



THE  
**SET ME FREE**  
PROJECT

# Ready to Stand Curriculum® Guide

Our mission is to stop human trafficking before it starts by providing prevention education to all ages.



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## READY to Stand Curriculum® High School Human Trafficking v25.1

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### Note to Facilitators

This READY to Stand Curriculum was developed expressly for facilitators who work with youth on the issues of sex and labor trafficking, healthy relationships, and the safe use of social media. It offers detailed information, tools, and activities that can be used to assist facilitators in educating others on these important topics and giving them more agency. The purpose of this manual is to provide facilitators with the information necessary to approach these delicate subjects in an effective manner and to help in establishing a learning environment that is secure and encouraging for learners.

This Facilitators Edition contains the complete curriculum, along with additional guidance specifically for facilitators. This information is included in highlighted areas at the beginning of each lesson. It contains reminders and specific directions for the facilitators as they prepare to present this information effectively. It also has a Facilitator Pretest to assess prior knowledge of sex and labor trafficking. Facilitators should begin by completing the Pretest before continuing their training or curriculum review.

**8. Adapt to different learning styles:** People have different preferred learning styles, including auditory, visual, and kinesthetic. Try to combine a variety of teaching methods to meet your participant's varied learning styles and ensure everyone can effectively absorb the knowledge.

**9. Assess learning progress:** Regularly assess the progress and knowledge of individuals throughout the training session. Use quizzes, exercises, or practical examples to gauge their comprehension and change your method accordingly.

**10. Continuous improvement:** Reflect on each training session and ask for comments from participants. Identify places for growth and continuously refine your training methods, content, and delivery style.

*Remember, it takes time, practice and knowledge to refine your skills as a facilitator. This is an ongoing process and each presentation is unique.*

## Effective Training

### **READY to Teach/Train**

The responsibility of training others to use The Set Me Free Project's READY to Stand Curriculum® prevention education curriculum is an incredibly important one. As you begin, be sure that you are prepared, informed, and confident, as well as mentally and emotionally ready and supported through the process.

Being an effective facilitator requires a mix of strong communication skills, subject matter knowledge, and the ability to engage and support learners. Here are some tips to help you become a good facilitator:

- 1. Understand your audience:** Before starting any training program, take the time to understand the background, knowledge level, and learning style of your audience. Tailor your training tools and approach to meet their needs.
- 2. Set clear goals:** Clearly define the learning goals for your training session. This will help you stay focused and ensure that participants understand what they are meant to achieve by the end of the training.
- 3. Plan and prepare:** Develop a well-structured training plan and prepare your tools in advance. Make sure you have all the necessary resources and technology tools available. Practice your speech to build confidence and ensure a smooth flow.
- 4. Engage participants:** Use varied and interactive training techniques to actively engage participants. Incorporate group discussion, case studies, hands-on activities, and real-world examples to make the training event more dynamic and relevant.
- 5. Use visual aids:** Visual aids such as slides, diagrams, and charts can improve knowledge and retention. Use them carefully to reinforce key points and make complex ideas more accessible.
- 6. Encourage participation:** Create a safe and inclusive learning setting that encourages people to ask questions, share their thoughts, and add to discussions. Actively listen to their opinion and provide constructive comments.
- 7. Provide relevant examples:** Relate the training material to real-life events and examples that participants can easily relate to. This helps them see the real impact of what they are learning.

## Supporting Learners

It is vitally important you are well prepared to respond to any participant who needs support during training on or presentation of this material. As a facilitator familiarize yourself with the steps below and practice implementing them. Remember to take care of yourselves, as well. If you find yourself impacted by the content or learner responses, it is important to take steps for self-care, including speaking to a trusted resource.

It is important to validate and provide support to any participants who struggle and/or react to the information shared. Review the guidance below and be prepared to share specifics of how you can help should they need support.

1. **Recognize the signs:** Pay attention to any signs or changes in the participant's behavior or emotional state. Some signs may include worry, excessive fidgeting, withdrawal, angry outbursts, tears, making inappropriate comments, laughing while discussing serious topics, or other behavioral changes.
2. **Make a safe place:** The environment you present in needs to be a safe space for participants. Have a plan in place to share with participants who feel they need to take a break outside of the area you're in. This may be going out to the restroom, getting a drink of water, etc. The goal is to give them time in a safe, private space free of potential triggers or distractions where they can focus on their well-being and seek support. Confirm with the teacher or individual "in charge" how they might want to handle learners leaving if they need a respite.
3. **Stay calm and helpful:** Staying calm and steady gives the learner a sense of security. Try to see the issue from their point of view. Show them that you are there to help them.
4. **Validate how they feel:** Let the learner know that their feelings are real and that you understand them. Don't downplay or ignore what they've been through. Say things like, "I know this is hard for you" or "It's okay to be upset about this."
5. **Give the learner room and time:** Let the learner say what they feel or think if they feel comfortable doing so. Help them feel more in control by telling them to take deep breaths or do grounding exercises.
6. **Provide options:** Give the individual a choice about how to move forward. They may need a break, want to talk to a counselor, or want to do the task in a different way. Respect their autonomy and give them the power to decide what's best for them.

7. **Get more help:** If the learner has a strong reaction to the material, they may need additional support. Notify a school counselor, a mental health worker, or another member of staff who can help more.
  
8. **Individualize your response:** Keep in mind that every learner and every situation is different, so your response may need to be different for each case. Focus on the learner's well-being and emotional safety and, when appropriate, bring in additional support.

## Objectives

1. Learners will understand intrinsic value as the equal, unchangeable value every person is born with and recognize its presence in themselves and everyone else and be prepared to apply this to their self-concept and interpersonal relationships.
2. Learners will be able to explain human trafficking, sex trafficking, labor trafficking, and the role of force, fraud, and coercion in trafficking.
3. Learners will recognize that relationships are the primary means used by traffickers to target, groom, and manipulate those they traffic.
4. Learners will evaluate how human trafficking is linked to social media and online gaming use and state specific ways to increase personal safety while online.
5. Learners will recognize that traffickers and those trafficked are not limited by age, race, gender or location.
6. Learners will analyze personal vulnerabilities that can increase susceptibility to targeting by those who mean harm and protective influences, which may reduce the likelihood of being successfully targeted.
7. Learners will understand what the grooming process is and ways to recognize it.
8. Learners will know the four characteristics of a Trustworthy Person and apply them to their relationships and explain the role of boundaries and consent in trustworthy relationships.
9. Learners will understand informed consent, what conditions must be present for it to be given, its role within relationships, and its limitations online.
10. Learners will prepare a personal safety plan and know how to be READY to stand.

## Before You Begin

- Attend the required training with one of The Set Me Free Project® Facilitators.
- Review the curriculum before beginning to refresh your memory on the recommendations for the best way to approach the topics discussed and awareness of any preparations, decisions, and discussions that may need to take place prior to the presentation.
- Review the options within each activity for adaptations. Each offers ways to adjust its use based on your needs (available time, the setting, and your learners). Use them in a way that fits your needs.
- Practice the PowerPoint animations. Whenever you see the (Advance) indicator throughout the curriculum, animation is present within the PowerPoint slide. It is there to maintain coordination between the conversation and the presentation.
- If a learner asks something you do not know the answer to, the best way to respond is to share that you do not know and commit to finding an answer for them. If it's an inappropriate question designed to exploit the topic, call it out and move on.
- Always be thinking ahead to the next lesson. As you wrap up, leave learners with a verbal assignment including something to think about or easy to do to reinforce their learning and something to preview the next section's teaching. Examples might include:

“For the rest of the day, when you catch sight of your reflection in a mirror, window, or anywhere else, mentally tell yourself, “You have amazing value!” and tell someone else they have value too. Tomorrow, we'll learn the four characteristics of a trustworthy person, so think about how you decide who's trustworthy and who's not.”
- As much as possible, allow the engagement of the youth to guide the time spent in discussion. If there is a topic they have many questions on or relevant discussions occur, let that lead the pace. However, make every effort to share all the information contained in the curriculum. This may mean shortening some conversations or even presenting information without discussion at times to allow for the full lesson to be shared, and that's okay. Our focus is always on meeting the needs of the learners.
- Each slide should prompt the facilitator to start with a question. At no point should facilitators just “talk” to the learners. Questions will help learners understand the content more completely.
- Prepare the pages needed from the Printables document.



## Lesson 1: Introduction

Use the Introduction to set expectations and boundaries which will set the stage for engagement of the learners, and a respectful, positive atmosphere for the lessons. Keeping every lesson conversational, while still keeping learners focused and within mutually agreed behavior boundaries begins with this conversation. Since some of the topics covered can be heavy or uncomfortable for some, clear expectations promote a safe environment and enable focus on learning.

### Slide 1



- Lesson 1 lays the foundation for the work the group will be doing during the presentation with an emphasis on the importance of human trafficking prevention education. We suggest you cover the following in your introduction:
  - Who The Set Me Free Project® is and its mission: *To stop human trafficking before it starts by providing prevention education to all ages.* Tell why you chose to be a facilitator for The Set Me Free Project® using their READY To Stand Curriculum®.

### Slide 2



- As you familiarize yourself with the discussion questions prior to presenting, if you have prior knowledge of specific persons in your audience who may be triggered by specific words/phrases/topics, please adjust the verbiage as you see fit while retaining the original meaning, or speak with those individuals prior to the lesson to determine how to handle the situation in the best way for their personal needs.

- Facilitators will state their status as a Mandatory Reporter even if they feel their learners already have knowledge of it. \*If their position within their agency/organization follows other Privileged Communication rules, please state those.
- This discussion provides learners with a solid footing of expected behaviors during the presentation. The slide begins with only the middle image as you begin the conversation.

QUESTIONS	REMINDERS / CONVERSATIONS
<p><b>(Advance)</b></p> <ul style="list-style-type: none"> <li>• What makes a safe space for you? Warm cookies and a comfy blanket? Or maybe.... <u><i>(Fill in your personal favorites if comfortable doing so).</i></u></li> </ul>	<ul style="list-style-type: none"> <li>• Keep this introductory conversation lighthearted to help set the stage for the learners and encourage engagement in the discussions to follow.</li> </ul>
<ul style="list-style-type: none"> <li>• Since we're working with what we have available, what steps can we take to make this a safe space for the group?</li> </ul>	<ul style="list-style-type: none"> <li>• This conversation should be tied to your school's current learner expectations, with additional guidance given as necessary.</li> </ul>

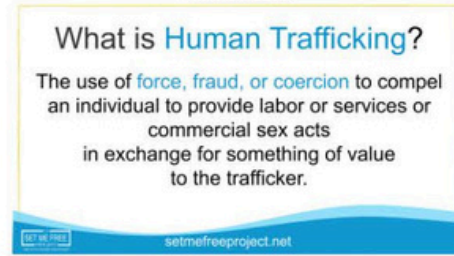
**(Advance)** Share with learners that it is important they take care of themselves. "Take Care of You - Some of the information we are going to talk about may be intense or cause you to have some feelings. Just know that at any time, if you need to put your head down or go to the restroom, feel free - please just ask your teacher first."

- This is the ideal time to set very clear expectations for the class sessions. It is suggested that the following be included and clearly stated by the facilitator if the learners do not mention them in their responses during the discussion.
  - a. No criticizing or judging others' responses or comments. This includes both verbal and non-verbal reactions
  - b. No negative or disparaging comments or victim blaming. Victim blaming is blaming or shaming a victim for a perpetrator's actions. *(Facilitator Note: For an example, see the story, [Denim Day](#) [Why Denim? — Denim Day](#).)*
  - c. No sharing about someone else's experiences or choices or otherwise outing someone else in any response
  - d. Learners are free to share what they learn from the presentation with others but may not share anyone else's personal stories or experiences mentioned during these lessons unless they have personal, specific permission to do so

## Lesson 3: Human Trafficking

The goal is not the memorization of definitions, but the understanding of what human trafficking is, ways it appears, and methods of control traffickers use.

### Slide 5



**This lesson** provides learners with an accurate definition of human trafficking, sex trafficking, and labor trafficking, as well as an understanding of what constitutes force, fraud, and coercion to apply to the remainder of their learning.

QUESTIONS	REMINDERS /CONVERSATIONS
<ul style="list-style-type: none"> <li>What is Human Trafficking?</li> </ul>	<p><b>(Advance)</b></p> <ul style="list-style-type: none"> <li>Human trafficking is the use of force, fraud, or coercion to make a person provide work or services or sexual acts against their will in exchange for something of value to the trafficker.</li> <li>There are two types of Human Trafficking: Sex Trafficking and Labor Trafficking. We will explore these more in a moment. Let's walk through that in to understand it clearly. Human trafficking happens when someone makes a person provide work or sexual acts or images against their will in exchange for something of value to the trafficker, and they use force, fraud, or coercion to do it.</li> </ul>
<ul style="list-style-type: none"> <li>Does money have to be exchanged?</li> </ul>	<ul style="list-style-type: none"> <li>No, the "something of value" can be whatever is valuable to the individual. It might include money, a place to stay, drugs, food, transportation, an iPhone, etc. Whatever the person doing the trafficking sees as being valuable to themselves.</li> </ul>
<ul style="list-style-type: none"> <li>If I am trafficking someone for their labor, what do I see as their value?</li> </ul>	<ul style="list-style-type: none"> <li>In labor trafficking, a person's only value to a trafficker is how much they produce.</li> </ul>

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| <ul style="list-style-type: none"> <li>Is someone that is being trafficked worth less than someone who is not?</li> </ul> | <ul style="list-style-type: none"> <li>It does NOT change their intrinsic value as a person. Nothing changes that.</li> </ul> |
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### Slide 7



Although **force, fraud, or coercion does not need to be present in sex trafficking of minors**, it is helpful for learners to understand these dynamics and recognize how traffickers may use them.

QUESTIONS	REMINDERS / CONVERSATIONS
<ul style="list-style-type: none"> <li>What might force look like in trafficking?</li> </ul>	<p><b>(Advance)</b></p> <ul style="list-style-type: none"> <li>Force is physically making someone do something against their will.</li> <li>Note that force may be used to start the trafficking and also to maintain control.</li> </ul>
<ul style="list-style-type: none"> <li>What is fraud, and how do you think it looks in human trafficking?</li> </ul>	<p><b>(Advance)</b></p> <ul style="list-style-type: none"> <li>Fraud is lies, deception, or deceit.</li> <li>Examples: Pretending to love you when they intend to exploit you. A job offer that doesn't tell the whole story.</li> <li>A relationship built on deception and manipulation.</li> </ul>
<ul style="list-style-type: none"> <li>What is coercion, and how do you think it looks in human trafficking?</li> </ul>	<p><b>(Advance)</b></p> <ul style="list-style-type: none"> <li>Coercion is something done that's meant to force action through emotional and or mental manipulation, often using fear.</li> <li>A common tactic is asking someone to share nudes and then use those nudes to blackmail them.</li> <li>Emphasize that force, fraud, and coercion must be proven only for adults for a conviction of a trafficker. With minors, force, fraud, or coercion need not to be proven, however, traffickers use force, fraud, or coercion to lure the individuals they traffick.</li> </ul>



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