



Department of Teaching and Learning

FAMILY LIFE EDUCATION
GRADE 7 LESSON 2

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please encourage students to seek a trusted adult if they have specific questions.

TIME: One class period

LESSON FOCUS: Internet Safety and Human Trafficking

STATE STANDARD:

7.6 Students will explore safety issues related to the Internet.

DESCRIPTIVE STATEMENT:

Instruction includes how predators can use the Internet to exploit young people, to include human (child/teen sex) trafficking; common techniques and lures used by internet predators; information posted to social media sites that make students vulnerable and strategies for protecting personal information and seeking adult support in uncomfortable situations.

STATE STANDARD:

7.11 The student will explain techniques for preventing and reporting sexual assault and molestation.

DESCRIPTIVE STATEMENT:

Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. The signs of human sex trafficking and how to seek adult assistance will be discussed. Community resources for victims of molestation and assault are identified.

LEARNING TARGET:

I can explain how sexual predators use information found on the internet about teens to lure them into dangerous situations.

I can explain ways to protect myself from sexual predators.

KEY TERMS:

- Catfishing
- Digital Footprint
- Social Media
- Sexual Predator
- Exploitation
- Human Trafficking

MATERIALS NEEDED:

Safety Tips for Children (see attached)

Text Rendering Protocol (see attached)

Human Trafficking Infographic (see attached)

VIDEOS AND LINKS

- *Smart Choices:* <https://www.youtube.com/watch?v=XoyyvBoDoaA>
- *Harmful Digital Footprint Impacts That Parents Should Know About* <https://www.fosi.org/good-digital-parenting/harmful-digital-footprint-impacts-teens/>
- CDC Human Trafficking: <https://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html>
- Human Trafficking Infographic (see attached)
- https://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/Fact_Sheet/HT_Special_Issues_Facing_Juv_fact_sheet-508.pdf
- VBCPS BE SOCIAL. BE SMART. BE SAFE. Campaign and resources (click on each sentence—Be Safe, etc.) <http://www.vbschools.com/BeSocial/>

LINK: (activate prior knowledge/lesson intro)

1. **Bell Ringer:** Begin the lesson by taking a poll:
 - Raise your hand if you use social media to communicate socially.
 - Raise your hand if you use text messaging to communicate socially.
 - Raise your hand if you have ever come across someone on social media that tries to friend you but you are not sure who they are.

Say to students:

Today we are going to talk about a topic that is very relevant to something you do every day, socialize. When you were young and in elementary school, you probably often heard the term “stranger danger.” Your parents and teachers told you not to talk to strangers and not to ever go with a stranger. Now that you are in your adolescence, your world is larger. You have access to technology which broadens your access to people and their access to you. To protect yourself, it’s important to be able to identify potentially dangerous situations and people.

2. Have students watch the *Smart Choices* YouTube video using the following link:
<https://www.youtube.com/watch?v=XoyyvBoDoaA>
3. Following the video, have students work in pairs to answer the following questions:
 - What mistakes did Maya make when using social media?
 - What actions did she take to protect herself?

ACTIVE LEARNING: (collaborative learning/work)

- Put students in groups of 3 or 4 and have students read the article, *Harmful Digital Footprint Impacts That Parents Should Know About* (<https://www.fosi.org/good-digital-parenting/harmful-digital-footprint-impacts-teens/>) either online or using a hardcopy. Students should read the article independently and then discuss using the Text Rendering protocol (see attached).
- Once groups have completed the protocol, have a whole-class debrief by asking groups to choose one representative to share out their response to the last question in the protocol.

1. Say to students:
 - *The use of technology, including social media, is one way that a sexual predator may identify you and try to lure you into a compromising situation. Let’s brainstorm other ways.*

Have students brainstorm as a class. As students call out potentially harmful situations or ways in which a sexual predator may lure a teen into harm, record and project them. Once completed, have students categorize them and look for trends. For example, a sexual predator may target someone alone in a dark parking lot or may track a teen staying home alone at a certain time of day each day and leaving the garage door open. The trend is that sexual predators look for situations where the child is alone. Once the trends are identified, review them with students as other means sexual predators may use to lure children into harm’s way, and emphasize that adults don’t seek out children for help. They ask other adults for help. Therefore, an adult asking you for help should be a warning sign of potential danger.

ACTIVE LEARNING: (collaborative learning/work)

Have students work together in pairs or teams to examine literature on human trafficking. Tell them that as they sift through the information, their job is to use the information they gather to describe human trafficking, give an example, and explain ways it can be prevented or help that is available. Students will use the following to do so:

- <https://www.cdc.gov/violenceprevention/sexualviolence/trafficking.html>
- Human Trafficking Infographic (see attached)
- https://ovc.ncjrs.gov/humantrafficking/Public_Awareness_Folder/Fact_Sheet/HT_Special_Issues_Facing_Juv_fact_sheet-508.pdf
- VBCPS BE SOCIAL. BE SMART. BE SAFE. Campaign and resources (click on each sentence—Be Safe, etc.) <http://www.vbschools.com/BeSocial/>

Students should be prepared to share their work with another group once work is complete.

LESSON CLOSURE:

Students should be prepared to share their work with another group once work is complete.

Emphasize the importance of having conversations about important topics such as this with a parent, guardian or other trusted adult. Give students *Safety Tips for Children* to take home and review with parents.

OUT OF THE SHADOWS
EXPOSING THE MYTHS
OF HUMAN TRAFFICKING



MYTH HUMAN TRAFFICKING IS ONLY SEX TRAFFICKING

TRUTH **OF THE 20.9** MILLION VICTIMS OF HUMAN TRAFFICKING GLOBALLY

- 68% FORCED LABOR
- 22% SEXUALLY EXPLOITED
- 10% STATE-IMPOSED FORCED LABOR

MYTH HUMAN TRAFFICKING VICTIMS WILL SELF IDENTIFY

TRUTH **50%** OF VICTIMS HAD CONTACT WITH A HEALTH CARE PROFESSIONAL

NONE WERE IDENTIFIED AS A VICTIM.

MYTH HUMAN TRAFFICKING IS NOT IN MY COMMUNITY

TRUTH **30,000+** CASES OF POTENTIAL HUMAN TRAFFICKING REPORTED IN ALL 50 STATES, DC & US TERRITORIES

MYTH HUMAN TRAFFICKING ONLY AFFECTS THE VICTIM

TRUTH THE CRIME OF HUMAN TRAFFICKING IS A SYMPTOM OF A SOCIETAL PROBLEM

HOW TO HELP

- KNOW WHERE YOUR GOODS & SERVICES COME FROM
- OFFER OPPORTUNITIES FOR AT-RISK INDIVIDUALS
- REPORT IT: CALL THE NATIONAL HUMAN TRAFFICKING HOTLINE

MYTH HUMAN TRAFFICKING ONLY HAPPENS TO CHILDREN

TRUTH SINCE 2012, NATIONAL HOTLINE CASES REPORTED:

62% ADULTS

MYTH HUMAN TRAFFICKING ONLY HAPPENS TO WOMEN

TRUTH SINCE 2012, NATIONAL HOTLINE CASES REPORTED:

18% MEN

Human Trafficking is a crime and you can make a difference.

Since 2007, the National Human Trafficking Hotline has received over 168,554 calls and identified over 26,243 potential cases of human trafficking. You can receive help, report a tip, or request information or training by calling:

National Human Trafficking Hotline
888-373-7888
acf.hhs.gov/endtrafficking

SOURCES

ILO 2012 Global estimate of forced labour Executive summary. Accessed March 4, 2015. <https://pubsproject.org/acts>
 CNN. "The CNN Freedom Project." Accessed March 4, 2015.
 National Human Trafficking Hotline Statistics 2012-2016. <https://humantraffickinghotline.org/statistics>
<https://www.acf.hhs.gov/hsp/resources/publications>



SAFETY TIPS FOR CHILDREN

1. Do not get into any car unless your parents personally tell you to. Also, stay away from anyone who follows you on foot or in a car. You do not need to (and should not) go near a car to talk to the people inside.
2. Adults and other people who need help should not be asking a child for help; they should be asking other adults. Adults should not be asking you for directions or to look for a “lost puppy” or telling you that your mother or father is in trouble and that they will take you to them.
3. Quickly get away from anyone who tries to take you somewhere. Yell or scream, “This person is not my father (or mother).” Remember to “yell, bite, kick and run.”
4. You should use the “buddy system” and never go places alone. Always ask your parents' permission to leave the yard/play area or to go over to someone's home and especially always ask permission before you go into someone's home.
5. Never, never hitchhike! Do not try to get a ride with people unless your parents have told you that it is okay to do so. If you are approached at a bus stop by someone who wants to take you away, run instead to a neighbor's house.
6. People should not ask you to keep a special secret. If they do, tell your parents or teacher. Also, tell anyone who wants to take your picture, “No,” and quickly tell your parents or teacher.
7. No one should touch you on the parts of the body covered by your bathing suit, nor should you touch anyone else in those areas. Your body is special and private.
8. You can be assertive and you have the right to say “No” to someone, including adults and even relatives or friends, who tries to take you somewhere against your will, touch you, or who makes you feel uncomfortable in any way.
9. Many parents use a special code word that only the child knows to convey a message should someone other than a parent ask a child to accompany them anywhere. If the special code word is ever compromised, simply agree to a new word with your child.
10. Have a special yell. It is low, loud and long. It tells the person trying to hurt the child, “I know what to do! I'm not an easy victim!” It tells everyone within the sound of the child's voice, “I need help!” It gets the child going, it breaks the “spell.” A child should not panic and freeze, thereby becoming immobile in an emergency. When you yell, you take a deep breath, getting oxygen and energy to your brain and muscles. One's own yell can give a person courage and can get feet moving when someone need to run away!

From, NBC Dateline's To Catch a Predator:

http://www.nbcnews.com/id/16659486/ns/dateline_nbc/#.WO0ZS8s2zcs

Text Rendering Protocol

- **First Round:** Each person shares a SENTENCE from the document that he/she thinks/feels is particularly significant.
- **Second Round:** Each person shares a PHRASE that he/she thinks/feels is particularly significant.
- **Third Round:** Each person shares the WORD that he/she thinks/feels is particularly significant.
- The group discusses what they heard and what it says about the document.
- The groups shares the words that emerged and any new insights about the topic.