

A21 Human Trafficking Prevention Education Curriculum Overview with TEKS Alignment

BIOLOGY CLASS

Rights & Responsibilities		
Topic & Big Ideas	Vocabulary	
<p>Rights for Freedom (Declaration of Independence)</p> <ul style="list-style-type: none"> Human Trafficking violates the precepts outlined in the Declaration of Independence and reflects our natural and individual rights. It is a right and a responsibility to combat the social issue of exploitation and the injustice of human trafficking. 	<p>Declaration of Independence</p> <p>Human Rights Injustice Responsibility Unalienable Rights</p>	<p>Exploitation Human Trafficking Modern Day Slavery Rights</p>
<p>HS Health I TEKS:</p> <p>H.18: Reproductive and sexual health—healthy relationships. The student understands the characteristics of healthy romantic relationships.</p> <p><i>The student is expected to:</i></p> <p>(C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children</p> <p>H.19: Reproductive and sexual health—personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.</p> <p><i>The student is expected to:</i></p> <p>(A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence</p>		

Character Development		
Topic & Big Ideas	Vocabulary	
<p>Self-Image (Supply and Demand)</p> <ul style="list-style-type: none"> A person is not a commodity. When bodies are being used as commodities, it contributes to the supply and demand of modern-day slavery. 	<p>Character Commodity Demand Human Trafficking Supply</p>	<p>Child Trafficking Coercion Exploitation Self-Image</p>
<p>HS Health I TEKS:</p> <p>H.19: Reproductive and sexual health—personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.</p> <p><i>The student is expected to:</i></p> <p>(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships</p>		

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Relationship Boundaries		
Topic & Big Ideas	Vocabulary	
Exploitation Boundaries (Methods and Recruitment) <ul style="list-style-type: none"> ● Exploitation methods such as force, fraud, and coercion, against an individual, can lead to human trafficking. ● Human trafficking is a modern-day social justice issue. 	Coercion Exploitation Boundaries Fraud Recruitment	Exploitation Force Human Trafficking Relationship
HS Health I TEKS: H.18: Reproductive and sexual health—healthy relationships. The student understands the characteristics of healthy romantic relationships. <i>The student is expected to:</i> (B) identify character traits that promote healthy dating/ romantic relationships and marriage H.19: Reproductive and sexual health—personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. <i>The student is expected to:</i> (A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence (H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others		

Digital Safety		
Topic & Big Ideas	Vocabulary	
Online Enticement (Solicitation) <ul style="list-style-type: none"> ● Online predators can target vulnerable people by accessing their personal private information, potentially leading to their solicitation or exploitation. ● Securing online privacy information can help make strides against online grooming and solicitation of minors. 	Child Trafficking Digital Safety Human Trafficking Online Predator Online Solicitation	Digital Device Exploitation Online Grooming Online Privacy Online Social Networking
HS Health I TEKS: H.10: Injury and violence prevention and safety—healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. <i>The student is expected to:</i> (A) formulate strategies for avoiding violence, gangs, weapons, and human trafficking H.11: Injury and violence prevention and safety—digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. <i>The student is expected to:</i> (A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography (B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators		

H.18: Reproductive and sexual health—healthy relationships. The student understands the characteristics of healthy romantic relationships.

The student is expected to:

- (B) identify character traits that promote healthy dating/ romantic relationships and marriage
- (C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children

H.19: Reproductive and sexual health—personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.

The student is expected to:

- (A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence
- (G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity

Additional Information and Resources

- [Link to Parent Guides to teach your kids about human trafficking](#)
- For more information on how a parent can review lesson resources and/or acquire their own set of curriculum, please contact A21.org's Facilitator Support at facilitator@a21.org.