

A21 Human Trafficking Prevention Education Curriculum Overview with TEKS Alignment

HS Health I

Rights & Responsibilities		
Topic & Big Ideas	Vocabulary	
<p>Trafficking Indicators (Knowing the Signs)</p> <ul style="list-style-type: none"> There are physical, behavioral, emotional, and environmental human trafficking indicators that are red flags to help identify a victim of trafficking. Human trafficking indicators are signs that a person’s human rights are being violated. 	<p>Exploitation Human Trafficking Responsibility Trafficking Indicators</p>	<p>Human Rights Rights Trafficker Victim</p>
<p>HS Health I TEKS:</p> <p>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.</p> <p><i>The student is expected to:</i></p> <p>(A) formulate strategies for avoiding violence, gangs, weapons, and human trafficking</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>(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</p>		

Character Development		
Topic & Big Ideas	Vocabulary	
<p>Self-Care (Breaking Trauma Bonds)</p> <ul style="list-style-type: none"> It takes time and a commitment to focus on self-care in order to reach the goal of breaking a trauma bond. In unhealthy relationships, trauma bonds can form and can be a factor that leads to exploitation. 	<p>Character Human Trafficking Self-Care Trauma Bonding</p>	<p>Exploitation Manipulation Toxic Behavior Value</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>		

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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

Relationship Boundaries

Topic & Big Ideas	Vocabulary	
<p>Trafficking Boundaries (Vulnerability Factors)</p> <ul style="list-style-type: none"> Anyone can be impacted by human trafficking, yet certain vulnerable populations are more at risk of becoming trafficking victims. Protective factors strengthen a person’s boundaries helping prevent and reduce the risk of being vulnerable to exploitation and trafficking situations. 	Exploitation Protective Factors Trafficker Trafficking Boundaries Trafficking Rescuer Trafficking Upstander Vulnerable	Human Trafficking Relationship Trafficking Buyer Trafficking Recruiter Trafficking Victim Relationship

HS Health I TEKS:

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

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:

(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	
<p>Online Exploitation (Sextortion)</p> <ul style="list-style-type: none"> Sextortion is an online method traffickers use to exploit or control victims. Sextortion can result in a devastating impact on an individual. 	Blackmail Digital Safety Extortion Human Trafficking Online Enticement Netiquette	Digital Device Exploitation Harassment Online Grooming Online Predator Sextortion

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.

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The student is expected to:

(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.

The student is expected to:

(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:

(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

HS Health II

Rights & Responsibilities

Topic & Big Ideas	Vocabulary
<p>Relationship Rights (Advocating for Safe Dating)</p> <ul style="list-style-type: none"> ● Every person has a right to equality in a relationship. ● Every person deserves to feel safe and respected in their relationships with others. 	<p>Advocate Dating Bill of Rights Discernment Equal Rights Exploitation Amendment Human Responsibility Rights Rights</p>

HS Health II TEKS:

H2.2: Mental health and wellness—social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.

The student is expected to:

(A) evaluate positive and negative effects of various relationships on physical, emotional, and social health

H2.5: Mental health and wellness—identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness.

The student is expected to:

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(B) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness

H2.20: 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:

(E) evaluate 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

Character Development

Topic & Big Ideas	Vocabulary	
Self-Advocacy (Empowerment) <ul style="list-style-type: none"> ● A self-advocate is an empowered person. ● Self-advocacy skills help safeguard against injustices. 	Advocate Exploitation Empowerment Self-Advocacy	Character Human Trafficking Self-Advocate

HS Health II TEKS:

H2.4: Mental health and wellness—risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to formulate strategies for combating environmental factors that have a detrimental effect on mental health

H2.5: Mental health and wellness—identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness.

The student is expected to:

(A) describe the impact of positive stress on building resiliency and promoting mental health and wellness

H2.20: 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:

(C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk

(E) evaluate 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

Relationship Boundaries

Topic & Big Ideas	Vocabulary	
Dating Boundaries (Teen Dating Violence) <ul style="list-style-type: none"> ● Unhealthy behaviors in relationships can lead to teen dating violence. ● Positive coping skills can help when dealing with an abusive controlling relationship. 	Coercion Exploitation Positive Coping Skills Sexual Abuse	Dating Violence Human Trafficking Relationship Vulnerable

HS Health II TEKS:

H2.2: Mental health and wellness—social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.

The student is expected to:

(A) evaluate positive and negative effects of various relationships on physical, emotional, and social health

H2.4: Mental health and wellness—risk and protective factors. The student recognizes the influence of various factors influencing mental health and wellness. The student is expected to formulate strategies for combating environmental factors that have a detrimental effect on mental health.

H2.5: Mental health and wellness—identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness.

The student is expected to:

(A) describe the impact of positive stress on building resiliency and promoting mental health and wellness

(B) discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness

H2.20: 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:

(E) evaluate 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

Digital Safety

Topic & Big Ideas

Vocabulary

Social Media App Safety (Dating Apps)

- Digital Safety Advocates support appropriate social networking behaviors concerning the use of social media and dating apps.
- Online predators use social media and dating apps for grooming and exploitation.

Catfishing	Dating Apps
Digital Device	Digital Safety,
Advocate	Exploitation
Human Trafficking	Online Grooming
Online Predator	

HS Health II TEKS:

H2.12: 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.

The student is expected to:

(A) discuss and analyze consequences resulting from inappropriate digital and online communication such as sending and receiving photos, sexting, and pornography

H2.20: 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:

(B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others

(E) evaluate 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.