



# Human Trafficking Prevention Education & Training Program



# Who We Are



We aim to combat human trafficking through trauma-informed education, training, and reporting protocols for schools.

## CO-FOUNDERS

PROTECT was created in 2015 by three anti-trafficking non-profits: 3Strands Global Foundation, Frederick Douglass Family Initiatives, and Love Never Fails. To date, the program has reached over 500,000 people (est.).



## IN PARTNERSHIP WITH



# DEFINITION OF HUMAN TRAFFICKING

According to the U.S. Department of  
State

“Modern slavery” and “human trafficking” are umbrella terms for the act of **recruiting, harboring, transporting, providing, or obtaining** a person for compelled labor or commercial sex acts through the use of **force, fraud, or coercion**.

# What is Force, Fraud & Coercion?

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**FORCE:** The use of physical harm or violence

**FRAUD:** Deception for financial gain

**COERCION:** Persuading someone to do something by using force or threats

SLIDE

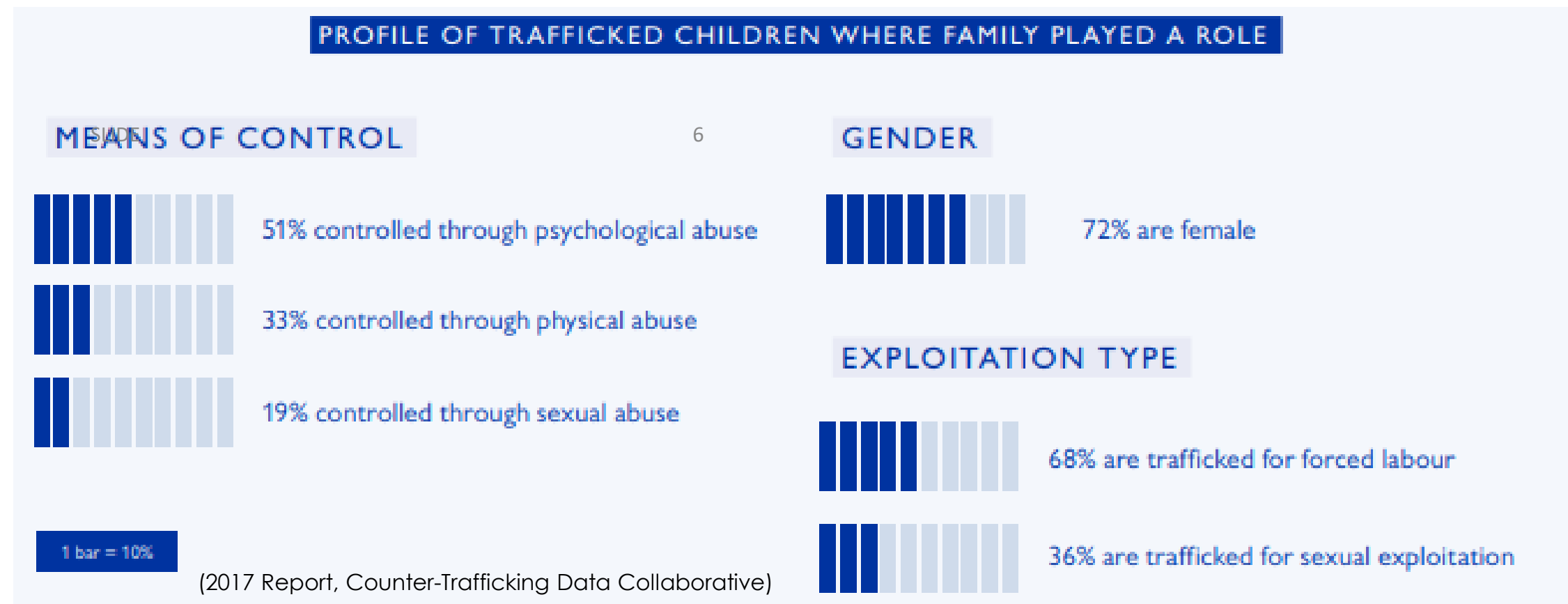
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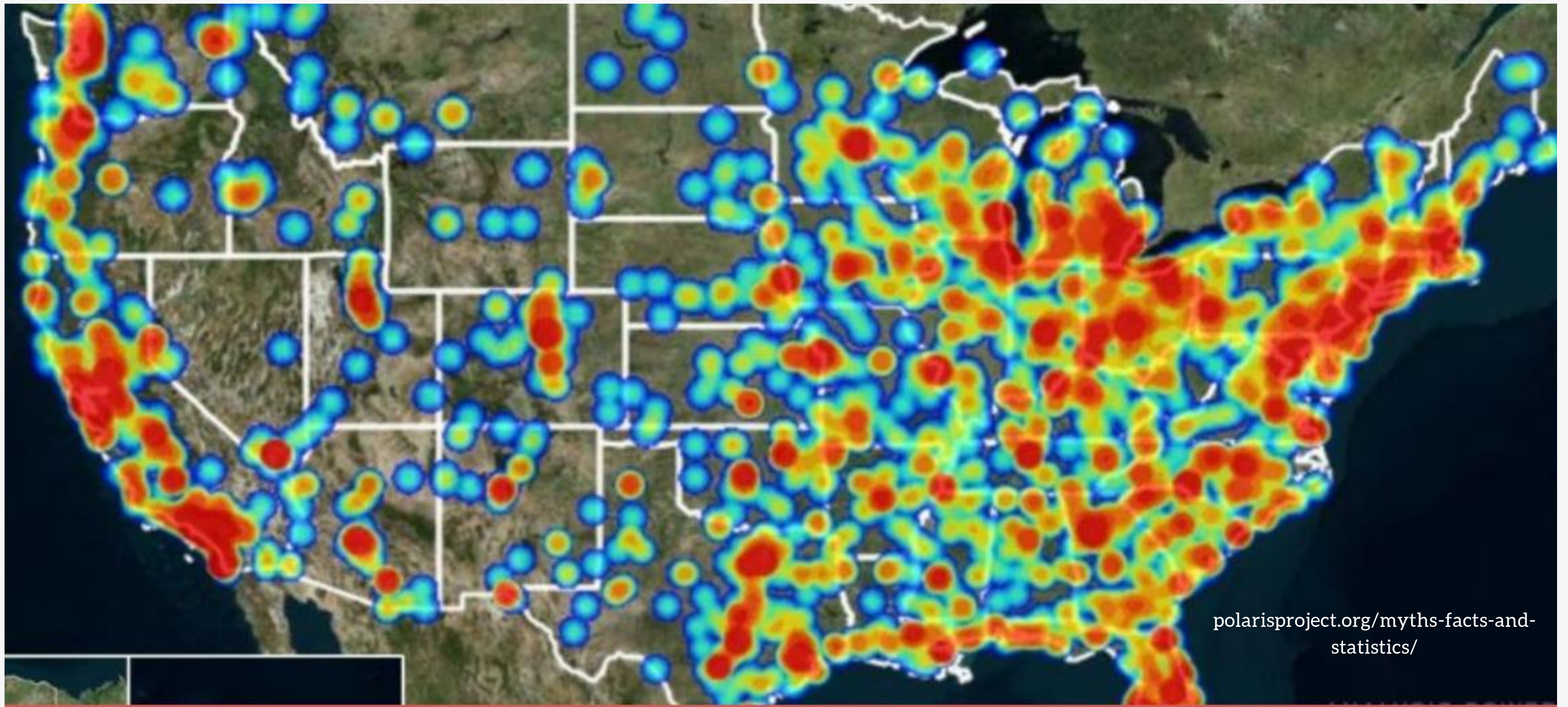
# SIGNS OF ONLINE GROOMING

Emotion	Core Message from Vulnerable Youth	What it looks like online	Trafficker's Strategic Response	Trafficking Repellent
Disappointment	My life is not going well/not fulfilled.	"My life sucks."	I'll make your life better	My life is alright.
Connection	I don't have friends/family who care/connect to.	"She's not my true friend"	I'll be your best friend.	I have friends and family that care about me.
Emptiness/Love	I'm not feeling loved.	"I am so sick of being single"	I love you.	I am loved.

# FAMILIAL TRAFFICKING

Research shows that Family Members are involved in **nearly half** of child trafficking cases

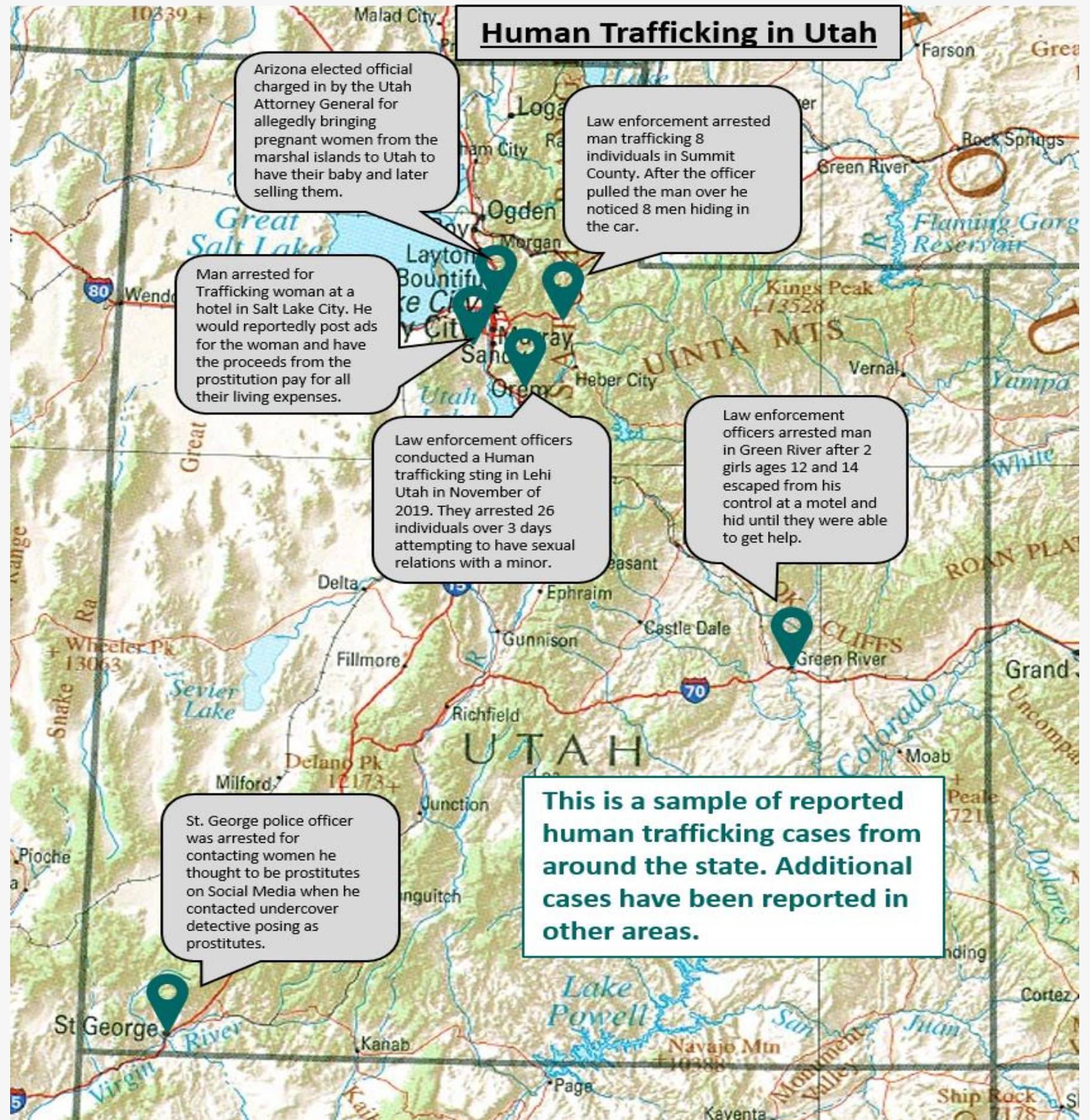




In the state of Utah alone, Human Trafficking cases increased by **124%** from 2017 to 2018. Shocking as these numbers are, they are likely only a fraction of the actual problem.

# Human Trafficking Cases in Utah

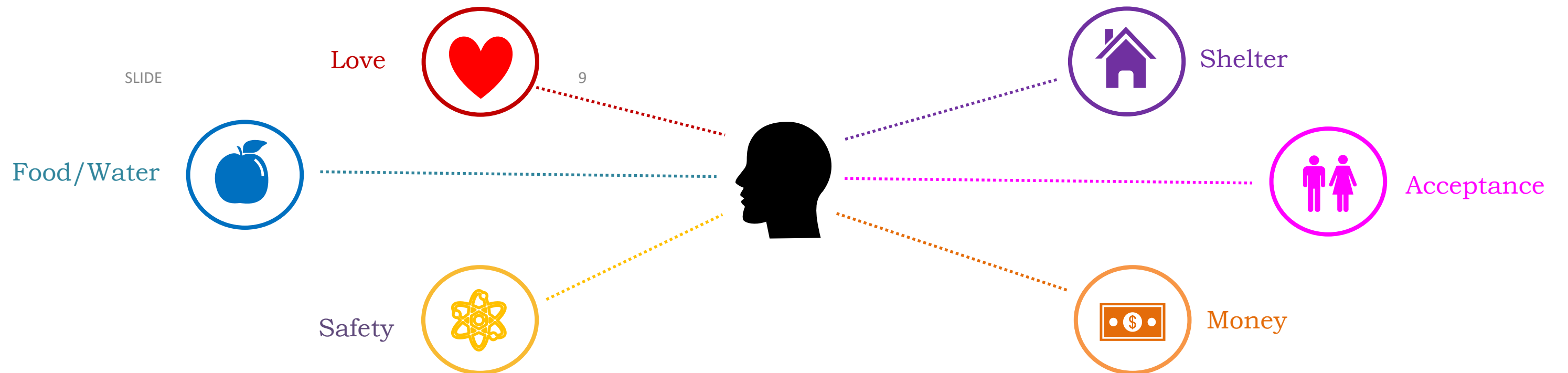
These cases are only a sample of the Human trafficking cases going on in our state.

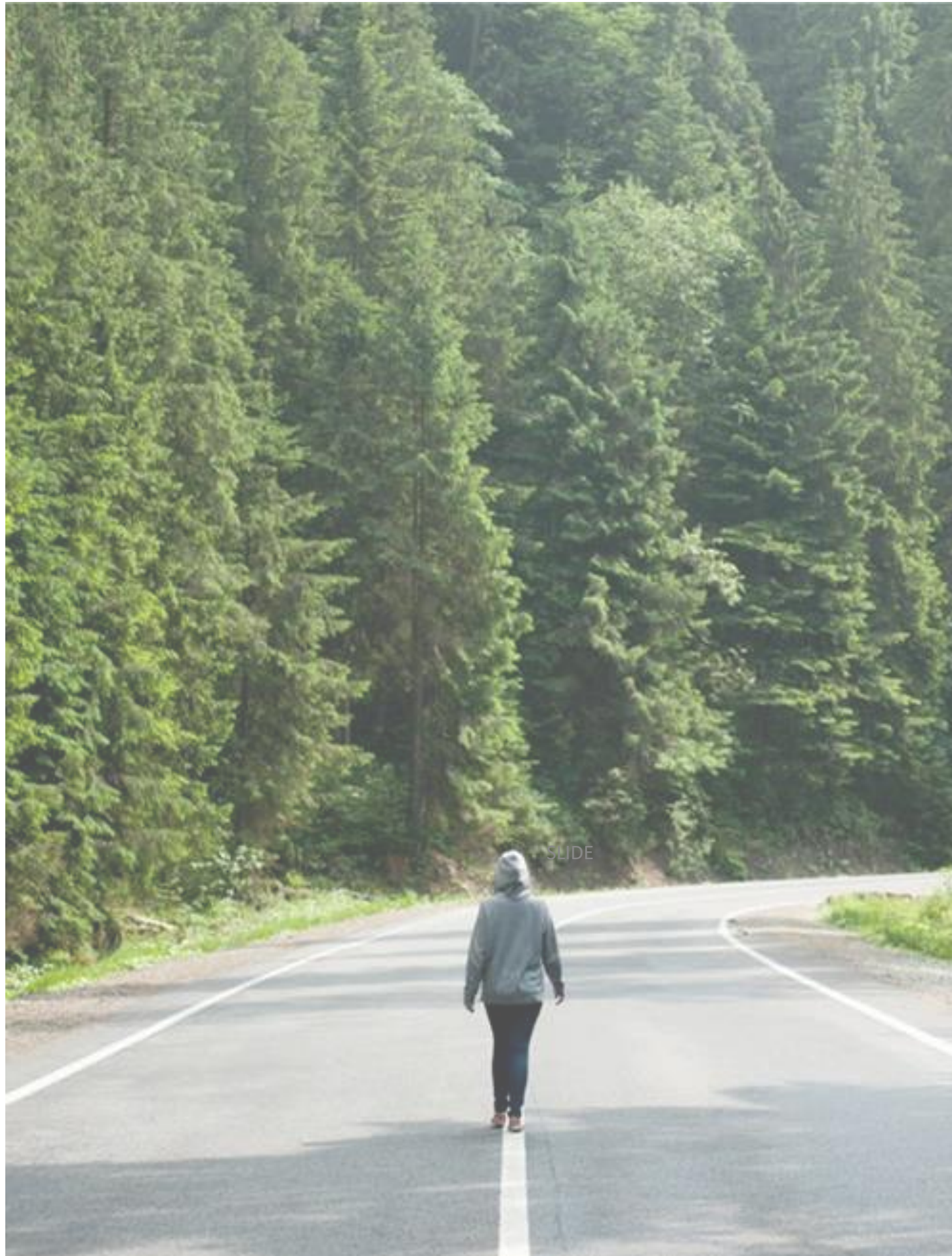




**Traffickers learn and exploit a victim's vulnerability.**

**What needs do we have that make us vulnerable to exploitation?**





# IDENTIFIED “RISK FACTORS” FOR CHILD TRAFFICKING

- Lack of personal safety
- Isolation
- Emotional distress
- Homelessness
- Poverty
- Family dysfunction
- Substance abuse
- Mental illness
- Learning disabilities
- Developmental delay
- Childhood sexual abuse
- Lack of social support
- Promotion of sexual exploitation by family members or peers

(2015, U.S. Department of Education: Human Trafficking in America’s Schools)





# SHIFTING OUR APPROACH


SLIDE

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What's wrong  
with you?

SLIDE

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A photograph of two women sitting at a round white table in a bright room with a large window overlooking a city. The woman on the left is smiling and gesturing with her hands as if speaking. The woman on the right is listening attentively with her hands clasped. A teal speech bubble is positioned above the woman on the right, containing the text 'What happened to you?'.

What happened to you?

SLIDE

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**FOR SCHOOL STAFF**

*Training Modules &  
Reporting Protocol  
\*Utah Digital Badge*

\* Approved providers by the USBE

**FOR PARENTS**

*Presentations about  
Human Trafficking & The  
Dangers of Technology*

\* Approved providers by the USBE

**FOR STUDENTS**

*Prevention Education  
provided by trained  
school staff*

# PROTECT UTAH SCHOOL STAFF TRAINING

## HUMAN TRAFFICKING 101

### Objectives:

- Learn about human trafficking and where it's happening
- Learn important terminology
- Learn about the role of technology in exploitation
- Learn about online safety

## HUMAN TRAFFICKING 102

### Objectives:

- Learn about vulnerability and identified risk factors for child exploitation
- Learn about complex trauma and adverse childhood experiences
- Learn the importance of using a trauma-informed approach

## HUMAN TRAFFICKING 103

### Objectives:

- Learn commonly used trafficking terms and possible red flags
- Learn about current laws and reporting processes
- Learn about how to PROTECT youth from exploitation

# PROTECT UTAH CURRICULUM

Each curriculum includes a training video, presentation slides, curriculum guide, and classroom resources

## Age appropriate student curriculums:

- Elementary – Safe people Safe places Safe choices
- Jr High – Protecting a masterpiece
- High school 1 – Understand and recognize Human Trafficking
- High School 2 – Linking historical and modern day slavery

**PROTECT UTAH**

**PROTECTING A MASTERPIECE**

**CURRICULUM GUIDE**

**MIDDLE SCHOOL (AGES 11-14)**

**OVERVIEW:**  
The Middle School PROTECT Utah Curriculum addresses growth, development, sexual health, and injury prevention. Taught through the context of masterpieces of art, students are given the opportunity to see themselves as unique masterpieces, with priceless worth and value. Just as great masterpieces of art can suffer abuse and mistreatment, students are educated about the types of abuse (including trafficking), the need for personal boundaries and the importance of reporting any situations of possible abuse or exploitation to a safe and trusted adult. Reaching young people that have been abused or exploited as early as possible and in a trauma-informed manner is key to their recovery.

**PROTECT UTAH**

Name: \_\_\_\_\_

### What is the value of a human?

What does it mean to be human? What makes us different than robots?  
Complete the chart below with your own ideas of what each can do.

What can humans do that robots cannot do?		What can babies do that no one has to teach them?	What can your favorite person do?	What can your body and mind physically do?
Breathe		Laugh	Make me feel better	Play sports
Think		Cry		Create new ideas

**PROTECT UTAH**

Name: \_\_\_\_\_

## SAFE CIRCLES

**STRANGER** (with question mark icon)

**ACQUAINTANCE** (a person one knows slightly, but who is not a close friend)

**FAMILY**

**FRIEND**

**NEIGHBOR**

**COMMUNITY**

**LIVE GAMING**

**E-MAIL** (Compose, Inbox (6), Starred)

**TEXTING**

**APPS**

**SOCIAL MEDIA**

**INSTANT MESSENGER**

**PROTECT UTAH** **The Role of Technology in Exploitation**

**According to the study described in the video, teenagers spend an average of 9 hours daily on entertainment media.**

Do you think that number is accurate? \_\_\_\_\_

How many hours do you spend on the following compared to the national average? (Averages listed in parentheses)

TV/movies \_\_\_\_\_ (161 minutes)

Listening to music \_\_\_\_\_ (114 minutes)

Playing games \_\_\_\_\_ (81 minutes)

Social media \_\_\_\_\_ (71 minutes)

What app do you use the most? \_\_\_\_\_

**Think about the app you use the most. What information do you currently share with that app? Circle all that apply.**

First/Last Name	Gender	Age
Public Photos	School	Location





# PROTECT UTAH COMMUNITY TRAINING



- Takes the school staff training and adapts it for what Parents need to know.
- The PROTECT program was reviewed by the PTA and the two groups have established an MOU.
- Parent and Community Training is also vetted and approved by the Utah State Board of Education.

## Myths of Human Trafficking

### Myth #1

Human trafficking does not occur in the United States. It only happens in other countries.

### Myth #2

Human trafficking victims only include foreign-born or impoverished individuals.

### Myth #3

All human trafficking is sex trafficking.

### Myth #4

Individuals must be forced or coerced into commercial sex acts to be a victim of human trafficking.

### Myth #5

Human trafficking and human smuggling are the same.

### Myth #6

All human trafficking victims attempt to seek help when in public.

**Introduction**  
This video will introduce you to the PROTECT program and explain why prevention changes everything.



**Education**  
In this video, you will learn more about what human trafficking is and what it might look like in your communities.

**Awareness**  
In this video, you will learn more about online safety.



**Prevention**  
Through this video, you will be equipped with conversational tools surrounding these topics and ultimately learn what you can do to prevent exploitation.



## Next Steps?

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