

Presentation Notes Key

Facilitator Says: Important notations that the presenter should make sure to cover

Students Might: Common questions or comments made by students during this presentation

Prompts: Questions or thinking points that you may pose to students to help engage in conversation

Caution: Important reminders and ways to handle situations that might arise during the presentation

FREEDOM SPEAK UP

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PRE-TRAINING SURVEY

SPEAK UP

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EDUCATOR NOTE

Within this presentation, there are slides that contain several versions of select vocabulary. Please review them ahead of time and hide the slides that are not the best fit for your audience or site preferences.



SPEAK UP

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- Define **consent**
- Define **intuition**
- Identify your **safe person**
- Define **gaslighting** and how it can be used
- Define **exploitation**
- Define the vulnerabilities and indicators of **labor trafficking**

AFTER THIS PRESENTATION STUDENTS WILL BE ABLE TO

SPEAK UP

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- Describe the **risk factors** that abusers seek to exploit
- Evaluate scenarios and identify potential **vulnerabilities** that increase the risk of being exploited
- Explain how **shock** may impact someone's initial response

**AFTER THIS
PRESENTATION
STUDENTS WILL BE
ABLE TO**



SPEAK UP 

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- Describe the common **tactics** that abusers use to traffic
- Describe systematic factors that can promote **sexual exploitation**
- Explain how technology and **social media** can be used by abusers
- Describe strategies to stay safe online
- Analyze scenarios and apply key concepts and vocabulary

**AFTER THIS
PRESENTATION
STUDENTS WILL BE
ABLE TO**



SPEAK UP 

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- Consent
- Intuition
- Safe person
- Gaslighting
- Exploitation
- Labor trafficking
- Sex trafficking
- Love bombing
- Trafficker
- Victim
- Abuse

**AFTER THIS
PRESENTATION
STUDENTS SHOULD
BE ABLE TO DEFINE
THESE KEY TERMS**



SPEAK UP 

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- Shock
- Tactics
- Force
- Seduction
- Befriending
- Threats
- Social media
- Sextortion
- Pornography
- Vulnerabilities
- Risk Factors

**AFTER THIS
PRESENTATION
STUDENTS SHOULD
BE ABLE TO DEFINE
THESE KEY TERMS**



SPEAK UP 

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WELCOME TO FREEDOM

Dear Students:
You are worthy of kindness and respect. You also have a strong inner-voice that can help you stay safe. In this section, you will learn how to use intuition as a tool to keep yourself safe. This is meant to give you the **FREEDOM** to enjoy your life. It will also help you know when to seek help if you find yourself in a dangerous situation.



SPEAK UP
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Prompts:

- Why do you think the authors of this curriculum chose to entitle it Freedom?

Student Outcomes:

- Define **consent**
- Define **intuition**
- Identify your **safe person**
- Define **gaslighting** and how it can be used
- Define **exploitation**
- Define the vulnerabilities and indicators of **labor trafficking**

SECTION ONE

SPEAK UP
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Facilitator Says:

- Today you will take part in an experience designed just for you called Freedom. During today's lesson we will learn what consent and intuition mean. We will also learn about safe people, gaslighting, exploitation and trafficking.

FOUNDATION OF SAFETY

Have you ever seen the foundation of a building? It is a surface made of a very hard material that holds all the other elements of the building up. Without it, a building could not stand.

The concept of **consent** is much like the foundation of a building. It holds up your right to be safe and have authority over your body.



SPEAK UP
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Prompts:

- You can only be in control of your actions and not how that makes someone else feel. Can you think of a time when you set a boundary or stood up for yourself and it made the other person upset?

Consent means that you have given permission for something or agreed to do something.

Both people must offer consent and must be of clear mind, without impaired thinking. Consent can be withdrawn at any time. You are allowed to change your mind about your body.

Your body belongs to nobody but yourself.

WHAT EXACTLY IS CONSENT?

SPEAK UP
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Caution:

- We want to make sure the whole group conversation doesn't steer to sharing about times where consent wasn't given. If a student begins to disclose, you can respond with, "I understand that you have something important that you want to share. I care about you and would like to discuss it more with you (insert time). Would you feel comfortable waiting until then to talk to me?"

WAS CONSENT GIVEN?

Ryleigh and her boyfriend go to a party at a friend's house one weekend.

Ryleigh decides to try alcohol and starts to not feel well. She says she needs to lie down, so her boyfriend finds a nearby room.

She starts to fall asleep and her boyfriend begins to pull her shirt up. She is too groggy to say much but he says "we've done this before."

SPEAK UP 

WAS CONSENT GIVEN?

Ryleigh is not able to give **consent** because her thinking is impaired by alcohol and not feeling well. Even if they have fooled around before, her boyfriend cannot assume that this is something she wants to do. No, **consent** was not given.

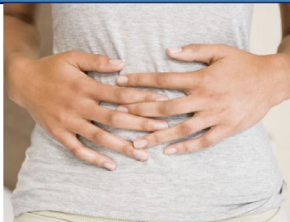


SPEAK UP 

POWERFUL TOOL OF SAFETY

Have you ever felt something in your "gut"? Like when your stomach turns when something feels off? Sometimes this is called a nervous stomach.

This is actually a tool you can use to know when you might be unsafe. This feeling is often your body telling you that something is wrong. This is called your **intuition**.



SPEAK UP 

Intuition means that you understand something immediately, without the need for a lot of thinking or reasoning.

If something feels "off" or wrong, it probably is. If you experience this feeling, you should pay attention to your surroundings, trust your "gut", and always speak up and tell someone you trust.

WHAT DOES INTUITION MEAN?



SPEAK UP 

Students Might:

- Students might interchange intuition and conscience. If so, you can clarify that intuition is not linked to morality or if something is right or wrong. Your intuition might tell you that someone is following you to your car when you leave a store at night. Conscience is linked to morality. And there are situations where you might use your intuition and conscience to know something is amiss.

Prompts:

- Share a time when your intuition told you that something was amiss.

DID HE LISTEN TO HIS INTUITION?

Sagen went to the mall to look for a present for his mom's birthday. While eating in the food court, he noticed a man watching him.

After lunch, he went into a department store to look for the present. As he passed the perfume counter he noticed the guy again. Not wanting to be rude, he continued his shopping.

After he checked out he headed to his car. As Sagen walked out of the store he noticed that same man standing at a car near his. Something felt off so he went back inside to his friends.

SPEAK UP 

DID HE LISTEN TO HIS INTUITION?

Sagen listened to his **intuition**. This is hard to do sometimes, especially with adults. You can feel like you are being paranoid or rude. No matter what someone may think, you should always listen to your **intuition** if you feel unsafe. Even if you are misunderstanding the situation, it is better to be safe than to put yourself in danger.



SPEAK UP 

In situations like the two we just discussed, a tool that can be very helpful is having a **safe person** in your life. These are also people you can trust who will make you feel at ease. They are consistent, kind, respectful, and trustworthy. Everyone should have at least one **safe person** they can talk to if they need help.

KNOW WHO IS SAFE



SPEAK UP 

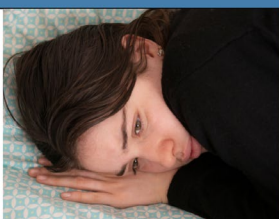
Caution:

- We want to steer away from categorizing groups of people as “safe”. Someone’s coach might be safe, but that is not true of all coaches. Another student’s pastor might be safe, but again that is not true of everyone in that group. Safe people are individual to each student.

GASLIGHTING

When we try to address situations where we have felt unsafe, some people may try to *confuse* us or make us feel like what happened didn't really happen. This is called **gaslighting**.

- Gaslighting is a synonym for *trickery* or *deception*.
- Some people use gaslighting to get something they want or rewrite the past to hide what they did wrong.
- Gaslighters aim to confuse you about facts.



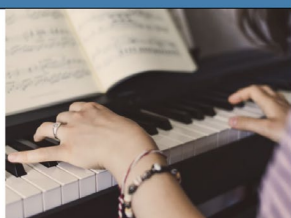
SPEAK UP 

Prompts:

- Why do you think gaslighting is such a dangerous thing?
 - If someone tells you that you are wrong over and over, it can make you feel insecure and less confident in your point of view.

IS SOMEONE GASLIGHTING HER?

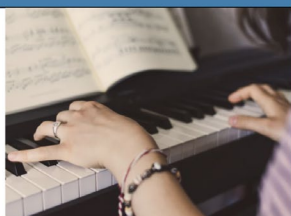
Lisa is taking piano lessons with her music instructor. As they practice, he starts to rub her knee and move his hand further up her leg. She gets up to go to the bathroom. When she comes back she says "I didn't like the way you rubbed me. That made me feel uncomfortable." He says "What are you talking about? I didn't touch you at all. Are you crazy or something? I heard from another student that you can be kind of dramatic."



SPEAK UP 

IS SOMEONE GASLIGHTING HER?

Yes, Lisa is experiencing **gaslighting**. It's an awful feeling that makes you feel crazy. She needs to tell a safe adult what happened and not be alone with him again. Sometimes it is also helpful to document what happened and gather any evidence you can just in case you may need it.



SPEAK UP 

It can be uncomfortable to talk about some of the bad things that happen in the world. We are briefly going to discuss some of these things for the purpose of making you aware of potential threats. This is not to make you feel afraid, but rather to make sure you know what danger looks like so you can avoid it and seek help if someone is trying to hurt you.

AWARENESS IS KEY TO STAYING SAFE



SPEAK UP 

Exploitation is the act of treating someone unfairly in order to benefit from them.

Manipulation and control are almost always involved when someone is being exploited.

WHAT DOES IT MEAN TO BE EXPLOITED?



SPEAK UP 

Prompts:

- What are some examples of exploitation that you can think of?
 - Prostitution, pornography, sex trafficking, watching someone undress without consent, exposing private parts to minors, etc.

Caution:

- We want to make sure the whole group conversation doesn't steer to sharing about times where a student was exploited. If a student begins to disclose, you can respond with, "I understand that you have something important that you want to share. I care about you and would like to discuss it more with you (insert time). Would you feel comfortable waiting until then to talk to me?"

Trafficking is when someone being forced against their will to do something while someone else profits.

Two Types of Human Trafficking:

- **Labor Trafficking**
- **Sexual Trafficking**

TYPES OF TRAFFICKING



SPEAK UP 

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LABOR TRAFFICKING

You probably learned about slavery in history class; sadly, **labor trafficking** is very similar. It is when people are forced to provide work or service against their will.

The Blue Campaign is a public awareness campaign designed to educate people on human trafficking. In the United States most victims are forced into domestic work inside of a home such as cooking or cleaning without pay.

SPEAK UP 

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TRAFFICKING VULNERABILITIES

There are **vulnerabilities** that labor traffickers look for because it makes it easier for them to use their **tactics**. The Blue Campaign lists these vulnerabilities that traffickers exploit:

- an unstable immigration status
- language barriers
- living in poverty
- past trauma
- lacking a social support systems
- having a physical or mental disability

SPEAK UP 

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LABOR TRAFFICKING INDICATORS

It is helpful to know the signs for **labor trafficking** so you can keep yourself safe and/or notify a safe adult if you think someone is in trouble. Some of the indicators, according to the Blue Campaign, of this type of exploitation include if someone is/has:

- disconnected from friends, family, school community, etc.
- sudden change in behavior
- fearful, timid, or submissive
- signs of being deprived of food, water, sleep, or medical care
- seemingly not able to make their own decisions or "coached" in what to say

SPEAK UP 

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SEX TRAFFICKING

Sex trafficking is defined as the criminal activity of forcing someone to do sexual acts for the commercial profit of another through the use of coercion, fraud, or force.

- Sex trafficking has occurred in all 50 United States
- 15 is the average age in which someone is trafficked
- Traffickers can appear to be “helpers” by offering money, drugs, shelter, clothing, etc.
- 88% of traffickers have experienced physical abuse and 76% have experienced sexual abuse; they have an unhealthy view of consent and safety

SPEAK UP
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Student Outcomes:

- Describe the **risk factors** that abusers seek to exploit
- Evaluate scenarios and identify potential **vulnerabilities** that increase the risk of being exploited
- Explain how **shock** may impact someone's initial response
- Describe the common **tactics** that abusers use to traffic
- Describe systematic factors that can promote **sexual exploitation**

SECTION TWO

SPEAK UP
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Facilitator Says:

- Today you will take part in an experience designed just for you called Freedom. During today's lesson we will identify what vulnerabilities predators seek to exploit, the tactics they use to take advantage of victims, and the systematic factors that are present in our society that feed this problem.

WELCOME TO FREEDOM

Dear Students:

You are important. You deserve to be safe and respected. Unfortunately, sexual exploitation exists and youth today are not prepared to spot recruitment tactics or recognize their own vulnerabilities. This presentation seeks to give you the skills and knowledge that you need to keep yourself safe. This is meant to give you the **FREEDOM** to seek help if you find yourself in a dangerous situation.



SPEAK UP
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Student Outcomes:

- Describe the **risk factors** that abusers seek to exploit
- Evaluate scenarios and identify potential **vulnerabilities** that increase the risk of being exploited
- Explain how **shock** may impact someone's initial response
- Describe the common **tactics** that abusers use to traffic
- Describe systematic factors that can promote **sexual exploitation**
- Describe **healthy vs. unhealthy relationships**
- Identify **warning signs of dating violence**

SECTION TWO

SPEAK UP
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VULNERABILITIES

To review, **vulnerabilities** are things that traffickers look for because it makes it easier for them to use their **tactics**. Vulnerabilities can be someone's desires, needs, or weaknesses. The most common things traffickers look to exploit are students who:

- Feel alone or like they don't belong
- Do not have a strong, healthy, or stable support system
- Have mental health issues that have not been properly treated
- Have been abused in the past
- Addicted to drugs and/or alcohol

SPEAK UP
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Prompts:

- Can you think of anything else that you believe might make a person more vulnerable to being exploited or taken advantage of?

Caution:

- It is important to emphasize that just because you have one, or more, of these vulnerabilities, doesn't mean that you will be exploited. It just means that you are more susceptible to exploitation. We do not want students thinking if they possess one of these that they are destined for abuse in the future.

MEET DANIEL

Daniel is a junior in high school who is a star player on the varsity football team and is already being scouted by college coaches. His parents passed away when he was in elementary school and he lives with his two younger siblings and grandparents. Daniel has kept a secret about being sexually abused by a babysitter when he was 9 years old. He hasn't told anyone, because he is afraid of looking weak.

SPEAK UP
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Students Might:

- Conversation might arise and students might make comments about the "made to feel weak" part in the slide. If so, you can mention that that mentality is considered "toxic masculinity." Toxic masculinity are societal norms and stereotypes about manhood. You can also be intentional in letting the males know that they can play a healthy role in fighting against these stereotypes.
- Students might want to know what abuse to which this is referring. Anyone who has experienced emotional, physical, or sexual abuse is more at risk for being exploited in the future. Unfortunately, future abuse can feel familiar to a victim. In addition, the victim may feel inadequate and may convince themselves that they deserve the abuse.

MEET MIA

Mia is an 8th grader who gets bullied a lot because she stutters. She is usually by herself and has a hard time making friends. It's much easier for Mia to make friends through social media even though it's sometimes hard to determine if the people she's speaking to are safe. She recently started a relationship with a guy she met on Instagram. After a few weeks, he began telling her she would feel better about herself if she started taking 'sexy pictures' because it would boost her confidence. Mia took his advice and started sending him nudes. Now, he's been threatening to sell them online if she ever stops sending them.

SPEAK UP
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Students Might:

- Students might have a discussion around "sending nudes." This seems to be a common practice. It is important to note that even if pictures are sent between students, that is still considered sexual exploitation and can even be considered child pornography.



Mia's largest risk factor is that she feels alone and doesn't feel like she fits in.

Abusers target people they perceive as weak or believe are easiest to manipulate. They may **coerce** a person who doesn't have close people around them and are less likely to disclose the abuse.

SPEAK UP 

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Prompts:

- Why do you think not having close people around could be seen as a vulnerability?



MEET RUBEN

Ruben is a sophomore in high school who has struggled with anxiety. Recently his parents have started putting an immense amount of pressure on him about his plans after high school. With no real plans, his parents anger and frustration has escalated at home. Ruben's anxiety has developed into depression, but with little support system at home, he has been trying to battle it in silence.

SPEAK UP 

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Ruben's largest risk factor is that he is battling an untreated mental health issue.

Teens can be at risk of trafficking because of family/parental rejection, feeling isolated from society, and the subsequent mental health issues that can stem from that.

SPEAK UP 

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MEET JORDAN

Jordan is a fourteen-year-old who is self-reliant and was raised in a verbally abusive home. She recently started a relationship with James who is in a gang and influenced Jordan to join the gang culture as well. Her initiation included being trafficked to other local gang members, except it became a regular event. Though she knows this is not healthy - she is trying to survive.

SPEAK UP 

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Prompts:

- What might be some examples of not having a strong, healthy, or stable support system?
 - Youth homelessness, foster care, living with extended family, bouncing between family members' homes, etc.



Jordan's largest risk factor is that she was not living in a healthy home originally, and most recently has not had any stable support system.

Local gangs often exploit their members for initiation or regularly in exchange for safety, family, or acceptance. Victims struggle to acknowledge that exchanging sex for basic needs is a form of exploitation. This exchange is often referred to as "survival sex."

SPEAK UP 



MEET SKYLYNN

Skylynn has been feeling really overwhelmed lately and has turned to alcohol as a coping strategy.

Last weekend she went to a party where she blacked out and passed out on a bed upstairs. When she woke up she wasn't fully dressed and she couldn't find her underwear.

SPEAK UP 



Skylynn's largest risk factor is her alcohol usage.

Abusers will wait until **victims** are intoxicated or high to take advantage of them. They might also use drugs and alcohol as leverage to get what they want.

SPEAK UP 

SPEAKING OUT

Speaking out if you ever encounter sexual abuse, exploitation, or trafficking is important. Sometimes it can be hard to use your voice to advocate for yourself. Some victims don't speak up because they're in **shock**, they're afraid nobody will believe them, they don't know who to tell, or they're afraid that they will be blamed.



SPEAK UP 

SPEAKING OUT

Maybe they cared for the person who is the abuser or are afraid of retaliation. It's important to know there are ways to get the help and support you need if you ever find yourself in one of these situations. It starts with you speaking out to someone you trust.



SPEAK UP
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WHAT TACTICS DO TRAFFICKERS USE?

FORCE

Physical abuse, sexual abuse, drugging, or kidnapping

SEDUCTION

Luring victims by feeding into their interests and needs

BEFRIENDING

Using a young person to manipulate another young person by becoming friends with them

THREATS

Blackmailing, sextortion, or threatening a victim's family/friends

SPEAK UP
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Students Might:

- Students might believe that predators are only mean, scary men that jump out of white vans. It is important to stress that predators often look like protectors. They can represent security. They are very skilled at assessing the physical and/or psychological needs of a person. They can easily take the place of a parental figure, friend, or significant other.

Caution:

- We want to make sure the whole group conversation doesn't steer to sharing about times when one of these tactics had been used on a student. If a student begins to disclose, you can respond with, "I understand that you have something important that you want to share. I care about you and would like to discuss it more (insert time). Would you feel comfortable waiting until then to talk to me?"

TACTIC #1 FORCE

Laura just started a relationship with Samuel, whom she met in a chat room. They decide to meet up at the mall.

When Samuel gets to the mall he texts Laura that he has a gift for her in his car and asks her to come out so he can give it to her.

As Laura approaches the car, Samuel and two other men jump out, grab her, throw her in the back seat and speed away.

SPEAK UP
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Students Might:

- Students might assume that this is the most common tactic, but in fact is the least common tactic used by predators.

TACTIC #2 SEDUCTION

James works at a fast-food restaurant and has been struggling to make enough to support himself.

One day at work an attractive female customer approaches James and tells him that she has a business proposition for him that will make him up to \$500 a day.

Desperate for cash, James agrees to meet her the following day at her house, telling himself this might be his only way to financial freedom.

SPEAK UP
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Facilitator Says:

- Youths have needs of love and attention. A trafficker will provide these things with the hidden intention of future exploitation. After building this relationship, they will begin to ask for favors. These favors may seem harmless at first, but they gradually lead to forms of exploitation.

Prompts:

- What different interests and needs do you think a predator might try to exploit?

TACTIC #3 BEFRIENDING

Alyyah has been friends with Jen on Instagram for a while now. They have never met, but DM back and forth regularly.

Jen's Instagram page is full of pictures of her at elaborate parties, taking extravagant trips, and wearing expensive designer clothes. After months of talking, Jen asks Alyyah if she wants to come to a party with her.

Alyyah accepts but tells Jen she has nothing nice to wear. Jen agrees to bring Alyyah an outfit that she can change into once at the party.

SPEAK UP

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Facilitator Says:

- Sometimes traffickers will recruit a young person to manipulate another young person because it makes it much easier to gain trust. The person is called a recruiter and is often a victim as well. By doing this, they are able to gather information about the victim and use it against them. Oftentimes they will offer youths things such as food, shelter, clothes, parties, et cetera. They later ask for innocent favors to begin exploitation.

Prompts:

- Why do you think this tactic might be the hardest one to recognize?

TACTIC #4 THREATS

Wanting attention, Haley sends a nude pic to a casual friend in her grade.

The next day Haley gets a text message from an unknown number telling her to send another picture or he will plaster the other nude pic all over the internet.

Afraid of her parents finding out, Haley sends another nude. However, the threats keep coming and she feels forced to keep sending pictures.

SPEAK UP

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Prompts:

- Why do you think threats might be one of the most powerful tactics used by predators?

EXPLOITATION

It is never your fault if someone harms your body or tries to exploit you. You deserve to be safe and respected.

However, being educated on the factors that promote exploitation can help you be more equipped to identify danger. In the following slides will look at some of the factors correlated to exploitation.



SPEAK UP

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Consuming sexual media content like pornography can lead to unrealistic expectations for sexual activity. Most pornography displays "actors" who are not representative of real intimacy, nor shows how the body typically looks and functions. This can create false ideas of what a partner finds pleasurable.

FACTOR 1: Unrealistic Expectations

SPEAK UP

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Caution:

- We don't want to communicate shame if students have viewed pornography, but it is important that we recognize the way porn can have a negative effect.

EXAMPLE: UNREALISTIC EXPECTATIONS

Joseph and Anya just recently became sexually active. One night Joseph asks Anya to do something that she feels uncomfortable with. Sensing her hesitation he tells her she's being a prude and all the girls are doing it on the porn he watches at home.



SPEAK UP 

Sometimes porn can show people experiencing violence or being controlled. This can be confusing and normalize harmful behavior.

FACTOR 2: Violence



SPEAK UP 

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Facilitator Says:

- Trends in porn are seeing an increase in demand for more violent scenarios and featuring younger people. Porn is not about healthy sexual communication. Most scenes focus on dominating women. It creates a vision and appetite for sex that is distorted and unhealthy, and is often a “gateway” into purchasing sex. This desire to purchase sex drives the demand for sexual exploitation of women and children. It fuels the belief that the two are commodities; products that can be bought and sold.

EXAMPLE: Violence

Sasha meets Rae at a party and they end up going home together. During foreplay Rae shoves her on the bed, slaps her, and starts calling her names. Sasha is confused and doesn't know if Rae is really angry or if this is his idea of fun.



SPEAK UP 

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Sometimes in popular culture human bodies are seen as objects designed to bring pleasure to others. Even common “cat calls” are a form of assessing a body for object pleasure.

FACTOR 3: Objectification



SPEAK UP 

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EXAMPLE: Objectification

Veronica goes to a photo shoot for a clothing company that her manager just hooked her up with. The stylist puts her in the sweater she will be shooting in, but has her go bottomless. When she appears uncomfortable with the amount of skin showing, the photographer says, "You want to sell the sweater, don't you?"



SPEAK UP 

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In any form of intimacy, both parties must give consent, and it can be withdrawn at any time. Whether it's a boyfriend, wife, or someone you just met, no one ever has to do something with their body that they don't want to do.

FACTOR 4: Lack of Consent



SPEAK UP 

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EXAMPLE: LACK OF CONSENT

Jo likes Ash a lot and they are on their first actual date. During the date they start hooking up; Jo looks up and Ash is filming what they are doing together. Jo says "Stop it, I don't like that." Ash says "Don't be a tease, finish what you started."



SPEAK UP 

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THESE IMAGES ARE PEOPLE, TOO

At some point you may come across lewd images and videos online. These images have the potential to distort people's view on the realities of how bodies look and the importance of consent and communication in healthy intimate relationships.

SPEAK UP 

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Caution:

- We do not want the conversation to turn to who has or hasn't viewed porn. We also don't want to communicate shame if a student has viewed porn. What we want to convey is that trends in porn are seeing an increase in more violent situations without healthy forms of communication. This can create a distorted and unhealthy view of sex later on in life.

HEALTHY VS. UNHEALTHY RELATIONSHIPS

All of these issues can affect your relationships. Here are some characteristics to help identify if your relationship is healthy or unhealthy:

Healthy Relationships Include:

- Mutual respect
- Trust and trustworthiness
- Honesty
- Anger control
- Open communication
- Encouragement to grow together and individually
- Compromise in understanding of one another's unique views
- Consent

Unhealthy Relationships Include:

- Control and manipulation
- Hostility
- Disrespect and dishonesty
- Intimidation
- Physical/sexual violence
- Isolation of partner from people/activities they were close to/enjoyed
- Dependence or threats
- Pressure to do things one partner feels uncomfortable with



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DATING VIOLENCE WARNING SIGNS

Dating violence can include physical violence, sexual violence, psychological aggression, or stalking. It can take place in person or electronically. These are some of the top signs:

- Using insults, intimidation, or humiliation
- Extreme jealousy, insecurity, or controlling behavior
- Isolation from friends and family
- Unwanted sexual contact of any kind
- Explosive temper or unusual moodiness
- Constantly monitoring social media activities or location
- Invasions of privacy; showing up unannounced
- Leaving unwanted items, gifts, or flowers
- Abusing alcohol or drugs
- Threatening or causing physical violence; scratches, bruises



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I'M JUST LOOKING. WHAT'S THE BIG DEAL?

We are not aware of the people's situations that are found in these lewd pictures and videos. These people may be being forced to work against their will. They could be experiencing threats, violence, and coercion to take these pictures and videos.

When you look at these images it can increase your desire for more of what you are watching and to participate what you are watching. Also, many pornographic images on the internet are actually victims of human trafficking and abuse who did not consent. When you say no to looking at these images, you say yes to protecting your mind and other people.



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WELCOME TO FREEDOM

Dear Students:
If you look around, most people are on a iPhone, iPad or other smart device. In our online and internet world, deceptive people may try to trick you when you're online.

In this section, you will learn how you can experience **FREEDOM** from unsafe people as you enjoy our modern world!



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- Student Outcomes:
- Explain how technology and social media can be used by abusers and analyze scenarios
 - Define sextortion
 - Describe strategies to stay safe online

SECTION THREE

SPEAK UP
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Facilitator Says:

- Today you will take part in an experience designed just for you called Freedom. During today's lesson we will discuss how abusers can use social media and ways to stay safe online.

SOCIAL MEDIA AND TRAFFICKING

Provocative or revealing posts tell your audience that you may be seeking attention and validation from others.

Negative or overly dramatic messaging like "I hate school, I hate my parents, etc." can make your audience believe you have certain vulnerabilities they can prey on or have needs they can meet.

Youth often accept requests and messages from people they don't know.

Youth often check into places, letting their followers know where they are located.

SPEAK UP
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Prompts:

- What dangers do you foresee in being extremely transparent online?
- Why do you think it is so easy for young adults to be so open online?

SOCIAL MEDIA EXAMPLE

Alisha posts a picture of herself on the beach in her bikini on her Instagram profile that isn't private.

In the caption, she writes, "Wish I could be as pretty as all the influencers." She gets more likes and comments than any of her previous posts and gains 400 new followers on the first day.

A man with the handle BigDaddy02 sends her a DM telling her she's beautiful and asks if she has any more pics.

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Caution:

- Unfortunately in our society, there is the assumption that girls are "asking for it" when dressed in a way that is not viewed as modest. We want to make sure that when reviewing these scenarios, that nobody "asks for it" or invites in abuse. The predator is always at fault.

SOCIAL MEDIA EXAMPLE

Raul hates his parents because they are so strict. He takes to Twitter when his parents tell him he can't go to a party after Prom.

He writes, "Nobody in my family understands me." When he checks his Twitter account the next day he has a comment from some guy named Jason.

Jason responds, "I know man, my parents suck too. What happened?" Raul responds and unloads all of his frustrations.

SPEAK UP
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SOCIAL MEDIA EXAMPLE

Lillone is in a Facebook group for local mountain bikers in her area.

Someone from the Facebook group friends her and Lillone accepts. They start DMing back and forth about mountain bike trails that they like.

After two weeks the new friend asks Lillone if she would like to meet on a trail Thursday night after work to ride together.

SPEAK UP

SOCIAL MEDIA EXAMPLE

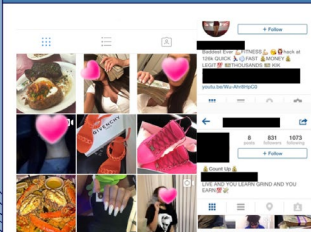
Sadie and her friends take a weekend trip to Nashville for their 17th birthday.

While on Broadway they take pictures at all their stops and post them to their Instagram stories. They tag the locations of the last three places they've been.

Sadie gets tons of likes on her latest Instagram story and someone writes, "Hey I'm headed to the same bar. Want to meet up?"

SPEAK UP

SYSTEMATIC RECRUITMENT



Peer recruiters act as an "assistant" to the trafficker, who's job is to bring others into "the life," making "the life" seem great. They will seem nice, popular, rich, helpful, etc.

They may be around the same age as the victim.

They won't tell you the truth about what will really happen.

SPEAK UP

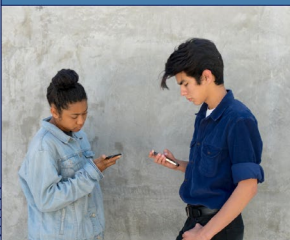
Prompts:

- What type of Instagram account is this?
 - fake/scam account

Facilitator Says:

- This is a real example of an online sex trafficking recruitment account. The recruiter's goal is to post about the best parts of her life so that you scroll through wishing you had a life like hers.

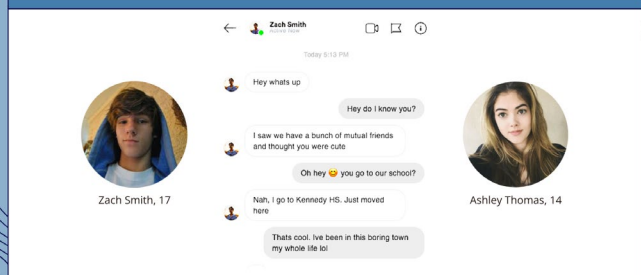
SEXTORCION



- **Sexual exploitation** occurs primarily online and in which non-physical forms of coercion are utilized, such as threats/blackmail, to acquire sexual content (photos/videos) or engage in sex with a minor.
- Where does it happen?
 - Chat Rooms, Social Media, Apps & Video Games
- Remember... Doesn't have to be a stranger!

SPEAK UP

SEXTORCION WEEK 1

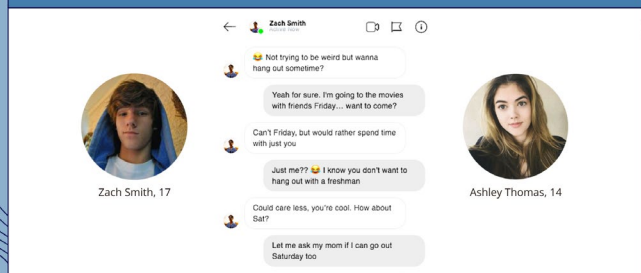


SPEAK UP
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Prompts:

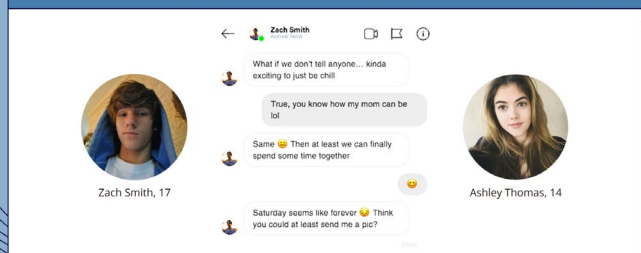
- What do you notice in this conversation?
 - Innocent flirting
 - Zach is trying to make it seem like they have mutual friends so Ashley can trust him.
 - Ashley discloses a vulnerability when she tells Zach she is bored.

SEXTORCION WEEK 2



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SEXTORCION WEEK 3

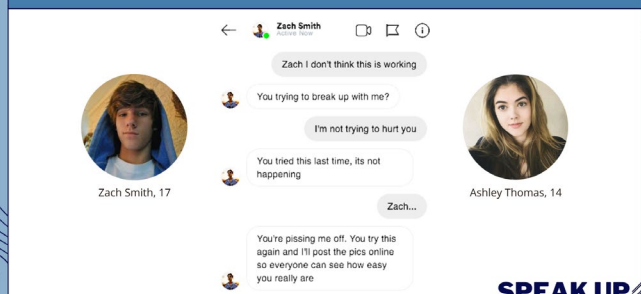


SPEAK UP
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Prompts:

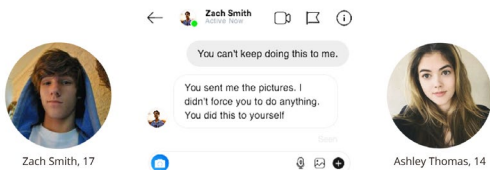
- What do you notice in this conversation?
 - Zach is trying to hang out alone.
 - Zach is trying to make Ashley feel wanted/special/sexy.
 - Zach asks for a pic, which we can assume means a sexual photo. He spent three weeks building trust in the relationship before he asked.

SEXTORCION WEEK 4



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SEXTORCION WEEK 5



What would you do?

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Prompts:

- What do you notice in this conversation?
 - Major change in Zach's behavior/tone
 - Demanding a video and threatening to send past nude pictures (sextorcion)

Facilitator Says:

- It is important that we recognize our personal vulnerabilities and feel like we have a voice to communicate our boundaries. Sextorcion will never be something found in a healthy relationship.

ISN'T IT JUST LIFE THESE DAYS?

You may have heard of something called "sending nudes". This is a term for sharing photos of your body. Someone may ask you to do this, or you may think it is ok to ask someone for this. This is never a good idea for many reasons.

These photos exist forever (even on apps where images disappear, they can be captured with other devices). They could be shared online any time, even years after when you are much older.

SPEAK UP
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KEEP IN MIND...

Most of us live in places that have laws or rules about the types of images that can be shared online or be on our devices.

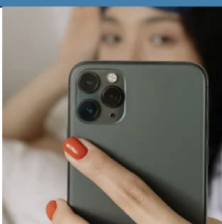
Keep in mind that you should NEVER post or have any photos on your device that may show the body of a minor. Even something that may seem funny, like snapping a picture of a friend over the bathroom stall, could have legal consequences.



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ISN'T IT JUST LIFE THESE DAYS?

Remember, these images can be subject to state laws about the possession of images of minors; there could be serious legal consequences for having them. The images could fall into the hands of anyone, who could share them anywhere. Lastly, you may trust the person who has them now, but things can always change; someone could seek revenge by using these images to humiliate you. Peers may choose to exploit these pictures to get something they want, embarrass you, or as revenge.



SPEAK UP
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HOW YOU CAN STAY SAFE ONLINE

- Turn off GPS/location services
- Set profiles to private
- Block the people that make you feel uncomfortable
- Don't send anything you would be embarrassed by if it went viral
- Immediately speak to an adult if someone is harassing you, asking for favors, asking for pictures, or threatening you



SPEAK UP
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Students Might:

- Students might not be willing to adhere to all of these suggestions. For example, if a student is trying to promote a blog that they are starting, they wouldn't want their profile to be private because they would want more exposure to the public. It is important to reiterate that we just want young adults to be "smart" online and make choices that set them up to be protected and not victimized.

- Define **consent**
- Define **intuition**
- Identify your **safe person**
- Define **gaslighting** and how it can be used
- Define **exploitation**
- Define the vulnerabilities and indicators of **labor trafficking**

**NOW STUDENTS
SHOULD BE ABLE
TO**



SPEAK UP
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- Describe the **risk factors** that abusers seek to exploit
- Evaluate scenarios and identify potential **vulnerabilities** that increase the risk of being exploited
- Explain how **shock** may impact someone's initial response

**NOW STUDENTS
SHOULD BE ABLE
TO**



SPEAK UP
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- Describe the common **tactics** that abusers use to traffic
- Describe systematic factors that can promote **sexual exploitation**
- Explain how technology and **social media** can be used by abusers
- Describe strategies to stay safe online
- Analyze scenarios and apply key concepts and vocabulary

**NOW STUDENTS
SHOULD BE ABLE
TO**



SPEAK UP
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- Consent
- Intuition
- Safe person
- Gaslighting
- Exploitation
- Labor trafficking
- Sex trafficking
- Love bombing
- Trafficker
- Victim
- Abuse

**NOW STUDENTS
SHOULD BE ABLE
TO DEFINE THESE
KEY TERMS**



SPEAK UP 

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- Shock
- Tactics
- Force
- Seduction
- Befriending
- Threats
- Social media
- Sextortion
- Pornography
- Vulnerabilities
- Risk Factors

**NOW STUDENTS
SHOULD BE ABLE
TO DEFINE THESE
KEY TERMS**



SPEAK UP 

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**POST-TRAINING
SURVEY**



SPEAK UP 

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