



ProtectEd

Education is Prevention — Knowledge that Protects

ANTI-TRAFFICKING EDUCATION- INSTRUCTOR'S GUIDE



Trafficking & Exploitation Education

Education is Prevention - Knowledge that Protects

Course Outline

This curriculum, developed by **Mirror Ministries**, aims to provide students with the **knowledge that protects**, much like a **personal safety toolkit**. Each tool, from defining terms to practicing refusal skills and identifying resources, helps them navigate potential dangers in the real and online world, empowering them to become proactive guardians of their own safety and that of their peers. We welcome your input, suggestions, and future partnership in keeping youth safe and protected. Reach out to us at info@mirror-ministries.org or visit www.mirror-ministries.org to find out more about our work.

Before the Lesson (1–2 hrs prep, 2 weeks prior)

- Notify school staff about the upcoming lesson and RCW 28A.320.168 compliance
- Request private notice of students needing extra support
- Share student safety plan
- Review resources at ProtectEd Site and Missing Kids. (Make necessary copies)
- Set up a quiet room and consider classroom stress tools

Part 1: Pre-Lesson & Setup (7–8 min)

- Print pre-assessment and display first slide: Walk-in Activity & Trigger Warning
- Optional: calming music + chenille stems for focus
- After students complete pre-assessment:
 - Read trigger warning (pg. 4)
 - Set expectations (pg. 4)
- Advance to title slide, introduce Mirror Ministries. If guest presenter, welcome them. Then play slide 3

Part 2: Main Lesson (35–40 min)

- Scenario Discussion (5 min)
 - Read and discuss prompt (pg. 7, Slide 3)
- Transition into curriculum introduction
- Key Concepts & Terms (8 min)
- Definitions per TVPA & WA law (pg. 8-10, Slides 4–11):
 - Sex trafficking, commercial sex act, force/fraud/coercion

Part 2: Main Lesson (continued)

- Clarify: Minors are never at fault (pg. 8, Slide 6)
- Who's at Risk? (5 min)
- Demographics of victims and traffickers
- Discuss recruitment tactics (pg. 9-12, Slides 11–17)
- Video Segment (5 min)
 - "Child Sex Trafficking Vulnerabilities" (3:20 + discussion, pg. 13, Slide 18)
- Online Exploitation (7 min)
 - Warning signs (pg. 14, Slides 19–25)
- Boundaries & Consent (5–10 min)
 - Emphasized for High School. Get students moving (pgs. 15-16, Slide 26)
- Distribute Resources (1 min)
- Resource Handout or school-approved resources (pg. 17)

Part 3: Wrap-Up (5–15 min)

- Safety Quest Quiz (5–15 min)
- Game instructions (pg. 18, Slide 27)
- Download: www.mirror-ministries.org/protectEd
- Click right to advance, left to go back. Track score manually
- Reflection Prompt (1–3 min)
- Use handout or journals (pg. 19, Slide 28)
- Support Review (1 min)
- Reiterate safety plan and counselor availability.
- Check in with any students who stepped out

Need Help or a Guest Presenter?

Contact info@mirror-ministries.org or call 509-783-5730.

ProtectEd is a flexible curriculum designed to give students tools for real-life safety and awareness.

Thank you for partnering with us to protect youth.



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Trafficking & Exploitation Education

A Lesson Plan for Grades 7-12

Empowering Youth Through Education to Prevent Exploitation



RCW 28A.320.168 Alignment:

- 3A-** Information about the race, gender, and socioeconomic status of sex trafficking victims and perpetrators;
- 3B-** Medically and legally accurate definitions of sex trafficking, and information about term stigmatization and how it may reduce reporting and increase the difficulty of detecting and prosecuting sex trafficking crimes;
- 3C-** Information about reporting systems and community engagement opportunities with local, state, or national organizations against sex trafficking, and basic identification training to determine if an individual is at risk of or has been sex trafficked; and
- 3D-** Information to help students recognize the signs and behavior changes in others that may indicate grooming for sex trafficking or other unlawful, coercive relationships.

Target Audience: Grade 7-12

Time: 60 Minutes

Materials Needed:

- Smartboard or Projector (if using the Review Quiz)
- Student Worksheets (Pre/Post Quiz, Discussion Notes)
- Short Video (<https://www.missingkids.org/theissues/traffic king>), “Child Sex Trafficking Vulnerabilities” (Length is 3:20 mins)
- Optional materials from Mirror Ministries: (contact info@mirror-ministries.org; 509-783-5730)
 - “Red Flag”/Grooming Handout (Provides Warning Signs for Sex Trafficking or Grooming Behaviors along with National and Local Hotline Numbers)

LEARNING OBJECTIVES:

At the end of this curriculum, students will be able to:

1. Define sex trafficking and online sexual exploitation.
2. Identify risk factors, warning signs, and recruitment tactics traffickers use with youth.
3. Demonstrate refusal skills and safety strategies for avoiding exploitative relationships.
4. Understand how to seek help for themselves or peers, and identify trusted adults/resources.

LEARNING RATIONALE:

Human trafficking—especially sex trafficking—among youth in Washington is rising sharply. With the [Washington State Department of Children, Youth, and Families](#) experiencing a 145% increase in identified child victims of sex trafficking in 2023, it's a growing local crisis. This unit equips 7th–12th graders with essential knowledge, safety skills, and resources to recognize, resist, and report threats—empowering them to protect themselves and their peers.

TRIGGER WARNING:

EDUCATOR'S DISCLOSURE TO STUDENTS:

(Please read aloud to students at the start of the session.)

Today's lesson will include discussion about difficult and sensitive topics, including human trafficking, unhealthy relationships, and exploitation. Some students may find this material upsetting, especially if it connects to personal experiences.

Your emotional safety is very important. If at any point during the lesson you feel uncomfortable or need a break, you are allowed to step out of the classroom. A quiet space will be available, and support staff will be notified in case you'd like someone to talk to. If you leave the classroom, you will need to check in with staff at the designated space, because we care about you, need to know where you are, and want to offer support.



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Pre-Lesson Communication

Send a message to school counselors, administrators, and any mental health or student support team members in advance (ideally 1-2 weeks before instruction), such as:

Subject: Upcoming Anti-Trafficking Lesson – Student Safety Plan

Dear [Team],

I will be teaching a lesson on human trafficking prevention to grades [7–12] on [insert date(s)/period(s)]. This lesson aligns with RCW 28A.320.168 and the OSPI anti-trafficking curriculum guidance. Because this topic can be emotionally difficult for some students, I've worked with administration to implement the following safety plan:

- Students will be given a clear verbal and written warning before the lesson begins.
- Any student who feels the need to leave the room will be allowed to do so discreetly.
- [Room X] has been designated as a safe, quiet space during these lessons.
- A school counselor or designated staff member is available during and after the lesson to support students who request help.

If you are aware of any students who may be particularly sensitive to this topic, please let me know privately so we can support them proactively.

Thank you for your collaboration and care for our students.

Sincerely,

[Your Name]

*"There are students in your school that are being trafficked. This is not hypothetical. The rates are too high to assume that it's happening somewhere else. **Your goal is to figure out how to identify them, not to see if there are any.**"*

-A Washington State Survivor of Child Sex Trafficking

Classroom Student Safety Procedures

Before the Lesson:

- Review the educator resources provided in your packet ahead of time. These will give you helpful context and grounding before you introduce the topic to students.
- Set up a designated quiet room or partner with the counseling center for a temporary safe space.
- Provide tissues, water, and stress tools if available. Make fidget tools available to all students at the beginning of the lesson to avoid someone having to interrupt to ask for one after they are already triggered. Chenille stems are a great, inexpensive fidget and can be placed on each desk with the pre-assessment sheet.

During the Lesson:

- Do not permit personal stories. It is important for students to share their personal stories if needed, but the group is not the place to do so. Teachers can recommend they talk afterwards with a student or have them share at the safe space that has been designated.

Note to Educators: Other student's reactions to shared personal stories can be unpredictable, invalidating, and potentially re-traumatizing for students. If a student needs more support, redirect them to resources such as a school counselor, or school recommended resources.

- Normalize students stepping out by saying, "If anyone needs to take a break or step out for a moment, feel free to do so—those leaving will be asked to check in with [the predetermined safe place and staff]."

After the Lesson:

- Offer a brief moment of calm or reflection.
- Reiterate availability of support.
- Follow up discreetly with any students who left the room or showed visible discomfort.



Trafficking & Exploitation Education

Education is Prevention - Knowledge that Protects

ProtectEd Pre-Assessment

Instructions: Answer the questions honestly. This is not a test — it helps us understand what you already know and what we'll learn together.

Please circle only one answer for each survey question. 1 = Strongly Disagree, 5 = Strongly Agree

1. I know what sex trafficking is and can describe how it might happen to someone my age. 1 2 3 4 5
2. I know at least one adult I can go to if I or a friend is being groomed or exploited. 1 2 3 4 5
3. If someone tried to pressure me or a friend into sharing private pictures, I would know how to say no. 1 2 3 4 5

1. What is human trafficking?

- A. Smuggling someone across a border
- B. Using force, fraud, or coercion to exploit someone for labor or sex
- C. Running away from home
- D. Getting into trouble online

2. True or False: Human trafficking only happens in other countries, not in the U.S.

- ☐ True
- ☐ False

3. Which of these are signs that someone might be experiencing trafficking? (Select all that apply)

- ☐ A partner who controls their schedule and money
- ☐ Suddenly getting expensive gifts
- ☐ Someone being secretive about where they work/live
- ☐ Changing schools often for no clear reason

4. You notice a friend starts spending a lot of time with an older person who gives them gifts and wants them to keep secrets. What do you do? (Short Answer — 1-2 sentences)

5. If someone is being trafficked, it is usually their own fault for getting into that situation.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Not Sure
- ☐ Disagree
- ☐ Strongly Disagree

6. How confident are you in recognizing unsafe or controlling behaviors in a relationship?

- ☐ Very confident
- ☐ Somewhat confident
- ☐ Not sure
- ☐ Not very confident
- ☐ Not at all confident

7. True or False: Only girls and women can be victims of trafficking.

- ☐ True
- ☐ False

8. Which of the following is a safe way to get help if you feel unsafe or pressured by someone?

- A. Call or text a trusted adult
- B. Keep it secret to avoid getting in trouble
- C. Wait and see what happens
- D. Handle it yourself

9. I have at least one adult I trust and could talk to if I ever felt unsafe.

- ☐ Yes
- ☐ No
- ☐ Not Sure

10. How much have you learned about human trafficking before today?

- ☐ A lot
- ☐ A little
- ☐ Not much
- ☐ Nothing at all

Trigger Warning: Sensitive Content. This assessment includes questions related to human trafficking, including exploitation, abuse, and manipulation. Some of this content may be upsetting or uncomfortable. If you feel overwhelmed at any point, you may skip a question, take a break, or talk to a trusted adult or school counselor. Your well-being is important.



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Trafficking & Exploitation Education

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ProtectEd Pre-Assessment Answer Key

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1. I know what sex trafficking is and can describe how it might happen to someone my age. 1 2 3 4 5
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1. What is human trafficking?

A. Smuggling someone across a border

☒ Using force, fraud, or coercion to exploit someone for labor or sex

C. Running away from home

D. Getting into trouble online

B

2. True or False: Human trafficking only happens in other countries, not in the U.S.

☐ True

☒ False

False

3. Which of these are signs that someone might be experiencing trafficking? (Select all that apply)

☒ A partner who controls their schedule and money

☒ Suddenly getting expensive gifts

☒ Someone being secretive about where they work/live

☒ Changing schools often for no clear reason

All

4. You notice a friend starts spending a lot of time with an older person who gives them gifts and wants them to keep secrets. What do you do? (Short Answer — 1-2 sentences)

_____ Tell an adult. _____

_____ Ask them about the older adult. _____

_____ Tell them about trafficking. _____

5. If someone is being trafficked, it is usually their own fault for getting into that situation.

☐ Strongly Agree

☐ Agree

☐ Not Sure

☐ Disagree

☐ Strongly Disagree

N/A

6. How confident are you in recognizing unsafe or controlling behaviors in a relationship?

☐ Very confident

☐ Somewhat confident

☐ Not sure

☐ Not very confident

☐ Not at all confident

N/A

7. True or False: Only girls and women can be victims of trafficking.

☐ True

☒ False

False

8. Which of the following is a safe way to get help if you feel unsafe or pressured by someone?

☒ Call or text a trusted adult

B. Keep it secret to avoid getting in trouble

C. Wait and see what happens

D. Handle it yourself

A

9. I have at least one adult I trust and could talk to if I ever felt unsafe.

☐ Yes

☐ No

☐ Not Sure

Resources for youth include school counseling, their teacher, or Mirror Ministries (if presenting) if needed.

10. How much have you learned about human trafficking before today?

☐ A lot

☐ A little

☐ Not much

☐ Nothing at all

N/A

Trigger Warning: Sensitive Content. This assessment includes questions related to human trafficking, including exploitation, abuse, and manipulation. Some of this content may be upsetting or uncomfortable. If you feel overwhelmed at any point, you may skip a question, take a break, or talk to a trusted adult or school counselor. Your well-being is important.



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Intro to Curriculum

Read the following discussion prompt and call on students with hands raised.

Class Instruction:

Opening Discussion:

“Imagine someone your age is promised an opportunity to be an influencer online. They are excited about the opportunity because it is coming from a celebrity or someone they follow. All they have to do (or have already done!) is to send a picture and a little personal information... What would you do?” [Take 3-4 responses.]

Explain: In this scenario, a teen ended up sending compromising photos, was blackmailed, and ultimately ended up taking his life. This teen was a young man who no one suspected was in danger or at risk.

That scenario might sound extreme—but it’s actually based on things that are really happening to students in Washington and across the country. More and more traffickers are using social media, friendships, and even fake job offers to trick and trap young people into dangerous situations—sometimes without them realizing it at first.

Today, we’re teaching this unit to help you understand what sex trafficking is, how to recognize the warning signs, and most importantly—how to stay safe. We’ll learn how to speak up, protect each other, and know where to go for help if you or someone you know is ever in trouble.

This isn’t about scaring you—it’s about giving you knowledge and confidence to handle real-life situations safely.

Facilitator can guide the discussion in ways that highlight critical thinking skills about if it is possible to verify someone’s identity online, and if an “offer” like this is legitimate.

*Remember: no personal stories. Keep it hypothetical.

*With the proliferation of social media, **offenders have easy access to victims with whom they would not otherwise come in contact.** (Page 3) -Department of Justice’s paper [“Child Sex Trafficking in the United States”](#)*

Legal Definition of Sex Trafficking

Class Instruction:

Explain: What is sex trafficking? (Legal definition)

- According to U.S. federal law, the legal definition of sex trafficking is found in the Trafficking Victims Protection Act (TVPA), codified in 22 U.S.C. § 7102(11).

Legal Definition of Sex Trafficking (U.S. Law):

- “The recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the 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.”

Commercial sex act: Any sex act where something of value (money, drugs, shelter, etc.) is exchanged.

Use of force, fraud, or coercion: Required for adult victims (18+). Coercion includes threats, debt bondage, isolation, confiscation of documents, etc.

Minors (under 18): No need to prove force, fraud, or coercion — Youth cannot legally consent to commercial sexual acts. The law recognizes minors should be protected, not exploited.

There are further refinements to this definition and these categories according to the Washington State Department of Children, Youth, and Families (DCYF) and the criminal definition of trafficking in RCW 9A.40.100 (Trafficking).

- In short, whether it's according to Federal or State law, it's illegal to use someone for work or sex through threats, lies, or pressure. This is called **trafficking**.
- Includes things like having someone do sexual acts in exchange for money, food, shelter, or anything valuable (This could be a vape, alcohol, food, gifts, drugs, etc). That's called a **commercial sex act**.

Understanding Sex Trafficking

Class Instruction:**Explain: What is sex trafficking?**

If someone recruits, moves, or controls another person so they can be used in a commercial sex act—especially by using threats, lies, or tricks—it's a serious crime. *And if the person being used is under 18, it's automatically illegal, even if no one used force or threats.*

Understand trafficking is a process, not a single moment:

Trafficking doesn't usually begin with kidnapping or a dramatic event—it happens through a process. Most traffickers slowly build trust, connection, or pressure over time. This is called grooming. The goal is to make a young person feel dependent, confused, or obligated so the trafficker can eventually exploit them. Traffickers will use force, fraud, and coercion to get a young person commit a sex act. Let's help define what force, fraud, and coercion mean and look like.

Coercion is a plan or strategy that traffickers use to get control over someone. It's not an accident or a misunderstanding—it's a deliberate tactic.

Traffickers often can't get what they want by asking, so they use pressure, fear, guilt, or manipulation to wear a person down over time. Coercion is their way of taking away someone's power and choice, so the trafficker stays in control.

In other words: Coercion is a purposeful plan to trap someone into doing things they don't want to do.

The law says that coercion (or pressure) can include:

- Threatening someone (ex: I'll hurt your little sister)
- Taking away personal documents, such as an ID
- Controlling a person's actions/freedom
- Or not giving a person food or safety

Understanding Sex Trafficking

Class Instruction:

It can also include fraud, which means lying to someone to get them to do something.

Fraud is when someone lies on purpose to trick another person into trusting them or doing something they normally wouldn't do. It's not just someone being confused or getting mixed up - it's a purposeful strategy to make someone believe a lie.

Traffickers use fraud as a strategy to make things seem safe, exciting, or harmless when they're actually dangerous. Fraud works by creating a false sense of security so the trafficker can take advantage of someone later.

For example: If someone promises a teen a modeling job or a chance to be famous, but really just wants to exploit them for sex, that's fraud, and it's against the law.

Fraud in Relationships

Fraud in a relationship is when someone pretends to care about you or makes promises about the future that they never intended to keep. It's a form of manipulation where the trafficker paints a perfect picture — like the “white picket fence dream” of love, safety, money, or a better life — to gain trust and pull someone closer.

They may act loving, supportive, or invested, but it's all part of a plan to get something from the other person. Once trust is built, the truth comes out: the promises were never real, and the “relationship” shifts into control, pressure, or exploitation.

In other words: Fraud is intentional lies used to manipulate and mislead someone.

Force is when someone uses physical power or threats of physical harm to make a person do something they don't want to do. It can include hurting someone, threatening to hurt them, or using intimidation or violence to control their actions.

Who's Targeted & Who's Involved

Class Instruction:

Here's the key point: If an adult uses someone (especially a kid) for sex in exchange for something, it's wrong and illegal—*no matter what the person says or agrees to.*

Who is most at risk?

- People from communities with poverty, unstable housing, or limited support — because traffickers often prey on desperation or need.
- Youth of color — racial and ethnic minorities are disproportionately affected, often due to systemic inequalities and fewer resources.
- Girls and women — sex trafficking disproportionately impacts females, though boys and men can also be victims.
- People who have experienced trauma, abuse, foster care, homelessness, or family instability — these vulnerabilities increase risk of being targeted.
- Youth and runaways — young people who lack stable support or safe housing may be targeted because traffickers look for those who feel alone, stressed, or unsure where to turn.
- LGBTQ+ youth — they may face rejection, isolation, or discrimination, which traffickers exploit by pretending to offer acceptance, belonging, or support.
- Anyone active on social media — traffickers use online platforms to connect, build trust, and gather information, making frequent social media users easier to approach and manipulate.

Note: While these groups may face higher risk, trafficking can happen to anyone. We see teens from stable, two-parent homes, youth from wealthy neighborhoods, males and non-LGBTQ+ youth, and students with strong support systems also targeted.

Traffickers look to exploit a vulnerability, not necessarily a specific “type” of person — which means no one is completely exempt.

- How traffickers recruit: online grooming, fake relationships, promises of love or money.
- Warning signs: Find on the “Red Flags” handout.

Who's Targeted & Who's Involved

Class Instruction:

Basic Identification: How to Recognize When Something Isn't Safe

Trafficking doesn't always look dramatic or obvious. Most of the time, it starts with attention, friendship, or promises and slowly becomes controlling. Learning basic signs can help you notice when you/a friend might be in an unsafe situation. These signs don't mean trafficking is happening for sure — they're just red flags that something might be wrong.

Signs to Look For in Yourself or Friends

- ***Someone is controlling your choices***
 - You feel pressured about who you can talk to or hang out with.
 - You have to “check in” constantly or someone gets angry.
- ***You're being asked for sexual pictures or sexual favors***
 - Someone is offering gifts, money, rides, food, vaping products, or a place to stay in exchange.
 - Someone threatens you or guilt trips you into sending things.
- ***A relationship that feels too intense, too fast***
 - Someone older or someone you met online is saying things like “you're the only one,” “we don't need anyone else,” or “keep this secret.”
- ***You feel scared, pressured, or trapped***
 - You feel like you “owe” them something.
 - You're worried about what they'll do if you don't go along with what they want.
- ***Big or sudden changes***
 - New expensive items you can't explain.
 - Being more withdrawn, hiding your phone, or deleting messages a lot.
 - A friend suddenly hanging out with someone who gives them things but expects something back.
- ***Online situations that feel wrong***
 - Someone asks you to move to private chats, video calls, or meet in person.
 - They pressure you for photos/say they'll share something embarrassing if you don't cooperate.

Who's Targeted & Who's Involved

Class Instruction:

Trafficker Demographics (What We Know)

Traffickers don't fit one profile — they come from all backgrounds, ages, genders, and communities. However, certain patterns do show up in national data and casework:

- Adults of any gender — While most traffickers identified in criminal cases are men, women also participate, sometimes as recruiters or facilitators.
- People with close access to youth — This includes acquaintances, peers, romantic partners, family members, or community members who misuse trust or authority.
- Individuals motivated by power, control, or profit — Traffickers often look for ways to exploit someone's vulnerabilities for financial or personal gain.
- People from any socioeconomic status — Traffickers are found in low-income neighborhoods, middle-class communities, and affluent areas. Exploitation is about opportunity, not background.
- Traffickers of all races and ethnicities — No racial or ethnic group is more likely to be a trafficker; they reflect the communities they operate in.

Note: Traffickers can be anyone — strangers, peers, adults, or even trusted individuals. There is no single “look” or demographic. What connects them is the behavior: exploitation, manipulation, and control — not their age, race, or income.

Stigmatization and Trafficking: Why It Matters

Stigmatization means judging, labeling, or shaming someone because of something that happened to them or something they were involved in. When it comes to trafficking, stigma can have serious consequences.

Many survivors fear that people will see them as “to blame,” “promiscuous,” “criminal,” or “at fault” for what happened. This shame—created by society, peers, or even adults—can make victims less likely to ask for help or report what's going on.

Stigma doesn't just silence victims; it also makes trafficking harder to detect and harder to stop. If students, families, or communities don't recognize victims as victims because of stereotypes or judgment, red flags get overlooked. Survivors may be misidentified as “runaways,” “troublemakers,” or “offenders” instead of people being harmed. ***That's why it's essential to avoid victim-blaming, and remind students that trafficking is something done to someone —never their fault.***

Video Presentation

Link to Video: (<https://www.missingkids.org/theissues/trafficking>), “Child Sex Trafficking Vulnerabilities” (length is 3:20 mins) *Scroll to bottom of webpage*

Class Instruction:

Explain: Next, we’re going to watch a short video called “Child Sex Trafficking Vulnerabilities.”

In this video, you’ll hear from real survivors—people who were trafficked when they were young. They’re sharing their stories to help others stay safe. These stories are serious and sometimes emotional. You might hear about hard things like abuse, family problems, and being tricked or taken advantage of. The purpose of watching this video is not to scare you—but to help you understand how traffickers take advantage of certain situations and how to get help for yourself or a friend.

Remember: You are not alone, and there are trusted adults here to talk with you if you need to step out or speak privately.

Discussion Questions:

1. What are some of the life challenges or situations that made these kids more vulnerable to being trafficked?

(Examples: homelessness, family problems, wanting love or attention)

2. How did the traffickers trick or take advantage of them?

(Think about promises, lies, or how they made them feel special at first.)

3. If someone you know is in a tough situation like this, what could you say or do to help?

(Who could you tell? What safe steps could you take?)

Online Exploitation and Safety

Classroom Instruction:

Explain: Let's talk about something that affects a lot of people your age — social media and online gaming. These platforms are a fun way to connect with friends, compete, and relax. But like any online space, they can also be places where people try to take advantage of others by pretending to be someone they're not.

Sometimes, someone in a game or on an app might seem friendly at first — they give you gifts, ask you to team up, or spend a lot of time chatting with you. Over time, they might start asking personal questions, want to move the conversation to a private chat or another app, or try to build trust in a way that feels a little too intense. **That's called grooming**, and it's a way that traffickers or predators try to form fake relationships in order to gain control, manipulate, or use people.

So today, I want you to start thinking critically about what feels safe and what doesn't.

- How do you know when something crosses the line?
- What are red flags that show a relationship might be unsafe? And most importantly —
- What can you do to protect yourself or a friend if something doesn't feel right?

This is about staying safe while still enjoying the things you love — including gaming.

Here are 10 social media and gaming platforms that have been commonly identified by law enforcement, anti-trafficking organizations, and child safety experts as potentially high-risk for grooming, exploitation, or trafficking.

- | | |
|--------------------------|---|
| 1. Instagram | 6. Roblox |
| 2. Snapchat | 7. Discord |
| 3. TikTok | 8. Fortnite |
| 4. Facebook/FB Messenger | 9. Minecraft (with 3 rd party servers) |
| 5. Reddit | 10. Omegle |

- Traffickers may use flattery, fake profiles, and "modeling" scams.
- Public comments and DMs allow strangers to reach youth easily.
- Chat features can be exploited by adults pretending to be kids.
- Offers can include gifts/gaming "money" in exchange for personal info/photos.
- Users are connected randomly with strangers; highly risky.

Boundaries, Consent, Refusal Skills and Safety Planning

Pick A Corner Activity

Students will be given a series of either this or that scenarios or choices related to boundaries. They will be asked to stand up and move to one corner of the room or another based on their choice. Call on a few students to explain their rationale. They need to be prepared to answer why they made their choice beyond, “my friend went to this side, so I did too.”

Classroom Instruction:

Explain: Now, we're going to do an activity called Pick A Corner. I'll read out a series of scenarios or choices related to personal boundaries, safety, and decision-making. For each one, you'll need to decide what you would do, and then move to the corner of the room that represents your choice. The corners are: Strongly Agree, Agree, Disagree, and Strongly Disagree.

One corner will be Option A, the other will be Option B, and so on. There's no right or wrong answer—what matters is what you believe or feel. After each round, I'll ask a few of you to explain why you chose the side you did. Think about your own values, comfort levels, and what helps you feel safe—not just what your friends are doing.

This activity helps us practice thinking about boundaries and choices—important skills that help protect us and others from unsafe situations, including things like manipulation, pressure, or grooming. Knowing your limits, trusting your instincts, and being able to explain your choices are all part of staying safe and recognizing when something doesn't feel right.

This is a respectful space. That means no judgment, no teasing, and we listen to each other with an open mind. Be honest, be kind, and be ready to think.

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Classroom Instruction:

Questions:

1. Having an online boyfriend/girlfriend is just as valid as having a boyfriend/girlfriend in real life.
Strongly Agree, go to Corner 1, Agree, to Corner 2, Disagree, to Corner 3, and Strongly Disagree, to Corner 4.
2. Your friend shares with you that their partner has asked for sexual images of them or they are going to break up with them.
Strongly Agree that this is a big deal, go to Corner 1; Agree, to Corner 2, Disagree, to Corner 3, and Strongly Disagree, this is no big deal, go to Corner 4.
3. There are local organizations/resources that can help youth that are being exploited find help and hope for their situation without judgment or shame.
Strongly Agree, go to Corner 1, Agree, to Corner 2, Disagree, to Corner 3, and Strongly Disagree, to Corner 4.

Debrief:

1. **How do we respond if someone makes you uncomfortable or tries to manipulate you online?**
Block them right away. Don't respond or share personal info. Take screenshots as proof. Tell a trusted adult immediately (parent, teacher, counselor). Report the user through the app or platform.
2. **What are strategies for helping a friend who may be at risk?**
(Who would you go to as a resource? What would you suggest?)
Listen without judging. Encourage them to talk to a trusted adult. Offer to go with them for support. Don't keep secrets if safety is involved. Tell a school counselor, teacher, or parent — even if your friend doesn't want to.
3. **What are some signs or red flags that someone might not have good intentions — even if they seem friendly at first?**
They ask you to keep secrets or hide the relationship. They want to move chats to another app quickly. They ask for personal info, photos, or videos. They gifts you with compliments or gifts too fast/without knowing you. They try to make you feel guilty or pressured if you say no.



Local and National Resources

Community Resources

Need Help? Here Are Some People You Can Reach Out To:

This page lists trusted resources—both local and national—that are here for you. Whether you're dealing with something yourself, worried about a friend, or just want to learn more about staying safe, these places can help.

You'll find hotlines, text lines, crisis centers, and support programs that understand what young people go through and are ready to listen without judgment. Some are right here in Washington State, and others are available no matter where you are.

You're not alone. If something doesn't feel right, or if you just have questions, there's always someone you can talk to. Keep this page. You never know when you or someone else might need it.

National Human Trafficking

Hotline: 1-888-373-7888

(also accessible via text at 233733)

- Confidential help, referrals, crisis support, available in multiple languages

Washington Anti-Trafficking Response Network (WARN)

Victim Line: 206-245-0782

- Direct case management, advocacy, and crisis services for survivors within WA

Washington Trafficking Help

- watraffickinghelp.org

MIRROR MINISTRIES

Location:

Tri-Cities, WA
United States

Phone:

509-212-9995

Responds to domestic minor sex trafficking survivors through education, intervention, and restoration—including aftercare and a 24/7 advocate hotline.

mirror-ministries.org

TAKE IT DOWN

Email Address:

TakeItDown@ncmec.org

Phone:

1-800-843-5678

Helps people under 18 remove explicit images or videos of themselves from the internet, even if they were shared voluntarily or under pressure.

takeitdown.ncmec.org

REST (REAL ESCAPE FROM THE SEX TRADE)

Address:

4215 Rainier Avenue
South, Suite B
Seattle, WA 98118
United States

Phone:

206-451-7378

Offers 24/7 advocacy, housing, counseling, outreach, and support services to survivors of trafficking and exploitation, helping them find safety, stability, and healing.

restsurvivors.org

SCARLET ROAD

Location:

Bremerton, WA
United States

Phone:

360-362-5143

Scarlet Road provides diverse support in the areas of employment assistance, housing support services, educational advising, therapeutic and mental health resources, treatment referrals, and a network of trusted resources.

scarletroad.org

LUTHERAN COMMUNITY SERVICES SPOKANE

Address:

210 W. Sprague Ave.
Spokane, WA 99201
United States

Phone:

509-624-7273

Provides free and confidential advocacy services to victims, survivors, loved ones, and witnesses of traumatic events. Victim advocacy offers support, information and referral to resources, and specific wrap-around support.

lcsnw.org/office/spokane/

REBUILDING HOPE

Address:

723 Martin Luther King Jr. Way
Tacoma, WA 98405
United States

Phone:

1-855-757-7273

Offers case management for those who have experienced or are at-risk of being trafficked/exploited. Includes transportation assistance, navigating resources, access to basic needs, and harm reduction. This may also include advocacy and aid in accessing housing, legal services, medical services, and job assistance.

rebuildinghope.org



Post-Assessment Game Quiz

Safety Quest: Real World Mode Quiz Activity

"Safety Quest" is a fun, interactive quiz activity designed to help students in grades 7–9 review key concepts from this curriculum, including red flags in relationships, healthy boundaries, online safety, and trafficking terminology.

This gamified review is designed to reinforce learning in a low-pressure, engaging way. It works well as an end-of-lesson recap, a class competition, or a small group activity.

To get started:

- Click the link to open the Safety Quest PDF. (Available on www.mirror-ministries.org/ProtectEd)
- Download the file to your device.
- Present it in full-screen or slideshow mode so students can read the themed questions clearly.
- Read each question aloud and invite students to answer individually or in teams.
- Tally points if desired, and review correct answers as a class.
- No tech or login is required for students—just project and play!

Classroom Instruction:

Explain: Alright everyone — now we're going to play a review game called Safety Quest! It's a fun, themed quiz that will help us go over everything we've been learning about boundaries, red flags, healthy relationships, and how to stay safe.

Here's how it works: You'll read each question and choose the best answer. For every correct answer, you earn a point. Some questions might ask you to think about what you'd do in a certain situation, or spot something that doesn't feel right.

You can work individually or in small teams — I'll let you know how we're playing today. At the end, we'll go over the answers together and see how many points you earned!

Remember, this is just for fun and to help you remember what you've learned — no pressure, just do your best and think it through.



Please circle only one answer for each survey question. 1 = Strongly Disagree, 5 = Strongly Agree

- | | |
|--|-------------------|
| 1. I feel more confident recognizing signs that someone might be trying to manipulate, pressure, or exploit me. | 1 2 3 4 5 |
| 2. After this lesson, I know what to do and who to talk to if I or a friend is in an unsafe situation involving sex trafficking or exploitation. | 1 2 3 4 5 |
| 3. I now understand that boys and young men can also be victims of sex trafficking. | 1 2 3 4 5 |

- **What is one thing you learned that surprised you?**

- **Who would you talk to if you or a friend were in trouble?**



Do you have any questions after the presentation?

About the Authors & Contributors



Tricia MacFarlan is the co-founder and Executive Director of Mirror Ministries, a Tri-Cities, WA-based nonprofit dedicated to combating domestic minor sex trafficking. Motivated by compassion, Tricia leads educational outreach, survivor advocacy, and is responsible for the development of Esther's Home, Washington's first restoration residence for underage survivors of trafficking. Since launching the organization in 2014, she's overseen care for more than 700 survivors, grown the team to over 20 staff members, and actively engages community partners—from local hospitality employers and law enforcement to medical professionals—to build a safety network for vulnerable youth.



Rev. Dr. Chris Haughee (DMin; MDiv; BA-English Ed) is the Donor Development Director at Mirror Ministries, where he works to build a community coalition dedicated to ending domestic minor sex trafficking. With over 30 years in trauma-informed pastoral care and nonprofit leadership, Chris leads fundraising efforts, builds donor relationships, and supports the expansion of survivor services. A licensed educator, published author, and experienced chaplain, he has developed trauma-informed teaching curriculum and ministered to emotionally disturbed youth, aged 5-14. His background uniquely equips him to connect compassionately with students of all ages, advocate for survivors, and advance the mission of restoration and hope.



Amanda Mohs serves as the Academic Coach at Mirror Ministries' residential program, Esther's Home. In this role, Amanda provides personalized educational support to young survivors, helping them rebuild academic confidence and achieve their educational goals. With a background in teaching and children's ministry, she brings a compassionate and trauma-informed approach to her work, ensuring that each student receives the guidance and encouragement they need to succeed. Amanda's commitment to education and her dedication to empowering survivors make her a valuable member of the Mirror Ministries team.



Kylie Glendenning is a Community Engagement Specialist at Mirror Ministries, where she supports efforts to prevent domestic minor sex trafficking and assist survivors. A recent graduate with a Bachelor's degree in Criminal Justice, Kylie combines her academic knowledge with real-world advocacy experience. As a former Miss Washington competitor, she used her platform to raise awareness about human trafficking and fundraise for survivor support initiatives. Kylie is passionate about educating youth, promoting safety, and helping build stronger communities free from exploitation. Her work at Mirror Ministries reflects her commitment to empowering vulnerable young people and supporting their journey toward healing.

This curriculum was developed by Mirror Ministries, an anti-trafficking organization based in the Tri-Cities, WA. Our team works directly with youth, survivors, and the community to prevent exploitation and support those affected by trafficking. **As part of our outreach and prevention efforts, we are available to present this curriculum in classrooms at no cost.** If you would like a trained Mirror Ministries educator to lead or co-facilitate these lessons, please contact us at 509-783-5730—we'd love to partner with you to keep students informed, empowered, and safe.