



READY To Stand Curriculum® Youth Preview Guide

Human Trafficking Prevention Education Curriculum

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Note from the CEO

Thank you for your interest in The Set Me Free Project's® READY to Stand Curriculum®. This curriculum aims to empower our youth to value themselves and others as individuals and ultimately help them stay safe. Our curriculum is informative, interactive, and flexible – reaching students from K-12th grades, college-age youth, and adults in every facet of our communities.

It is an honor to see some youth hear for the first time that they have value and worth. It is an honor to see youth engaged because they know the person having a conversation with them genuinely cares about them. It is an honor to see lives changed. It is an honor to do what we do and make a difference.

Prevention education gives communities the tools to recognize human trafficking and the grooming process of people who want to do harm, Prevention education also helps us all to lower and eliminate human trafficking in our communities. But more important than that, powerful prevention education changes lives.

So, thank you for joining us in this important work! We are READY to stand together, and with your help, we can stop human trafficking before it starts.

~ Stephanie Olson, CEO and Founder



Our History

In the summer of 2014, the founding members of The Set Me Free Project® began researching and training on human trafficking. They quickly realized that they had not fully understood the risk to their children, and most parents did not understand either. Furthermore, no school district in their community provided any awareness or prevention education on human trafficking to any youth - the targets.

For this reason, The Set Me Project®, incorporated in 2015, is now serving communities nationwide by bringing prevention education to students, parents, educators, businesses, and industries.

Our Mission

The Set Me Free Project's® mission is to stop human trafficking before it starts by providing prevention education to all ages.

About the Curriculum

The Set Me Free Project's® READY to Stand Curriculum® is designed to engage and empower participants. By offering fun and flexible programming for all groups, we believe everyone can take a stand against human trafficking.

We believe that our READY to Stand Curriculum® has a place in every school, organization, and community because prevention education benefits all communities and can have an enduring impact on the world.

We are committed to meeting youth where they are. In doing so, we bring you various tools to reach every student.

Every Lesson Includes:

- Relevant and Unique Videos
- Small Group Discussion
- Large Group Discussion
- Activities
- Worksheets
- Safety Strategy
- Fun, Engaging Material
- Use of Critical Thinking Skills
- Physical Movement
- Student Resource Cards
- Interactivity
- Flexibility

Our Core Values

- Personal Value: We are committed to the belief that every person has value and deserves equitable treatment.
- Compassionate Prevention: We are committed to keeping youth safe through compassionate and empathetic prevention.
- Integrity: We are committed to personal and professional integrity, working individually and collaboratively.
- Striving for excellence: We are committed to boldly, yet humbly, striving for excellence.
- Creative Solutions: We are committed to finding creative solutions through ongoing education.
- Fun: We are committed to fun in everything we do.



Youth Curriculum

At The Set Me Free Project, we provide impactful prevention education curricula that empower both general and system-involved youth. Our comprehensive offerings include specialized curricula explicitly tailored for youth in foster care, juvenile justice, and those with lived experiences of adversity.

For system-involved youth, our curriculum dives deeper into the unique challenges and circumstances these young people face. It is meticulously designed to address their needs and vulnerabilities, providing them with tools and knowledge to recognize and respond to potential threats, including human trafficking. By focusing on scenarios and discussions relevant to their experiences, such as navigating the complexities of foster care and juvenile justice systems, our curriculum equips these youth with critical life skills that foster resilience and self-worth.

This specialized attention ensures that all youth, no matter their circumstances, receive the education and support they need to stand empowered against exploitation and to build healthier, safer lives.



Human Trafficking High School

OBJECTIVES

Understand the intrinsic value in self and others.

Define and understand human trafficking, consent, and grooming.

Identify personal and societal risk factors and protective factors.

Identify the grooming process.

Understand social media's role in human trafficking.

Learn how to safely navigate social media and gaming.

ACTIVITIES

- Value
- Force, fraud, coercion
- Stages of grooming
- Written safety strategy - take home

DISCUSSION

- Everyone has intrinsic value
- Introduction to human trafficking
 - Distinguish force, fraud, or coercion
 - The reality of sex and labor trafficking
 - Identifying a trafficker
 - Understanding forced criminalization
- Determine the stages of grooming in scenarios
 - In-person or online
- Recognizing vulnerabilities/protective factors
- Understanding the criteria for trusting someone
- Consent - Define it and recognize how a trafficker may use it against you
 - Physical and social media consent
- Social media and how it relates to human trafficking
 - Minimizing risk on social media and online gaming
- Are you 'READY' to respond to human trafficking?
- Trafficking warning signs



Human Trafficking 7-8th Grades

OBJECTIVES

Understand the intrinsic value in self and others.

Define and understand human trafficking, consent, and grooming.

Identify personal and societal risk factors and protective factors.

Identify the grooming process.

Understand social media's role in human trafficking.

Learn how to safely navigate social media and gaming.

ACTIVITIES

- Value
- Force, fraud, coercion
- Stages of grooming
- Vulnerabilities/protective factors
- Written safety strategy - take home

DISCUSSION

- Everyone has intrinsic value
- Introduction to human trafficking
 - Distinguish force, fraud, or coercion
 - The reality of sex trafficking
 - Breakdown of who can be a trafficker
- Determine the stages of grooming in scenarios
 - In-person or online
- Recognizing vulnerabilities/protective factors
- Understanding the criteria for trusting someone
- Consent muscle - the more you use it, the stronger it gets
 - Physical and social media consent
- Social media and how it relates to human trafficking
 - Minimizing risk on social media and online gaming
- Are you 'READY' to respond to sex trafficking?
- Trafficking warning signs



Labor Trafficking

OBJECTIVE

Define and recognize intrinsic value in self and others.

Define labor trafficking, differentiate the three (3) types, and recognize that no community or population is immune to it.

Explain how force, fraud, and coercion can be applied in labor trafficking.

Recognize and apply each step in the grooming process to labor trafficking.

Identify at least three (3) common recruitment tactics used by traffickers.

Share the four (4) characteristics of a trustworthy person.

Identify safe labor attributes and warning signs at work.

Explain informed consent and apply it to labor trafficking.

Be **READY** to respond appropriately to any unsafe labor practices they encounter.

ACTIVITIES

- Job application intrinsic value activity
- Labor trafficking scenarios activity
- Job posting activity

DISCUSSION

- Intrinsic value and its connection to trafficking
- Labor trafficking and Its different types
- Grooming and recruitment in labor trafficking
- Industries recruiting younger workers for labor trafficking
- Safe labor, trustworthy people, and informed consent
- Are you **READY** to respond to labor trafficking?
- Case study



Social Media Savvy 11-12 Grades

OBJECTIVES

Understand the intrinsic value in self and others.

Describe the positives and negatives of social media use.

Identify risks of social media use, including sex trafficking and cyberbullying.

Distinguish perception vs. reality in social media use.

ACTIVITIES

- Phone check
- Stages of grooming
- Written safety strategy-take home

DISCUSSION

- Everyone has intrinsic value
- Social media positives and negatives
- Online gaming-unintentional sharing of information
- Cell phone addiction and mental health.
 - The power of a like-what does it mean?
- Social media vs. reality
- Social media posts are FOREVER
- Social media and the human trafficking connection
 - Determine the stages of grooming in scenarios
- Social media and privacy
- Understanding the criteria for trusting someone
- Are you “READY” to respond in an unsafe situation?
- Dating/dating apps and safety strategies
- Sexting, nude photos, and how to say “NO.”
- What is sextortion, and how to get help.



Social Media Savvy 7-10 Grades

OBJECTIVES

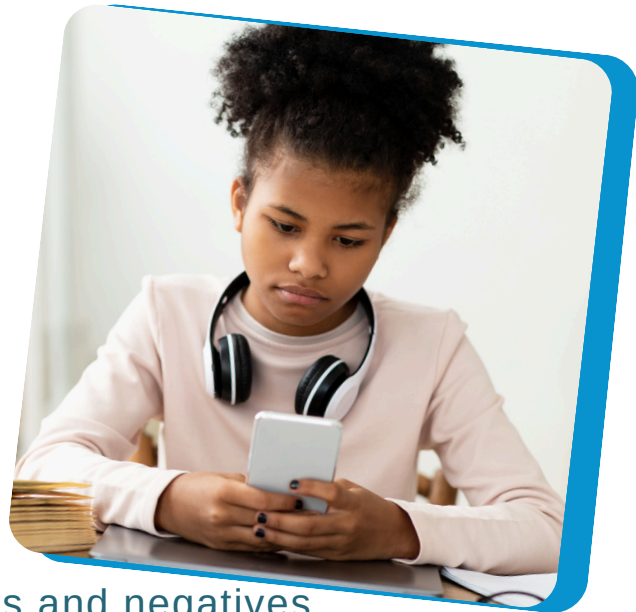
- Understand the intrinsic value in self and others.
- Describe the positives and negatives of social media use.
- Identify risks of social media use, including sex trafficking and cyberbullying.
- Distinguish the difference between perception and reality in social media use.

ACTIVITIES

- Stages of grooming
- Collecting friends/followers
- Written safety strategy-take home

DISCUSSION

- Everyone has intrinsic value
- Social media/online gaming positives and negatives.
- The link between social media/online gaming and mental health
- Social media vs. reality.
- Cyberbullying
 - Are you 'READY' to stand up to cyberbullying?
- Social media and human trafficking connection
 - Determine the stages of grooming in scenarios
- Understanding the criteria for trusting someone
- Consent online - what we should know
- Inappropriate photos/nudes, risks, and consequences
- Student social media checklist



Healthy Relationships High School

OBJECTIVES

Ability to understand intrinsic value in self and others.

Understand the difference between healthy vs unhealthy relationships

Understand the different types of abuse

Know what a healthy partner looks like and know how to be a healthy partner.

ACTIVITIES

- Intrinsic value
- Love is
- Build a partner activity
- Written safety strategy-take home

DISCUSSION

- Everyone has intrinsic value
- Characteristics of healthy relationships
- Characteristics of unhealthy relationships
- Frequency of teen dating violence
- Consent
- Boundaries
 - Setting boundaries
 - Honoring boundaries
- Understanding the criteria for trusting someone
- Being a good partner
- The effects of an unhealthy relationship
 - It's not your fault
- Are you 'READY' to have a great relationship?



Healthy Relationships Middle School

OBJECTIVES

- Ability to understand intrinsic value in self and others.
- Understand the difference between healthy vs unhealthy relationships.
- Understand what a healthy friendship looks like.
- Know what a healthy friend looks like and know how to be one.

ACTIVITIES

- Intrinsic value
- Friendship is
- Written safety strategy-take home

DISCUSSION

- Everyone has intrinsic value
- Characteristics of healthy relationships
- Characteristics of unhealthy relationships
- Frequency of teen dating violence
- Consent
- Boundaries
 - Setting boundaries
 - Honoring boundaries
- Understanding the criteria to trust someone
- Being a good friend?
- The effects of an unhealthy relationship
 - It's not your fault
- Are you 'READY' if something should happen?



Bystander Intervention and Culture & Climate

OBJECTIVES

Ability to understand intrinsic value in self and others.

Understand what bystander intervention is. Explain the bystander intervention process using the 3 D's approach of direct, distract, or delegate. Understand the bystander effect. Understand school culture as how things are done in the school and school climate as how people feel while in the school. Recognize that students can change the school climate if they choose to. Recognize there may be a culture of silence around sex trafficking and unhealthy relationships within the school environment and determine specific ways they can positively contribute to the climate of their school.

ACTIVITIES

- Intrinsic value
- Bystander Intervention Online How Would You Respond?

DISCUSSION

- What is Bystander Intervention?
- The Bystander Effect
- Be **READY** to Respond and Let's Talk!

ACTIVITIES

- Intrinsic value
- Bystander Intervention Online How Would You Respond?

DISCUSSION

- School Culture Versus Climate
- A Culture of Silence
- What's Your Part in This?
- Put It Into Action and Let's Talk!



Elementary 5-6th Grades

OBJECTIVES

- Understand the intrinsic value in self and others.
- Identify what makes someone a trustworthy person.
- State the importance of real-world and online safety.
- Understand the 'READY' concept.

ACTIVITIES

- Value
- Trustworthy person
- Cyberbullying
- Upstander

DISCUSSION

- Everyone has intrinsic value
- Trustworthy person
 - Who is a trustworthy person?
 - Are you trustworthy?
- Be aware of what you share
 - What is ok to share online and what isn't
- Posting something inappropriate
 - How it affects you and others
- Social media posts are FOREVER
- Consent in our daily lives, on and offline
- Are you 'READY' to be online?
 - What to do if you are uncomfortable with a situation
- Cyberbullying
 - How it affects people
- Being an upstander- standing up for others



Elementary K-4th Grades

OBJECTIVES

Understand the intrinsic value in self and others.

Identify a trustworthy person and identify what a trustworthy person is not.

State the importance of real-world and online safety, as well as online choices.

Understand the 'READY' concept.

ACTIVITIES

- Value/fingerprint
- The Pizza Problem (Internet safety)
- Trustworthy person

DISCUSSION

- Everyone has intrinsic value
- Introduction to Internet safety
- Trustworthy person
 - Who is a trustworthy person?
 - Are you trustworthy?
- Consent/bodily autonomy
 - What it means to you
- Are you 'READY' to be safe online
 - What to do if you don't feel safe
- Be AWARE of what you share





Health Education Standards

The Mission of Health Education:

Health education aims to motivate young people to maintain and improve their health, prevent disease, and avoid or reduce health-related risk behaviors. The health educator's role is to provide young people with the knowledge and skills they need to be healthy for a lifetime and utilize these health-enhancing skills to achieve life's goals.

The National Health Education Standards states:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
 - Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
 - Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.
 - Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
 - Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
 - Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.
-

Health Education is a unique and separate academic discipline. It influences individual, family, and societal development, knowledge, attitudes, and behavior and improves individual, family, and community health. Health education helps individuals seek that which moves them toward optimal stages of wellness. It also means helping individuals and families overcome the debilitating effects of economic deprivation, the lack of balance, disease, and accidents of life.



Contact Us

Should you need any further information, please do not hesitate to contact us.

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