



# Project STARFISH: Sex Trafficking Awareness for Schools

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National Criminal Justice Training Center  
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# Webinar Information

This webinar is supported under Cooperative Agreement number 2017-MC-FX-K003 from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice. Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.

# **AMBER Alert Training and Technical Assistance Program**

## **Mission**

To safely recover missing, endangered, or abducted children through the coordinated efforts of law enforcement, media, transportation, and other partners by using training and technology to enhance response capacities and capabilities and increase public participation.

# During the Webinar

- All attendees will be muted.
- If you desire to ask a question, please use the questions section of the GoToWebinar dialogue box, typically on the right side of your screen.
- Questions will either be answered directly by a panelist or asked to the presenter who will answer during the Q & A portion of the presentation.

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- To receive your certificate you must:
  - **Attend the entire live webinar; and  
(no certificates are available for the recorded webinars)**
  - **Complete the survey at the end of the live webinar.**
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- At the conclusion of the webinar, a short survey will appear.
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  - Please complete it before signing off.
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# Poll Questions

- Poll questions may be asked during the webinar.
  - They are asked so we can better understand the audience and provide the most useful information to you.
- As they will only be open a short period of time, please respond promptly.





# **POLL OPTION: Which of the following best describes your role?**

- Investigator (Law Enforcement, CPS)
- School employee
- Forensic Interviewer, Social Worker, Child Advocacy Center
- Medical, Mental Health
- Other (type your role in the question box)





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- Associate Professor
- Director – Arizona State University Office of Sex Trafficking Intervention Research
- Subject matter expert:
  - White House
  - US Department of Health and Human Services
  - SAMHSA
  - Office of Victims of Crime (OVC)
- City of Phoenix Human Trafficking Task Force
- Arizona Governor's Human Trafficking Council

# Awareness Programs for Sex Trafficking

Awareness is:

- the building of knowledge or perception of a situation or fact
- concern about and well-informed interest in a particular situation or development

# Why School Personnel?

Direct access to high risk groups

- Youth who are having issues at home
- Youth who have experienced childhood maltreatment
- Youth who are in special education courses

Youth are particularly vulnerable to sex traffickers

- Naivety
- Lack of experience
- Developmental intensity of attachments
- Natural growing less dependent on family

# Sex Trafficking Awareness

Building awareness about sex trafficking among education professionals will:

- Increase the general sex trafficking knowledge of a community.
- Increase the capacity of a community to identify what is sex trafficking and who might be impacted by it.
- Increase detections of high risk or sex trafficked youth because they recognize the warning signs/risk factors.
- Improve there response to sex trafficking reports due to increased knowledge of how to respond.



# Sex Trafficking Awareness Programs for Schools

- NEST (listing of curricula and resources)
- Protectnow.org
- Prevention Project Program
- Frederick Douglas Family Initiative
- SafeSchools
- Nota#Number
- STOP

# Sex Trafficking Information Programs

- Webinar iempathize
- SOAR
- National Center for Homeless Education Brief
- Texas RISE to the Challenge
- A21
- Stop the Traffik
- A Face to Reframe

POLL OPTION: Does your school offer any sex trafficking awareness programs for their students?

- Yes
- No
- Unsure
- I do not work in a school or youth organization setting





# Project Starfish: School Prevention Project

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CERTIFICATION

LESSON PLANS ▾

CASE STUDIES

ACTIVITIES ▾

RESOURCES ▾

ABOUT ▾

Sex Trafficking Awareness For Individual Strength and Hope (STARFISH)

## School Prevention Project

Interested in teaching about sex trafficking prevention in your classroom or school? We've created specific lesson plans for several areas of study, as well as ideas for class and school-wide awareness activities. Here's how to get started.

Get Started →



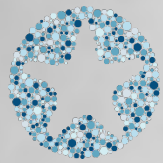
project  
**STARFISH**

This project was designed and created by the  
**Arizona State University Office Sex Trafficking  
Intervention Research**

In partnership with  
**The McCain Institute for International Leadership**

**ASU** Office of Sex Trafficking  
Intervention Research  
Arizona State University

THE MCCAIN INSTITUTE  
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ARIZONA STATE UNIVERSITY

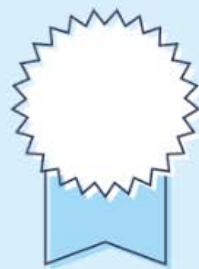


project

# STARFISH School Prevention Project

- A **FREE** educational tool developed by academics, researchers, social workers, and teachers.
- Designed to raise awareness and provide education about the social injustice of sex trafficking in the United States.
- A resource for school administrators and educators that provides a safe and age-appropriate way to educate middle school and high school students on the issue of sex trafficking.
- Also provides ideas for mobilizing students to action in educating their peers about risk factors and warning signs, and taking a stand against sex trafficking.

## How It Works



Get Certified



Download Lesson Plans

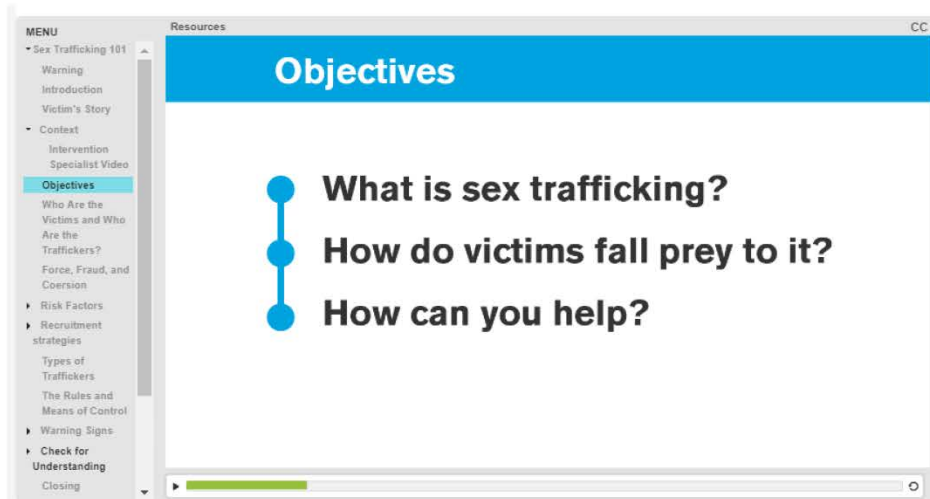


Teach

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# Certification



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### Lesson Plans

This material shows how to introduce and discuss the issue of sex trafficking to middle and high school aged students. Each plan includes all the information and activities needed to bring this topic into your classroom.

### By Subject

[Economics](#)[English](#)[History](#)[Journalism](#)[Photography](#)[Poetry](#)[Social Justice](#)[Theater](#)

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project  
**STARFISH**

## Social Justice

and Sex Trafficking Lesson Plan

[Download Lesson Plan](#)



### SUBJECT AREAS

Social Justice / Activism

### TIME

50 – 60 minutes

### AUDIENCE

Middle + High School Students

### OBJECTIVES

- To be able to define sex trafficking.
- To understand how sex trafficking is a social justice issue.
- To be able to identify ways in which individuals, schools, cities, states, the United States, and the world can combat sex trafficking by completing a circles of responsibility worksheet.

### PURPOSE

Students will learn and explore the topic of sex trafficking by becoming aware of how individuals, schools, cities, states, the nation, and the world can combat sex trafficking.

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# project STARFISH

## Social Justice and Sex Trafficking Lesson Plan

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### Social Justice & Sex Trafficking Lesson Plan

SUBJECT AREA(S)	TIME	AUDIENCE
Social Justice / Activism	50 – 60 minutes	Middle + High School Students

#### OBJECTIVES

- To be able to define sex trafficking.
- To understand how sex trafficking is a social justice issue.
- To be able to identify ways in which individuals, schools, cities, states, the United States, and the world can combat sex trafficking by completing a circles of responsibility worksheet.

#### PURPOSE

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#### PART ONE: INTRODUCTION TO SEX TRAFFICKING

As an introduction, ask the students to define domestic sex trafficking. Include the activities of each role: sex trafficker (pimp), sex buyer (john), and sex trafficking victim. Write their answers on the board under the three roles.

##### 1. Explain the Trafficking Victims Protection Act (2000) to the class.

**TVPA:** "The TVPA of 2000 is the cornerstone of Federal human trafficking legislation, and established several methods of prosecuting traffickers, preventing human trafficking, and protecting victims and survivors of trafficking. The act establishes human trafficking and related offenses as federal crimes, and attaches severe penalties to them. It also mandates restitution be paid to victims of human trafficking. It further works to prevent trafficking by establishing the Office to Monitor and Combat Trafficking in Persons, which is required to publish a Trafficking in Persons (TIP) report each year. The TIP report describes and ranks the efforts of countries to combat human trafficking. The act also established the Interagency Task Force to Monitor and Combat Trafficking, which assists in the implementation of the TVPA. The TVPA protects victims and survivors of human trafficking by establishing the T visa, which allows victims of human trafficking, and their families to become temporary U.S. residents and eligible to become permanent residents after three years." (Source: <https://polarisproject.org/current-federal-laws>)

**TVPA Definition of Sex Trafficking:** a commercial sex act is induced by force, fraud, or coercion, OR in which the person induced to perform such act has not attained 18 years of age.

- **NO ONE UNDER THE AGE OF 18** can sell their body, they are automatically a sex trafficking victim.
- Adults must prove that they were forced to exchange sex for something of value (money, drugs, place to stay, transportation, food, protection, etc.) through means of **FORCE, FRAUD, or COERCION**.
- **FORCE:** can include kidnapping, drugging, physical assault, assault with a weapon, sexual assault.
- **FRAUD:** can include tricking the victim into believe that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return.
- **COERCION:** (a) threats of serious harm to or physical restraint against any person; (b) any scheme, plan, or pattern intended to cause a person to believe that failure to perform an act would result in serious harm to or physical restraint against any person; or (c) the abuse or threatened abuse of the legal process (Source: TVPA).

**2. Discuss the roles of the sex trafficker (pimp), sex buyer (john), and sex trafficking victim.** Ask students if they are able to discuss what each role entails. Write their answers on the board under the three roles.

**Suggested language:**

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## Social Justice and Sex Trafficking Lesson Plan

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**Sex trafficker or pimp:** This is the person that recruits victims, through love, force, or event by providing for their basic needs, like food or a place to stay. The sex trafficker or pimp links the sex trafficking victim to sex buyers. This person controls the behavior of the victim and collects the money made from exchanging sex by the victim. Sex traffickers can be extremely violent and will resist the victim's attempt to leave by any means. A sex trafficker can be any gender and can be a mother, friend, boyfriend, or anyone.

**Sex buyers:** These are most often men who shop for prostituted persons on the street, in strip clubs, in massage parlors, through escort services, and online.

**Sex trafficking victims:** Victims can be male, female, transgender and of any race and sexual orientation, and of any age – including under the age of 18. They are often lured or romanced into sex trafficking by an older person through promises of money, success/fame, a future together, or through threats of exposure (to parents/friends/school/church).

### 3. Review the warning signs of a sex trafficking situation.

- S/he's dating an older guy (he might give you the creeps)
- S/he's super secretive about him
- He buys her/him lots of expensive presents
- He made her/him get a weird tattoo
- S/he has lots of unexplained cash
- S/he shops for clothes and stuff you know s/he cannot afford
- S/he has a second cell phone
- You find hotel room keys in her purse
- S/he has cuts and bruises
- S/he has a fake ID
- S/he has been really depressed, nervous, tense or afraid
- S/he misses a lot of school or dropped out of school
- Grades have dropped out of the blue
- S/he runs away a lot and avoids her/his family and friends
- You never know when s/he's telling the truth
- S/he started drinking or doing drugs
- You feel like s/he is brainwashed

### PART TWO: Discussion on "How is Sex Trafficking a Social Justice Issue?"

- 1) Now that you have defined sex trafficking, how is sex trafficking a social justice issue?
  - a. Through the use of force, fraud, and coercion victims must perform sexual acts for money.
- 2) How is sex trafficking a direct violation of human rights?
- 3) How does sex trafficking deprive individuals of their basic human rights and freedoms?

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### PART THREE: Circles of Responsibility Worksheet

- Worksheet is found at the end of this lesson plan

For students to understand how to fill in the worksheet, have students place the following ways that individuals, schools, and cities can help fight human trafficking into the circles of responsibilities:

- Learn the indicators of sex trafficking so you can help identify a potential trafficking victim. (Self)
- Organize a school fundraiser and donate the proceeds to an anti-trafficking organization. (School)
- Host an awareness event at the local library to watch and discuss films about sex trafficking. (City)

#### Self: What can I do to end/combat sex trafficking?

- Talk with friends about the red flags of sex trafficking
- Share information and facts on social media
- Read books on sex trafficking
- Volunteer and/or raise funds for an organization
- Sign petitions

#### School: What can the school do to end/combat sex trafficking?

- Engage students by tabeling at school events to raise awareness about sex trafficking
- Host an awareness day or week in school
- Raise funds for anti-sex trafficking organizations
- Volunteer at a local anti-human trafficking organization

#### City: What can our city do to end/combat sex trafficking?

- Awareness days
- New state laws for increasing penalties for traffickers and buyers and providing services to victims

#### State: What can our state do to end/combat sex trafficking?

- New state laws for increasing penalties for traffickers and buyers and providing services to victims
- Statewide Awareness campaign

#### Nation: What can the United States do to end/combat sex trafficking?

- Trafficking Victims Protection Act
- New federal laws for increasing penalties for traffickers and buyers and providing services to victims

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## The World: What can the world do to end/combat sex trafficking?

- United Nations summit on sex trafficking
- World religions uniting and taking a stand against sex trafficking

### Follow-Up Activities:

- 1) Have students host a table to raise awareness about sex trafficking during lunchtime and/or before and after school.
- 2) Research local and state organizations that help fight sex trafficking.
- 3) Have students write to state and local representatives about the issue of sex trafficking.

### References and Helpful Links:

15 Ways You Can Help Fight Human Trafficking. <https://www.state.gov/tip/td/help/>

Referral Directory. <https://humantraffickinghotline.org/training-resources/referral-directory>

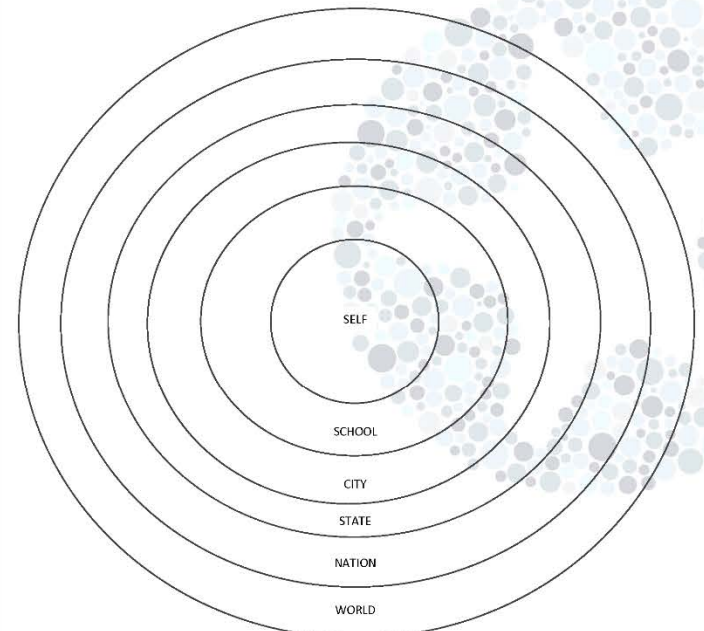
Service Providers by State. <http://www.gems-girls.org/about/what-we-do/service-providers-by-state>

State Report Cards. <https://sharedhope.org/what-we-do/bring-justice/reportcards/2016-reportcards/>

Take Action. <https://polarisproject.org/action/>



## Circles of Responsibility





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## English

and Sex Trafficking Lesson Plan

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### SUBJECT AREAS

English / Language Arts / Literature

### TIME

50 – 60 minutes

### AUDIENCE

Middle + High School Students

### OBJECTIVES

- Learn about sex trafficking in the U.S. and in your city/state/region.
- Learn terminology related to sex trafficking.
- Practice critically analyzing literature and media on human trafficking.
- Practice synthesizing research materials (news articles, national stats, etc.) into a brief, informative essay.

### PURPOSE

- To continue exploring the social injustice of sex trafficking.
- To facilitate discussion about sex trafficking.
- To increase knowledge about this issue and the relevance to school-age students.
- To inspire students to be active participants in community change.

### COMMON CORE CRITERIA

#### Anchor Standards for Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Anchor Standards for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

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## English and Sex Trafficking Lesson Plan

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### Expository Essay on Sex Trafficking

**Instructions:** Conduct research on the issue of sex trafficking in the United States by looking up news articles, national statistics, and organizations that are combating sex trafficking locally and nationally.

#### Writing Prompt

Sex trafficking has been called one of the greatest injustices of our time. Write a paper discussing what sex trafficking in the United States looks like and what is being done to combat this social injustice.

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### Sex Trafficking Fill-In-The-Blank Worksheet

**Instructions:** Fill in the blank with words from the word bank below. Some words will be used twice. Refer to the Sex Trafficking Vocabulary Worksheet for help with the terms.

\_\_\_\_\_ is defined as a \_\_\_\_\_ induced by force, fraud, or coercion, or in which the person induced to perform the act has not attained 18 years of age. A \_\_\_\_\_ is defined as an exchange of sex for something of value. Many people think that an item of value is only money, but it could also be an exchange of sex for a place to stay, drugs, clothing, food, transportation, or more. A \_\_\_\_\_ is a person who is forced to engage in a commercial sex act. If a sex trafficking victim is under the age of 18, he or she is considered a \_\_\_\_\_.

A \_\_\_\_\_ is the person who facilitates or benefits from the sexual exploitation of another person. A \_\_\_\_\_ often asks his victims to call him "\_\_\_\_\_" . A sex trafficker may sometimes use \_\_\_\_\_ to control his victims, which is defined as strength or power exerted over the victim through use of fear, kidnapping, drugging, and physical violence. A sex trafficker that uses mostly fear or violence to control victims or force them into a sex trafficking situation is known as a \_\_\_\_\_ . Sex traffickers may also use \_\_\_\_\_, which is defined as deceit or trickery, or \_\_\_\_\_, which is defined as threats or intimidation, to force a sex trafficking victim into a sex trafficking situation. Sex traffickers who use mostly love, romance, trust, and intimacy to trick and coerce a sex trafficking victim into a sex trafficking situation is considered a \_\_\_\_\_. Many sex traffickers will \_\_\_\_\_ their victims, or place an identifying mark on their victims, as a way to assert ownership over them. People often think that sex traffickers are only male, but sometimes a sex trafficker can be a female. Oftentimes female traffickers are known as the "\_\_\_\_\_" , or the one who is most often referred to as the sex trafficker's "right hand man".

Oftentimes victims describe a sex trafficking situation as if it's an entirely different world or "life". Because sex trafficking victims have set rules they must abide by, it is often referred to as "the \_\_\_\_\_". Sex trafficking victims are forced to go on "\_\_\_\_\_" with a person who pays a sex trafficker to engage in a sex act with the victim. This person is also known as a \_\_\_\_\_.

If you suspect that someone you know may be in a sex trafficking situation or may be at risk of a sex trafficking situation, tell an adult immediately. This may be a teacher, a school counselor, the school resource officer, a parent, etc. If your friend is in immediate danger, call 9-1-1. If you see something, say something!

#### Word Bank

Bottom	Daddy	Game	Sex buyer
Brand	Dates	Guerrilla pimp	Sex trafficker
Commercial sex act	Force	Minor	Sex trafficking
Coercion	Fraud	Romeo pimp	Sex trafficking victim

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### Sex Trafficking Word Search

D	M	B	S	H	V	J	J	A	P	J	K	X	Y	D	P	V	G	G	Z
A	S	E	V	D	J	Q	B	Q	T	U	H	G	O	Q	Y	E	N	C	X
P	Y	Q	G	H	O	A	L	L	I	R	E	U	G	U	J	S	I	I	J
L	V	M	X	H	M	K	D	K	J	K	E	S	D	L	U	Z	K	R	B
S	K	B	C	O	M	M	E	R	C	I	A	L	S	E	X	A	C	T	A
S	G	J	T	Q	K	U	E	C	P	Q	Y	T	J	D	G	C	I	Z	X
N	A	T	D	M	G	Y	N	B	T	P	T	Q	Z	B	O	L	F	Y	A
Z	O	R	J	B	U	O	K	L	I	D	U	A	R	F	X	J	F	U	V
B	W	I	U	B	I	K	N	J	B	F	J	Y	Q	P	G	P	A	E	X
J	C	C	M	C	N	O	X	W	C	S	E	A	K	E	M	D	R	Q	O
G	V	K	R	P	S	T	I	V	F	S	V	A	B	G	M	B	T	T	E
J	M	E	T	K	X	T	B	J	W	Q	V	O	M	H	N	G	X	P	M
M	O	O	N	Q	T	R	A	F	F	I	C	K	E	R	T	N	E	W	O
C	C	H	A	P	M	K	H	Q	C	H	N	C	I	V	D	I	S	M	R
B	F	T	O	J	A	C	M	T	R	N	R	M	J	H	S	D	L	M	K
P	F	J	K	C	H	T	I	O	Q	O	Y	O	R	P	F	N	J	J	N
Q	W	W	I	Z	F	M	N	E	F	Q	S	P	F	Y	X	A	N	Y	R
T	E	R	P	D	N	I	J	L	U	O	A	Q	U	M	G	R	I	D	H
Y	F	G	O	A	M	A	H	Y	D	W	G	R	X	G	I	B	C	O	I
K	M	W	Y	E	C	T	H	R	E	A	T	B	Z	D	U	N	S	I	Y

BOTTOM  
BRANDING  
BUYER  
GUERRILLA  
COERCION  
COMMERCIAL SEX ACT

FORCE  
FRAUD  
GUERRILLA  
MINOR  
ROMEO

SEX TRAFFICKING  
THREAT  
TRAFFICKER  
TRICK  
VICTIM

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# project STARFISH



The following case studies are real scenarios that occurred in high schools in the United States. Please note, all names have been changed and all identifiers have been removed to protect the victims. The purpose of these case studies is to provide real life examples of what sex trafficking recruitment and exploitation can look like in a school setting and how it can happen to high school students.

These case studies can be utilized in a training setting for fellow educators/administrators, to engage colleagues in discussion about the risk factors and warning signs that may have alerted an adult to the sex trafficking situation. It can also be used to discuss what the process/protocol would be, should a student at your school experience something similar. These case studies can also be utilized in the classroom to instruct students about how sex traffickers might approach someone their age, and to facilitate discussion about safety and what to do should they or a friend be involved in a similar situation. We encourage you to utilize these case studies as a training and education tool for students and educators, alike

- Case Study #1: Arianna's Story
- Case Study #2: Jose's Story
- Case Study #3: Maria's Story
- Case Study #4: Case of a Sex Trafficking Ring
- Case Study #5: Jaime's Story
- Case Study #6: Serena's Story
- Case Study #7: Case of Sexual Exploitation in a Group of High School Girls

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## Case Studies

### Case Study #1

**Background:** (age, gender, demographics (ethnicity, sexual identity), living situation):

- 16 year old, Hispanic, female
- Special education

### How victim was recruited/trafficking:

Arianna was recruited at the city bus stop.

### Narrative:

Arianna is a low functioning special education student, both her mother and sister are also special education. The family is extremely poor. Arianna started showing up to school looking very nice, nails were done, a new haircut and was carrying new and different (expensive) purses.

School staff was excited to see her taking such good care of herself and asked what changed. She said she had a boyfriend and he was taking care of her. Arianna stated that she met her new boyfriend at the bus stop and was so excited to finally have someone who loved her now. While Arianna and the school social worker were talking, her phone rang and she immediately answered it. The school social worker reminded her of the cell phone policy in school and was told that she had to answer it, because her boyfriend bought her the phone and got upset if she didn't answer.

The school social worker started to talk to her about healthy and safe relationships and Arianna assured the school social worker that this was a safe relationship and that her boyfriend loved her. Eventually, Arianna said her boyfriend told her that she was able to make him happy because she took such good care of him. Arianna stated that her boyfriend told her that now wants her to take care of his friends and make them feel good, too.

**Resolution:** When Arianna left school she was still with this man and doing whatever she could to make him happy. She did not graduate.

### Discussion for Case Studies:

1. What were some of the victim's vulnerabilities?
2. How did the sex trafficker exploit those vulnerabilities?
3. What changes happened in the victim's life?
4. Who in the victim's life should have noticed these changes? What could they have done?
5. What were the missed opportunities to prevent this victim's sex trafficking experiences?
6. If there is no resolution: how many different ways could this story end?
7. How could this victim's peers have noticed these changes? Who could they have told?
8. If this student came to your school, how can the students support them?
9. If this student came to your school, how can the staff support them?
10. How can you as a class, help develop awareness about sex trafficking and prevent more victimization?

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### Case Study #2

**Background:** (age, gender, demographics (ethnicity, sexual identity), living situation)

17 years old, Hispanic, Gay male

### How victim was recruited/trafficking:

Jose was homeless and did not have money to pay rent. He did not have any other options of places to stay.

### Narrative:

Jose is a 17 year old student whom the teachers and school social worker noticed had begun missing many days of school. When Jose was at school the teachers noticed that he was exhausted. He disclosed to a teacher that he identifies as gay and was kicked out of his house by his very religious mother due to his sexual orientation.

Jose stated that he was taken in by an older man that he knew through work. He said that it was a safe environment but that weird things sometimes happened there. When pressed for details Jose disclosed that he is forced to have sex in order to remain at the house. Over time, Jose was offered to his roommates' friends.

When the teacher expressed concern, Jose indicated that it was not "rape", it was just how things happened in the gay community. Jose indicated that he could handle it because he had no place else to go.

**Resolution:** Jose believed that this behavior was "normal" in the LGBTQ community. Despite working with him on safe housing alternatives and spending a great deal of time talking about safe relationships, Jose remained in that living situation. \*Child Protective Services was notified\*

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CERTIFICATION

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Sex Trafficking Awareness For Individual Strength and Hope (STARFISH)

# School Prevention Project

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Get Started →

[www.projectstarfish.education](http://www.projectstarfish.education)





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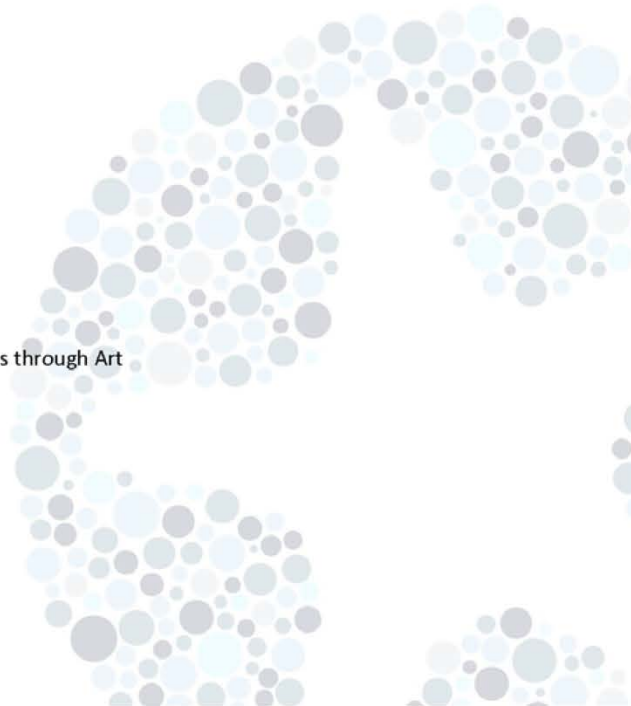
## **Campus-wide 10 Months of Awareness**

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The activities can vary from school to school based on interest and need. We encourage school campuses to consider scope and sequence when creating your menu of activities. Please begin with activities that are non-threatening and build knowledge.

### Table of Contents:

1. Lunch Time Tabling
2. Lunch and Learn for Staff
3. All School Assembly
4. Movie Screening and Discussion: Chosen
5. Create a School-Wide Slogan
6. Peer Leaders ASK ME Bracelets
7. Survivor Speaker
8. Poetry Reading
9. Myth Information Game
10. Clothesline Project: Telling People's Stories through Art
11. Making T-Shirts
12. Fact-of-the-day on Announcements
13. Create a Public Service Announcement
14. Social Media Challenge
15. Chalk the Campus
16. Letter Writing Campaign
17. Parent and Community Outreach
18. Consumer Awareness
19. Resource Fair
20. Fundraiser/Drive







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## **Classroom Activity Ideas**

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### **Create a Presentation**

Have students create a presentation (2-5 minutes) on sex trafficking (what it is and how a victim can get help in their area).

Present to class or in quads

### **Create Postcards**

Create postcards that include messages about:

- Not buying sex
- Not exploiting others
- If a person is sex trafficked, messages of hope/help

### **Create a flyer/brochure about sex trafficking for their local community**

- Include local agencies and service providers
- 101
- Information about sex trafficking

### **Local Awareness activity**

- Create a Map of the local community programs that serve sex trafficking victims
- Create 10 questions
- Contact a staff person at 2 agencies and interview/ask the 10 questions

### **Challenging Stereotypes: Not Just Girls project**

- Explore how boys, males, and transgender persons are also vulnerable to sex traffickers.

### **Start a Blog**



## Why Peer Leadership?

- Evidence shows that peer training programs create positive changes in schools because young people are most influenced by the attitudes and behaviors of their peers
- Peer training prepares young people to use the positive power of peer influence
- A peer leadership program provides student leaders with opportunities:
  - ❖ Build leadership skills
  - ❖ Gain new knowledge
  - ❖ Develop new attitudes
  - ❖ Gain experiential practice as a leader



## **Why Peer Leadership?**

- Young people hear things differently from each other
- To provide opportunities for students with leadership potential (of all kind) to develop, hone in on and practice those skills while engaging their peers
- To enable students to experience their own voice and power
- To effect change by exercising leadership in their environment through formal and informal interventions
- To build awareness
- To create future community activists and leaders



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- Vocabulary
- Awareness Quiz
- Online Safety Tips
- Special Populations ▾
- Risk Factors ▾
- Permission Slips ▾
- Brochures ▾

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## **Sex Trafficking Vocabulary**

**Sex Trafficking:** A commercial sex act induced by force, fraud, or coercion, OR in which the person induced to perform such act has not attained 18 years of age.

**Commercial sex act:** The exchange of a sexual act for an item of value (money, drugs, place to stay, food, protection, clothes, jewelry, etc.).

**Force:** Strength or power exerted over another person to make that person engage in a sex act through use of fear, kidnapping, drugging, physical assault, assault with a weapon, and sexual assault.

**Fraud:** Deceit or trickery, which can include tricking the victim into believe that the trafficker loves her/him; telling the victim s/he is going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return.

**Coercion:** Threats or intimidation to make a victim engage in a sex trafficking situation. Can include (a) threats of serious harm to or physical restraint against any person; (b) any scheme, plan, or pattern intended to cause a person to believe that failure to perform an act would result in serious harm to or physical restraint against any person; or (c) the abuse or threatened abuse of the legal process.

**Game/Hustle/Life:** Terms used to refer to a life of sex trafficking or prostitution. Oftentimes victims describe a sex trafficking situation as if it's an entirely different world or "life". Because sex trafficking victims have set rules they must abide by, it is often referred to as "the game".

**Sex Trafficking Victim:** A person who is forced to engage in a commercial sex act who is either under the age of 18, or was forced into the situation through means of force, fraud, or coercion.

**Minor:** An individual under the age of 18. Automatically considered a sex trafficking victim, with no elements of force, fraud, or coercion needing to be proven. Other terms include juvenile, child, adolescent, youth.

**Sex Trafficker** - A person who facilitates and/or benefits by receiving something of value for the commercial sexual exploitation of a person, or attempts to do so. Also known as a pimp.

**Daddy:** A term that many sex traffickers require their victims' to refer to them as.



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Sex Trafficking

# Awareness Quiz



## Sex Trafficking Quiz

1. A trafficking victim might be free to go places, appear happy, and even advertise for more customers.

1. ☐ True

2. ☐ False

2. A woman that comes to your hotel cannot be a victim of human trafficking because she's obviously not being held against her will.

1. ☐ True

2. ☐ False

3. A woman who agrees to engage in prostitution can still be a victim of human trafficking.

1. ☐ True

2. ☐ False

4. Pimp-controlled prostitution is a form of human trafficking.

1. ☐ True

2. ☐ False

5. If a girl is 16 and she has willingly decided to work for a pimp that does not use force, fraud or coercion in any way, she is a child prostitute and cannot be considered a victim of human trafficking.

1. ☐ True

2. ☐ False

6. Only girls who are brought in from foreign countries to perform prostitution can be considered victims of human trafficking.

1. ☐ True

2. ☐ False

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7. A person cannot be considered a trafficking victim unless there is evidence of physical violence or kidnapping.

1. ☐ True

2. ☐ False

8. A person who is paid for his or her work in the commercial sex industry cannot be considered a victim of human trafficking.

1. ☐ True

2. ☐ False

9. Victims of human trafficking will always immediately identify themselves as victims to potential rescuers and are desperate to escape.

1. ☐ True

2. ☐ False

website: [projectstarfish.education](http://projectstarfish.education)



# project STARFISH



## Online Safety

1 in 7 teens have  
received a sexual  
solicitation or approach  
over the internet

-Online Victimization of Youth: Five  
Years Later, 2006

1. Keep your profiles PRIVATE!
2. DO NOT accept any users that you do not know.
3. Ask questions: Have I ever met you in the real world?
4. NEVER give out your phone number or address to strangers on line
5. Be careful tagging pictures of yourself
6. Tagging your location can make you vulnerable: disable your "location services" or don't make them public
7. Limit the amount of personal information you put on line, this includes where you go to school, your date of birth and where you live
8. Ask friends not to tag photos of you on line
9. Report Them! If someone won't stop requesting, you or posts inappropriate pictures. Simple, if someone is bothering you: report them!
10. Once it's out there, you cannot take it back. Be careful with what you post—do you want your teachers, parents, future employers to see it? If not, don't post it.

### Why is this important:

Social Media is often used for Pimps and Traffickers to recruit.

Methods used on sites:

Facebook	Kik	Whisper
Instagram	Tumblr	
Snapchat	Twitter	





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A black and white photograph of a paved sidewalk with the long shadows of several people walking, creating a sense of movement and depth.

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## WHAT YOU NEED TO KNOW

### TEEN SEX TRAFFICKING AND SEXUAL EXPLOITATION A TRAINING TOOL FOR SCHOOL EDUCATORS AND ADMINISTRATORS

ASU School of Social Work  
**Office of Sex Trafficking  
Intervention Research**

ASU School of Social Work  
ARIZONA STATE UNIVERSITY

Human Trafficking is a real and growing problem all over the world, including here in the United States. It defies stereotypes and experts continue to build new knowledge about the issue. Although there is limited data to quantify the exact number of human trafficking instances or number of minor victims, we know that sex trafficking is happening in all areas, from rural to urban environments. In 2013, multiple cases of human trafficking were reported in all 50 states and Washington, DC (Pisani Project, 2014).

Schools are beginning to recognize that teen sex trafficking is an emerging threat to the physical safety of students and the overall health of the school community.

Schools can work in partnership with student leaders to initiate school-wide awareness and prevention and intervention activities to help make their communities safer.

School administrators and educators may find uncomfortable discussing controversial subjects that are related to sex. Teen sex trafficking should be treated more as an issue of violence and abuse than an issue of sex or of delinquency (NAS, 2013).

child abuse with lasting effects on the health and wellbeing of individuals, families and society (National Plan, 2012).

All school personnel are required to report suspected child abuse. Many schools offer training to help their employees recognize signs of maltreatment and know how to report instances appropriately. Sex trafficking cases can be hard to detect because victims often hide their situations and are reluctant to disclose their victimization.

There have been reported cases in several states where students are being recruited into prostitution on campus by other students, or where traffickers seek their victims in locations close to schools, where students spend time before and after school.

Schools must be prepared to respond to suspected or confirmed cases of sex trafficking and understand that schools may be recruited to assist in healthy relationships, bullying and interpersonal violence prevention give school personnel an excellent opportunity to address the topic of teen sex trafficking.

## Teen SEX trafficking

make a difference by understanding the issue, recognizing the warning signs and knowing how to seek help

Most people think sex trafficking is something that happens in other countries. Movies and documentaries show scenes of foreigners or tourists being sold in far away countries.

A lot of people don't know that human trafficking is a real and growing problem all over the United States, including here in your community.

Sex trafficking is a hard issue for most of us to grasp - partly because it's so disturbing - and because it forces us to address some uncomfortable issues.

Teens can be commercially sexually exploited through prostitution, pornography, stripping, erotic entertainment or other sex acts.

The commercial aspect - an exchange of money or something of value - is critical to separate the crime of trafficking from sexual assault, dating violence or rape.

Sex trafficking of minors is a severe form of child abuse, and victims endure significant trauma through repeated rape and physical violence. (National Plan, 2012)

The best way to handle this crisis is to equip students and teachers with the right knowledge about the issue, so they can prevent it from ever happening or get help when it's needed.

Teen sex trafficking is real, scary and has devastating physical and mental health consequences for victimized youth.

At least 100,000 U.S. children are exploited in prostitution every year in America.

National Center for Missing and Exploited Children

ASU School of Social Work  
**Office of Sex Trafficking  
Intervention Research**

ASU School of Social Work  
ARIZONA STATE UNIVERSITY

## WHAT YOU NEED TO KNOW

### SEX TRAFFICKING AND SEXUAL EXPLOITATION A TRAINING TOOL FOR PARENTS OF TEENS

ASU School of Social Work  
**Office of Sex Trafficking  
Intervention Research**

THE MCCAIN INSTITUTE  
for INTERNATIONAL LEADERSHIP  
ARIZONA STATE UNIVERSITY

ASU School of Social Work  
ARIZONA STATE UNIVERSITY

Many parents have a limited understanding of the issue of sex trafficking and sexual exploitation and how it might show up within your family. As the parent of a teen, you are constantly required to navigate your child's behavior, progress at school and keep a watchful eye for warning signs that could indicate your child is headed down a dangerous or destructive path or in trouble.

Most adolescents spend more time at school than anywhere else. Certain behaviors that take place before, during and after school, as well as on weekends and breaks are important for parents to monitor. Parents can begin to recognize warning signs and changes in behavior and appearance that may indicate underlying problems with teens in their care.

Daily interaction with teens gives parents the opportunity to prevent, identify and respond to sexual exploitation appropriately.

This training brochure explores the topics of sex trafficking and sexual exploitation. With proper awareness, parents can begin to understand the warning signs and help their children avoid behavior and people and places that could lead to exploitation and abuse.

For those parents who suspect their teen has already been a victim of exploitation this brochure guides you how to seek help for your child and offer the right kind of guidance and support to avoid further risk and abuse.

According to the National Coalition to Prevent Child Abuse and Exploitation, the sex trafficking of minors is a severe form of child abuse with lasting effects on the health and wellbeing of individuals, families and society.

Sex trafficking, much like other forms of child abuse, can be difficult to detect because victims often hide their victimization and are reluctant to come forward and tell a parent or trusted person at school.

Also, common myths and stereotypes about sex trafficking can affect a parent's judgment and response. The reality is that anyone, regardless of race, age, gender, sexual preference or socio-economic status can be a victim of sex trafficking.

For sex trafficking to occur, there are two primary actions: the victim and the abuser. The abuser can be a traditional sex trafficker or a pimp. Or the abuser can be someone who has traded anything of value for sexual favors from an underage minor.

Police report instances where perpetrators have offered expensive clothing, cell phones, electronics, accessories and even food in exchange for sex acts.

Vulnerable youth can be lured into sex trafficking and other forms of sexual exploitation using promises, psychological manipulation, prostitution of drugs and alcohol and violence. Teens can be commercially sexually exploited through prostitution, pornography, stripping, exotic entertainment, exotic massages or other sex acts. The commercial aspect - exchanging money or something of value - is critical to separate the crime from sexual assault, dating violence, or statutory rape. Source: Shared Hope Learning Institute

Keep a watchful eye for warning signs

If you suspect Human Trafficking, call the National Human Trafficking Hotline at 1-888-3737-888

\*Available in Spanish

\*Available in Spanish

Q&A



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# Thank you for your participation!

For assistance, please contact us:



AMBER Alert Training and Technical Assistance Program (AATTAP)  
(877) 712-6237 | [askamber@fvtc.edu](mailto:askamber@fvtc.edu) | [ncjtc.fvtc.edu/AMBER](http://ncjtc.fvtc.edu/AMBER)



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