



Preventing and Responding to Human Trafficking in Schools

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Key Guidelines

School staff and educators play a critical role in preventing and responding to human trafficking. School personnel are on the frontlines of being able to provide support to young people and recognize potential warning signs of trafficking in their school communities.

- **Increase awareness and education for all school staff.** Provide training to help school staff identify vulnerabilities, warning signs and what to do if someone discloses they are being trafficked.
- **Create a safe and supportive environment for youth and staff.** Ensuring that school is a safe place is paramount, especially for those youth who lack safety elsewhere. Creating safety in school requires enhancing protective factors like connection, access to trustworthy adults, social and emotional well-being opportunities and allowing students a compassionate space to voice their concerns. Schools can also prevent trafficking from happening on school grounds by screening visitors and having comprehensive security measures.
- **Develop a clear plan for preventing and responding to human trafficking.** School districts should work toward establishing well-defined policies and procedures that outline how to address concerns about suspected trafficking or disclosures.
- **Collaborate with other organizations.** School staff should not address human trafficking alone. An effective response to disclosure should be in collaboration with other professionals like child services, community-based providers and law enforcement when appropriate.
- **Provide youth education.** Schools can offer safety programs for children and parents/guardians to raise awareness of trafficking and prevention strategies at home.
- **Adopt a trauma-informed approach.** School personnel can be trained to respond with sensitivity and a trauma-informed lens to avoid the risk of further traumatizing any students.

Practicing Online Safety

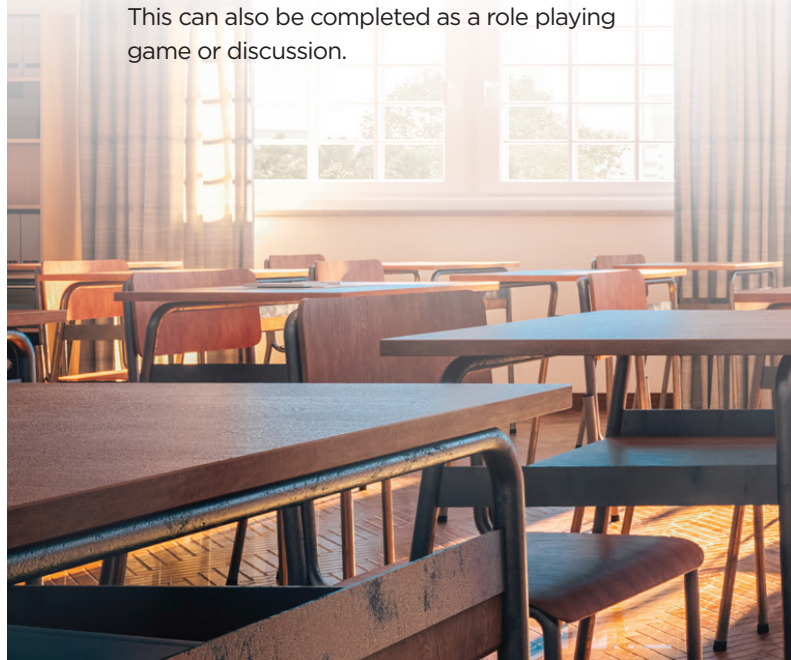
DON'T GO Activity

Class time: about 30 minutes

Goals: Learn why it is not safe to meet online friends in person and writing persuasive arguments.

Instructions:

1. Begin by talking with the class about online safety and how to stay safe online. Include in your discussion that youth should never meet up with anyone they meet online and should always go to a trustworthy adult if something or someone makes them uncomfortable.
2. Read out the scenario below:
 - a. You are hanging out with your friend from school at your house. You have spent the day playing in your backyard and working on homework. At about 5 pm, you see a text on their phone that says "Meet me at the park at 7 pm." You know the text is from a person they met online in a chatroom that claims they look like (any celebrity who might be popular at that moment). You have exactly 2 hours to change her mind and explain why meeting them in the park is NOT a good idea. You decide to convince her not to go to the park and go with her to tell her parents about the person she meet online.
 - b. Have students write a persuasive argument on why it is not a good idea to meet people online and why it is important to tell their parents about anyone trying to contact them on online spaces. This can also be completed as a role playing game or discussion.



Recognizing Healthy Relationships

Stoplight Game of Friendship

Class time: 30 minutes

Goals: Students will be able to spot warning signs, red flags and positive characteristics in friendships and relationships.

Instructions: On the wall of the classroom, put up posters or paper with images of a green light, yellow light and red light. Read out loud the scenarios below and have students move to the corresponding paper. After reading each scenario, invite students to share their insights and thoughts on what to look out for in a friendship.

Green - Signs of a positive and healthy friendship

Yellow - Warning signs of unhealthy behaviors or characteristics in a friendship

Red - Stop! Tell a trusted adult! Red flags of unhealthy or harmful behaviors or characteristics of a friendship

Scenarios:

1. You are afraid of your friend's temper
2. Your friend threatens to hurt you
3. Your friend bullies and makes fun of other kids at school
4. Your friend pressures you to do things you do not want to do
5. Your friend talks to you about his/her feelings
6. Your friend is happy when good things happen to you
7. Your friend wants the best for you
8. Your friend tells you not to talk/hang out with certain people
9. Your friend sometimes makes fun of you
10. Your friend respects your feelings and opinions

Practicing Consent

Modeling Consent

Class time: 30 minutes

Goals: Understand and practice the various ways of communicating consent using words, body language and non-verbal cues.

Set up: Have students sit in a circle with a number of plates of candy in the center of the circle.

Instructions:

Round 1: Ask for a volunteer to start. State: "We see plates with candy in the middle of our circle. Pick one of your classmates and addressing them by name, ask them to pass you one of the plates from the middle of the circle. If they decline, pick someone else to ask." This first round helps us practice asking for consent using clear and direct language.

Round 2: State: "For this round, there is zero verbal communication so everyone must be silent. Now we want you to use non-verbal cues — gestures, eye contact, and facial expressions — to convey to a classmate that you would like them to pass you a plate." In this round, you can use anything except words to convey this message.

Round 3: State: "In this round, there is no verbal communication and the only non-verbal movements that you can use is eye contact. With your eyes ONLY, try and get the message across to one of your classmates that you are asking for them to pass you a plate of candy."

Breakdown with the group how they felt during each round and what they learned about practicing consent.

