safety Rule #2 is Spot Red Flags** – What are some Red Flags in this scenario?
 - *Sophia is communicating with someone she does not know.*
 - *Sophia has shared personal information with someone she does not know.*
 - *Someone Sophia does not know is threatening her.*
- **Safety Rule #3 is Make A Move** – How could Sophia Make a Move?
 - *She could block or unfriend this person.*
 - *She could ignore his messages and stop responding.*

- **Safety Rule #4 is Talk It Up** – How could Sophia Talk It Up?
 - *She could tell this person “NO!”*
 - *She could tell a Safe Adult.*
 - *She 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 Sophia to blame?
 - *No. While she should not have been communicating with someone she does not know, she is not to blame.*
 - *Adults are supposed to keep kids safe. The predator is trying to trick her and is to blame.*

Scenario #4

Tiana's parents have had the same babysitter come to the house and “hang out” with her and her younger brothers and sisters 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. When the younger kids go to bed one night, Tiana's babysitter asks 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?
 - *Elicit responses being sure to cover: A young adult that Tiana's parents know is making her feel uncomfortable. (Remember 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 “NO!”*
 - *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**.*

Human Trafficking Fact Sheet



Know What's Up

Human Trafficking is defined by U.S. law as the use of **force, fraud, or coercion** to compel a person into commercial sex acts, labor, or services against their will. Common examples include: domestic servitude, forced begging, magazine selling crews, hotel/restaurant work, hair/nail salons, massage parlors, strip clubs, and agricultural work.

Sex Trafficking, one type of human trafficking, is when a trafficker uses **force, fraud or coercion** to engage someone in a commercial sex act. Common examples of sex trafficking include producing pornography, strip club dancing, or commercial sex acts for money or favors.

Child Sex Trafficking is inducing a minor into a commercial sex act. This is, by law, human trafficking, regardless of the use of force, fraud, or coercion. The average age a girl is first trafficked for sex in the U.S. is 12 -14, for boys it is 11-13.

Recruiting: Traffickers find victims through social networking and the Internet, but they also recruit at shopping malls, bus/train stations, in neighborhoods, at popular teenage hangouts, and even at schools.

Online Exploitation is a tactic often used to recruit victims.

Sexting is the sending or receiving of sexual words, pictures, or videos via cell phones, computers, or other digital devices. Sexting may lead to **sextortion**, which is the threat to reveal intimate images to force someone to produce and share additional content or force them into sex trafficking.

Traffickers often use false promises of:

- o Love: pretend to be in a relationship
- o A better life: shelter, protection, money
- o Opportunity: a good job or modeling contract



Spot Red Flags

- Has limited freedom of movement
- Constantly has someone at their side who seems in control
- Is not allowed to speak for themselves
- Appears fearful, anxious, depressed, submissive, tense, nervous, or paranoid
- Seems to have changed their habits, behaviors, and activities

Red Flags for Human Trafficking vary by the type of trafficking, but may include someone who:

- Protects a person who appears to be controlling or abusive
- Works long or unusual hours
- Shows signs of substance abuse or addiction
- Distances themselves from family and friends
- Shares scripted, confusing or inconsistent stories
- Has a new (often older) boyfriend or girlfriend
- Shows signs of poor hygiene, malnourishment, fatigue, physical injuries and/or abuse
- Has few or no personal possessions
- Has unexplained money or possessions
- Has tattoos on their body (possibly their neck or back which is often branding by their trafficker)



Make a Move

To get help call the

National Human Trafficking Hotline:

1-888-373-7888

or text HELP or INFO to BeFree (233733)

Hotlines:



Talk It Up

Talk to a Safe Adult

Florida Abuse Hotline: 800-962-2873

National Runaway Safeline: 800-786-2929

National Sexual Assault Hotline: 800-655-467

Suicide Prevention Lifeline: 800-273-8255

Why don't victims seek help or leave?

Isolation: Victims are often confined and isolated from friends and family.

Fear: Victims are often physically abused and they and their loved ones are often threatened.

Shame: Victims often blame themselves, feel hopeless, and don't see a way out of the situation.

Dependency: Victims may become dependent on drugs and/or develop a trauma bond with their trafficker, both of which makes it difficult to escape.



No Blame | No Shame

Victims of abuse, exploitation, and/or trafficking are never to blame!

Scenario #1

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



Scenario #2

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 tells Khalil they are “best friends.” 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’s messaged Khalil to ask him to sneak out one night so they can “hang out.”



Scenario #3

Sophia has been chatting with someone she does not know online. He threatens to harm her and her loved ones if she doesn't send him a revealing picture. She replies that she is not afraid of him and he doesn't even know where she lives. He sends her screen shots of her exact location, including pictures of her house.



Scenario #4

Tiana's parents have had the same babysitter come to the house and "hang out" with her and her younger brothers and sisters 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. When the younger kids go to bed one night, Tiana's babysitter asks her to put on a bathing suit and let her take pictures to post online to help her with her self-esteem.

