

September 2022

# Understanding and Addressing Sex Trafficking in Our Community

## Facilitator's Guide



This training was created with the support of grant 2019-NZ-NX-0034, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this content are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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We would like to express special appreciation to Emily Hall, Camerron Resener, and Robin Miller for their consultation on this curriculum. For the many survivors who shared their lived experience through The Life Story and Rebecca Bender, your stories inspire us to do more and do better. Thank you.



## Table of Contents

Background .....	7
About this Curriculum.....	7
Customization of the Curriculum .....	8
Evaluating Training.....	9
Training Schedule .....	10
Instructor Notes for In-Person Delivery .....	11
Module 1: Welcome and Introduction.....	11
Module 2: The Way it Happens.....	23
Module 3: The Impact.....	29
Module 4: The Location.....	37
Module 5: The Action.....	43
Instructor Notes for Online Delivery.....	51
Module 1: Welcome and Introduction.....	51
Module 2: The Way it Happens.....	63
Module 3: The Impact.....	69
Module 4: The Location.....	77
Module 5: The Action.....	83
Appendices .....	91
Appendix A: Materials Needed .....	93
Appendix B: Delivering this Curriculum Online .....	95
Appendix C: Sample Training Flyer.....	99
Appendix D: Producer’s Guide .....	101
Handouts.....	103
Handout 1: Resource List.....	105
Handout 2: Sample Training Evaluation Form .....	107
Handout 3: Socio-Ecological Model .....	109



## Background

Oregon's approach to human trafficking, like most states, continues to evolve.

Community task forces support and encourage a multidisciplinary, collaborative response among law enforcement, prosecution, victim service providers, and a diverse team of practitioners including culturally specific services, and tribal nations. While the task forces are independent and include local experts, they share the "no wrong door" approach for victims accessing services in Oregon.

We designed this curriculum to support task forces and their partners in their efforts to address sex trafficking in their communities.

## About this Curriculum

Using stories, we designed this curriculum to help audiences:

- develop empathy for victims and survivors of sex trafficking,
- increase awareness that it happens in their communities, and
- identify steps they can take to address the issue.

Our use of storytelling as a method of instruction was strategic. Effective storytelling allows listeners to imagine themselves inside the story. This development of empathy, coupled with a deeper understanding of sex trafficking, influences the listener, creating an opportunity to change their attitudes and build motivation to do something.<sup>1</sup>

This curriculum incorporates three videos of survivors sharing their experiences. Two videos come from [The Life Story](#), which "seeks to elevate the experiences and voices of those in the sex trade while providing the solutions they need."

A final video features an Oregon survivor leader, Rebecca Bender, who shares her story and serves as an example of how one person can help end sex trafficking.

Instructors must rely more heavily on facilitation than presentation skills. The difference between "presenting" and "facilitating," as described by many, is the difference

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<sup>1</sup> *What Makes Storytelling So Effective for Learning?* Harvard Business Publishing, 2017



between being the “sage on stage” and the “guide on the side”<sup>2</sup>. Instructors use their facilitation skills to guide the audience through discussions about the stories. The audience members are active, rather than passive, learners. Engaging in discussion about the topic in class prepares them to talk about it with others after class.

In addition to having strong facilitation skills, the ideal instructors for this curriculum are people who work in a field intersecting with sex trafficking. Solid understanding of the complexities of sex trafficking is critical to responding to comments and questions that reflect commonly held myths and misinformation, as well as to statements that place blame on victims for their victimization. For this reason, all instructors must have attended, at a minimum, an introductory level human trafficking course, such as one offered by Polaris Project ([www.polarisproject.org/training](http://www.polarisproject.org/training)).

## Customization of the Curriculum

We designed this curriculum to be customizable by the instructor based on the following considerations:

- Audience
- Community
- Delivery method
- Time available

### *Audience:*

This curriculum is designed for a variety of audiences, including the general public, service providers, and people who may meet victims of sex trafficking through their work. We recommend audiences of no more than 50 people (40 people if delivered online). We encourage you to consider your audience every time you deliver the curriculum and find opportunities to link their connection to sex trafficking when considering what their next steps might be in Module 5.

### *Community:*

It is important to connect this topic to the community where the training is occurring. This includes noting characteristics (location, industries, individuals) of the community that may be attractive to traffickers when covering [Module 4](#). It is also important to

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<sup>2</sup> *Sage on the Stage to Guide on the Side*, Allison King, 1993

give information about local resources in [Module 5](#), highlighting community-specific programs or initiatives that participants may want to support.

*Delivery Method:*

You may deliver this curriculum in person or online. We have included tips for [delivering content online](#).

*Time:*

We recommend that you deliver this curriculum as we designed it – in a 90-minute block of time – especially when you are training people who may meet trafficking victims and survivors based on their work. We understand, however, that this may not always be possible. We developed a 60-minute version of this training for those situations. Additionally, you may be able to sufficiently educate social clubs, places of worship, the business community, and/or philanthropic groups using a 45-minute version of this curriculum. Shorter slide decks with modified slide notes are available upon request.

## Evaluating Training

*Why?*

Having participants evaluate their training experience gives us important feedback about whether we achieved our goals. Training evaluations can point out areas for improvement as well as communicate to stakeholders and funders the value and impact of the training. Evaluations also allow us to ask participants to consider what they plan to do because of their training experience, which prompts them to create a plan to apply what they have learned.

*How?*

You will have a better response rate if you encourage people to complete the evaluation before they leave the training. Include time in the overall training agenda for participants to complete the evaluation.

Consider using software to collect responses while participants are still in the training. [Poll Everywhere](#), [Survey Monkey](#), and [Mentimeter](#) have free versions that work for this purpose. If you are training in person and prefer not to use an electronic format, give people a hard copy evaluation form and collect them before they leave.

### *What?*

We recommend that you move beyond questions about whether people liked the training. Ask about what information was new to them and about their commitment to use what they learned. You will find a [sample training evaluation form](#) in the handout section.

## Training Schedule

The training schedule, shown below, breaks down the approximate amount of time allotted to each module. Because this training is highly interactive and discussion-based, it can be difficult to predict exact timing. While the timetable shows a total time of 75-minutes, we know it takes longer. We recommend scheduling 90-minutes to 2-hours for this training to allow for interactivity and audience engagement.

This training includes videos with traumatic stories. We strongly encourage you to always offer participants a 5- to 10-minute break, 45-minutes into your presentation.

### *90-minute version*

<b>Module</b>	<b>Time</b>	<b>Module</b>	<b>Time</b>
Welcome and Introductions	8	The Location	8
The Way it Happens	21	The Action	13
The Impact	25	<b>TOTAL TIME</b>	<b>75</b>

### *60-minute version*

<b>Module</b>	<b>Time</b>	<b>Module</b>	<b>Time</b>
Welcome and Introductions	6	The Location	7
The Way it Happens	20	The Action	8
The Impact	19	<b>TOTAL TIME</b>	<b>60</b>

### *45-minute version*

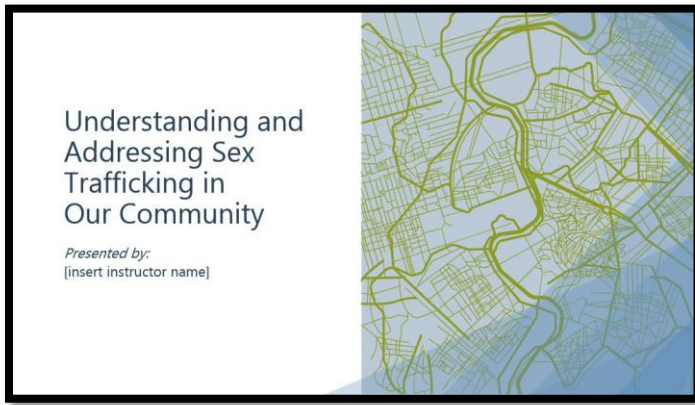
<b>Module</b>	<b>Time</b>	<b>Module</b>	<b>Time</b>
Welcome and Introductions	6	The Location	7
The Way it Happens	20	The Action	8
		<b>TOTAL TIME</b>	<b>41</b>

# Instructor Notes for In-Person Delivery

## Module 1: Welcome and Introduction

- Objective: To welcome participants, introduce the instructor(s), share logistical information, outline expectations, and review definitions of human trafficking, labor trafficking, and sex trafficking.
- Handouts: None
- Time: 8 minutes
- Prepare:
- Add name of instructor(s) on slide #1.
- Consider:
- What support will be available for participants who become distressed during training?
  - Should people ask questions as you go or hold until end?
  - Would it be helpful to allow folks to respond to the questions on slide #9 anonymously? If so, consider if using an engagement tool like Mentimeter to capture responses.
- Customize:
- What industries where labor trafficking occurs might be most relevant to the participants? Some of the industries where labor trafficking occurs include agriculture (tree farms, marijuana grows, nurseries); fishing; food (restaurants, canneries); door-to-door sales; and forced panhandling.
  - What locations where sex trafficking occurs are most relevant to your community?
- Learn:
- [Trafficking Victim Protection Act](#)
  - [OVCs' Faces of Human Trafficking series](#)

Slide 1:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"><li>• Show slide #1.</li><li>• Distribute handouts for all modules.</li></ul>
	Say	<ul style="list-style-type: none"><li>• Welcome participants.</li><li>• Thank the host.</li><li>• Introduce the topic.</li><li>• Introduce the instructor(s) (name, title, organization, trafficking task force and connection to the topic).</li></ul>
<b>Slide Time</b>		30 seconds

Slide 2:

**OVC Funding**

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<b>Facilitate</b>	Do	Show slide #2.
	Say	This training was created with OVC funding.
<b>Slide Time</b>		30 Seconds

Slide 3:



<b>Facilitate</b>	Do	Show slide #3.
	Say	<ul style="list-style-type: none"> <li>• This training will last 90-minutes.</li> <li>• We will take a 5-minute break.</li> <li>• The bathrooms are located...</li> <li>• The emergency exits are located...</li> <li>• This training will be interactive.</li> <li>• Your participation is important.</li> <li>• Have something to write on and with.</li> <li>• Stand up and move around as needed.</li> <li>• Ask questions as we go / Hold questions until the end.</li> </ul>
<b>Slide Time</b>		1 minute

Slide 4:



This presentation includes stories about traumatic experiences.

They include domestic violence, child abuse, and sexual assault.

We encourage you to take breaks as needed.

<b>Facilitate</b>	Do	Show slide #4.
	Say	<ul style="list-style-type: none"><li>• Today's training may be particularly difficult for those who have experienced trauma.</li><li>• The videos we will show you today have stories that include child sexual and physical abuse, domestic violence, sexual assault, pornography, and racism.</li><li>• This icon of the heart over the hand will appear throughout the training before we share traumatic information.</li><li>• Take care of yourself and step away, as needed.</li></ul>
<b>Slide Time</b>		30 seconds



Slide 5:



<b>Facilitate</b>	Do	Show slide #5.
	Say	<ul style="list-style-type: none"><li>• We will hear stories from survivors of sex trafficking.</li><li>• We will learn more about the dynamics of sex trafficking.</li><li>• We will talk about risk factors and vulnerabilities for sex trafficking.</li></ul>
	<b>Ask</b>	<b>By show of hands, how many of you have taken a training on human trafficking or sex trafficking before?</b>
	Say	I am hoping that by the time we leave here today, we will all have: <ul style="list-style-type: none"><li>• Greater empathy for survivors of sex trafficking.</li><li>• Ownership of the issue in our community.</li><li>• At least one step we can take to address it.</li></ul>
<b>Slide Time</b>		1 minute


Slide 6:



<b>Facilitate</b>	Do	Show slide #6.
	Say	<ul style="list-style-type: none"> <li>• The Trafficking Victim Protection Act was authorized in 2000 and continues to be reauthorized.</li> <li>• Reauthorization happens every few years to adjust the law as we learn more about human trafficking.</li> <li>• Human trafficking is a public health concern.</li> <li>• It impacts individuals, families, and communities across generations.</li> <li>• It is a crime that involves exploiting a person for labor, services, or commercial sex, which we will break down next.</li> </ul>
<b>Slide Time</b>		30 seconds

Slide 7:

**Labor Trafficking**



The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. 22 USC § 7102

<b>Facilitate</b>	Do	Show slide #7.
	Say	<ul style="list-style-type: none"> <li>• Labor trafficking is the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.</li> <li>• While we are not diving into labor trafficking in this training, it is important to know that it happens in Oregon.</li> <li>• It occurs in many different industries.</li> <li>• Some of the industries we might think about for our community are... (fill in for your community).</li> <li>• Some labor trafficking victims also experience sex trafficking.</li> <li>• For example, a person may be forced to work in agriculture and be forced to engage in sex acts with the owner and/or other workers.</li> </ul>
<b>Slide Time</b>		1 minute

Slide 8:

**Sex Trafficking**

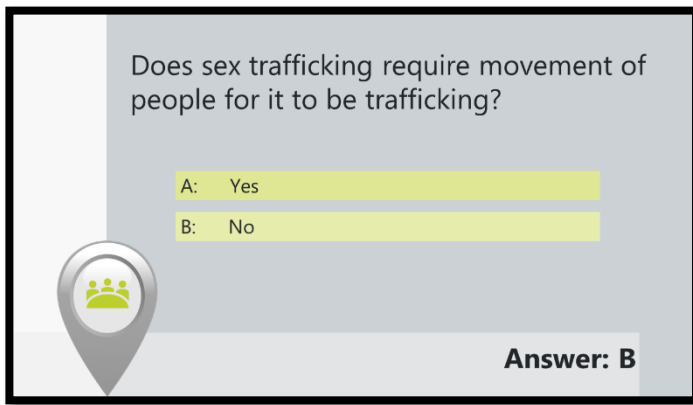


A commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

22 USC § 7102

<b>Facilitate</b>	Do	Show slide #8.
	Say	<ul style="list-style-type: none"> <li>• A 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.</li> <li>• It is important to remember four things about sex trafficking.             <ul style="list-style-type: none"> <li>○ People under the age of 18 are minors and cannot legally consent to sex. We should view any minor involved with commercial sex as a victim of trafficking.</li> <li>○ People over 18 can also be victims of sex trafficking. However, to prosecute their trafficker, it is necessary to prove force, fraud, or coercion. Providers may not need this type of proof for a victim to receive services.</li> <li>○ A victim can be trafficked out of their own home and within their own community, without ever having left the area. Trafficking does not require movement.</li> <li>○ A “commercial sex act” occurs when a person gives something of value in exchange for a sexual act. “Value” does not only mean money. It includes drugs, rent, food, higher status in a group, etc.</li> </ul> </li> </ul>
<b>Slide Time</b>		1 minute

Slide 9:



<b>Facilitate</b>	Do	Show slide #9.
	<b>Ask</b>	<b>Does sex trafficking require movement of people for it to be trafficking?</b>
	Say	Based on what we have just talked about, raise your hand if you think the answer is yes.
	Do	<ul style="list-style-type: none"> <li>• Click mouse once to have answer appear.</li> <li>• If some people answered this question wrong, let the group know that this is a common misconception about trafficking.</li> </ul>
	Say	<ul style="list-style-type: none"> <li>• Sex trafficking can involve movement between various places; however, movement of people is not what makes it a crime.</li> <li>• Remember, a victim can be trafficked out of their own home and/or in their own community.</li> <li>• When we dispel this common myth, we are better able to recognize victims in our community.</li> </ul>
<b>Slide Time</b>		1 minute

Slide 10:



<b>Facilitate</b>	Do	Show slide #10.
	<b>Ask</b>	<b>Where does sex trafficking happen?</b>
	Do	<ul style="list-style-type: none"> <li>• Invite people to respond.</li> <li>• Click mouse once to have list of locations appear.</li> </ul>
	Say	<ul style="list-style-type: none"> <li>• Not everyone in the sex industry is being trafficked, but sex trafficking could not flourish the way it does without the sex industry.</li> <li>• The internet makes all communities at risk for sex trafficking.</li> </ul>
<b>Slide Time</b>		1 minute



## Module 2: The Way it Happens

Objective: To increase participants' understanding of the dynamics of sex trafficking by reviewing the tactics used by traffickers.

Materials: PowerPoint file, laptop, projector, screen, speakers, slide clicker, sticky notes, charting paper, markers, tape, and timer.

Handouts: None

Time: 21 minutes

Prepare:

- Watch the Life Story's *Entry into the Life* video and note the tactics the traffickers used.
- This module has a video that includes audio. Make sure you will have speakers and you have checked the volume level before class begins.

Learn:

- [The Life Story](#)



Slide 11:



<b>Facilitate</b>	Do	Show slide #11.
	Say	<ul style="list-style-type: none"><li>• Our presentation today includes videos from The Life Story.</li><li>• The Life Story elevates the experiences and voices of those who have experienced sex trafficking.</li><li>• This video looks more closely at what led up to the trafficking.</li><li>• While you watch the video, listen to what the survivors say, paying close attention to what tactics the traffickers used.</li><li>• When we have finished the video, we will discuss what you noticed.</li><li>• This video includes descriptions of sexual assault, domestic violence, sexual exploitation, sex trafficking, and pornography.</li><li>• We encourage you to take a break if you need to.</li></ul>
<b>Slide Time</b>		1 minute

Slide 12:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"><li>• Show slide #12.</li><li>• Share video using link on screen or below.</li></ul>
<b>Slide Time</b>		8 minutes (includes video)
<b>Video Time</b>		7:27 minutes
<b>Link</b>		<a href="https://thelifestory.org/entry-into-the-life">https://thelifestory.org/entry-into-the-life</a>
<b>Acknowledgment:</b> The <i>Entry into the Life</i> video shared with permission from The Life Story, <a href="https://thelifestory.org/">https://thelifestory.org/</a> .		

Slide 13:



<b>Facilitate</b>	Do	Show slide #13.
	Say	<ul style="list-style-type: none"> <li>• We are going to talk about what we saw in the video.</li> <li>• First, I want to pause and acknowledge that the video is impactful.</li> <li>• It is hard to sit with it. But it is important to hear from people who have lived experience.</li> </ul>
<b>Slide Time</b>		10 minutes
<b>Entry Into the Life Exercise</b>	Do	<ul style="list-style-type: none"> <li>• Divide participants into small groups (4-5 people).</li> <li>• Give each group a pad of sticky notes.</li> </ul>
	Say	<ul style="list-style-type: none"> <li>• For 5 minutes, discuss the victim's introduction to trafficking.</li> <li>• Write down the tactics the trafficker used, one per note.</li> <li>• Decide who will be your group's speaker.</li> </ul>
	Do	<ul style="list-style-type: none"> <li>• Write "Tactics" on charting paper and tape to a wall.</li> <li>• Invite speakers to bring sticky notes to the front of the room.</li> <li>• Ask each speaker to share the tactics their group noticed and attach their notes to the "tactics" paper.</li> <li>• Share any of the tactics you noted from watching the film that participants did not mention.</li> </ul>

Slide 14:



<b>Facilitate</b>	Do	Show slide #14.
	Say	<ul style="list-style-type: none"><li>• To wrap up our discussion, traffickers target specific people based on their vulnerabilities.</li><li>• Then they manipulate them to keep them under their control.</li><li>• They commit acts of violence.</li><li>• Traffickers use all these tactics to control the victim.</li></ul>
<b>Slide Time</b>		1 minute

Slide 15:



<b>Facilitate</b>	Do	Show slide #15.
	Say	<ul style="list-style-type: none"> <li>• This infographic shows what trafficking looks like as a business model.</li> <li>• It highlights how structural inequalities such as racism, poverty, and gender bias create a potential supply of victims who are vulnerable to the manipulative tactics of traffickers.</li> <li>• This means trafficking has a disproportionate impact on people based on race, poverty, and gender bias. Traffickers use recruitment to pull victims into the industry of trafficking and turn them into a product.</li> <li>• The trafficker then sells them in different venues that feed the demand for sex.</li> <li>• One thing to point out is that this image is from a study that only focused on girls. The same is true for boys and everyone else. It is not exclusive to girls.</li> </ul>
<b>Slide Time</b>		1 minute

## Module 3: The Impact

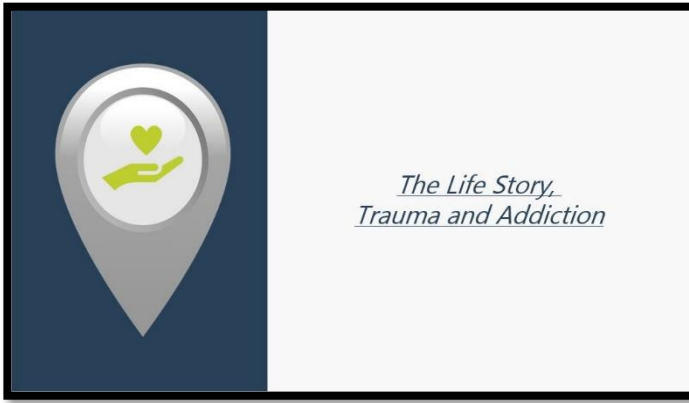
- Objective: To increase participants' understanding of the impact of sex trafficking and dispel myths about the sex industry.
- Materials: PowerPoint file, laptop, projector, screen, speakers, slide clicker, and timer.
- Handout: None
- Time: 25 minutes
- Prepare:
- Watch The Life Story's *Trauma and Addiction* video.
  - Note the ways that survivors coped with their trauma, as well as ways in which the survivors' stories in both videos might challenge what people have heard or think about the sex industry and sex trafficking.
  - This module has a video that includes audio. Make sure you will have speakers and you have checked the volume level before class begins.
- Consider:
- How does society portray the sex industry differently than what the survivors in the Life Story shared? Think about:
    - Consensual vs. Rape
    - Lucrative vs. Indebted
    - Glamorous vs. Damaging
- Learn:
- [The Life Story](#)
  - [Want to Do More?](#) (Polaris)

Slide 16:



<b>Facilitate</b>	Do	Show slide #16.
	Say	<ul style="list-style-type: none"><li>• Now that we have discussed the dynamics of sex trafficking, we will look at the impact it has on survivors.</li><li>• In this next video, survivors talk the trauma they experienced.</li><li>• While you watch the video, pay attention to the ways they coped with their victimization.</li><li>• When we have finished the video, we will discuss what you noticed.</li><li>• Again, as a reminder, this video includes descriptions of racism, sexual assault, sexual exploitation, substance abuse, eating disorders, sex trafficking, and pornography.</li><li>• We encourage you to take a break if you need to.</li></ul>
<b>Slide Time</b>		1 minute

Slide 17:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"><li>• Show slide #17.</li><li>• Share video using link on screen or below.</li></ul>
<b>Slide Time</b>		7 minutes (includes video)
<b>Video Time</b>		6:13 minutes
<b>Link</b>		<a href="https://thelifestory.org/trauma-and-addiction">https://thelifestory.org/trauma-and-addiction</a>
<b>Acknowledgment:</b> The <i>Trauma and Addiction</i> video shared with permission from The Life Story, <a href="https://thelifestory.org/">https://thelifestory.org/</a> .		



Slide 18:



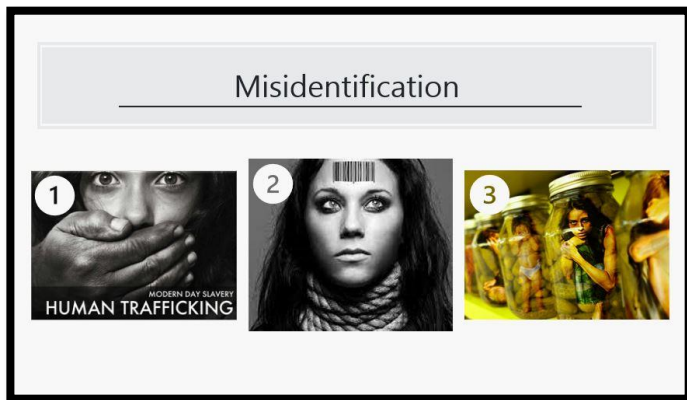
<b>Facilitate</b>	Do	<ul style="list-style-type: none"> <li>• Show slide #18.</li> <li>• Pause before speaking.</li> </ul>
	Say	<ul style="list-style-type: none"> <li>• We just heard hard stories about how these survivors coped with their experiences.</li> <li>• Remember, it is okay to take breaks when you need to.</li> <li>• Let's talk about what we saw.</li> </ul>
	Do	Complete the "Trauma and Addiction" exercise.
<b>Slide Time</b>		10 minutes
<b>Trauma and Addiction Exercise (7-min)</b>	Do	Have participants work in groups of 4-5.
	Say	<p>For 4 minutes, discuss:</p> <ul style="list-style-type: none"> <li>• How the survivors coped with trauma.</li> <li>• How the videos have challenged or reinforced messages you have heard about sex trafficking.</li> </ul>
	Ask	<ul style="list-style-type: none"> <li>• <b>What stood out from your discussion?</b></li> <li>• <b>How do the stories from the videos compare to what you have heard about sex trafficking?</b></li> </ul>

Slide 19:



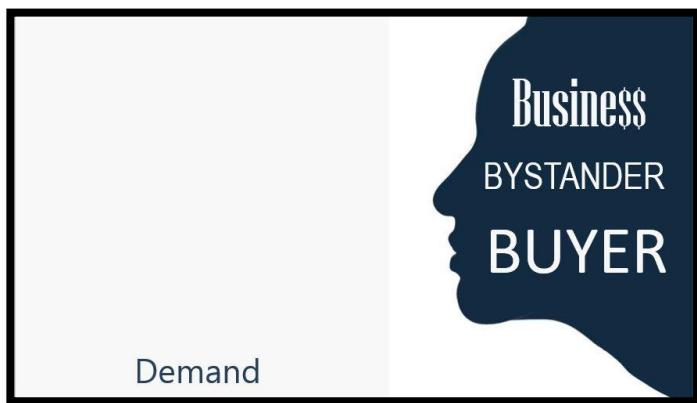
<b>Facilitate</b>	Do	Show slide #19.
	Say	<ul style="list-style-type: none"><li>• The messages portrayed about the sex industry is that it is fun, glamorous, and lucrative, but what we have been hearing from survivors is that the reality is much different.</li><li>• Separating fact from fiction is essential to bringing awareness to this issue and helping people recognize that trafficking happens in our own community.</li><li>• The media and social media share images that contribute to misinformation about trafficking.</li></ul>
<b>Slide Time</b>		1 minute

Slide 20:



<b>Facilitate</b>	Do	Show slide #20.
	Say	The images used to portray sex trafficking also have an impact.
	Ask	<ul style="list-style-type: none"> <li>• <b>How could these images contribute to misinformation about trafficking? What do they suggest?</b></li> <li>• <b>Does what they suggest match what you have learned?</b></li> <li>• <b>What is the problem with the images?</b></li> </ul>
	Do	<p>Debrief each image, as time allows. Examples of responses:</p> <ul style="list-style-type: none"> <li>• Image #1: trafficker controls who the victim speaks to and what they say.</li> <li>• Images #2 and #3: victimization will be easy to see; sensationalized image is not realistic.</li> <li>• Overall – these images only depict victims who appear to be white and female.</li> </ul>
<b>Slide Time</b>		5 minutes

Slide 21:



<b>Facilitate</b>	Do	Show slide #21.
	Say	<ul style="list-style-type: none"> <li>• There are 3 elements of demand:             <ol style="list-style-type: none"> <li>1. Businesses profit from the exploitation.</li> <li>2. Bystanders who do nothing and look the other way allow it to happen.</li> <li>3. Buyers, many of whom could be our neighbors, coworkers, prominent social figures, and loved ones create the demand for trafficking.</li> </ol> </li> <li>• Sex trafficking would not occur if there was no demand if there were no buyers.</li> <li>• We have included resources for demand reduction on the Resource Handout. They include the EPIK Project &amp; Demand Abolition.</li> </ul>
<b>Slide Time</b>		1 minute



## Module 4: The Location

Objective: To encourage participants to see trafficking in their own community.

Materials: PowerPoint file, laptop, projector, screen, speakers, and slide clicker.

Handout: None

Time: 8 minutes

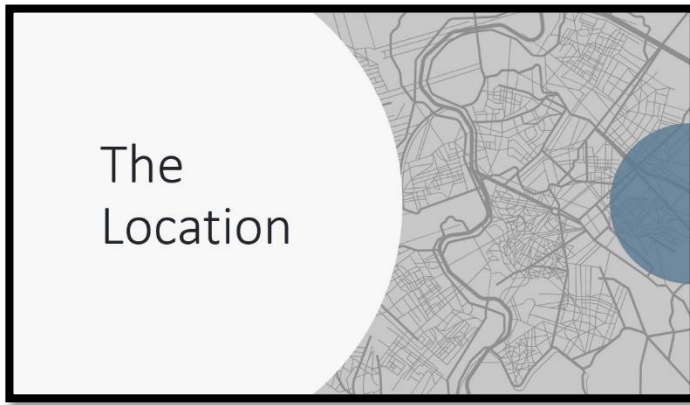
Prepare: 

- Review the [Rebecca Bender video](#).

Learn: 

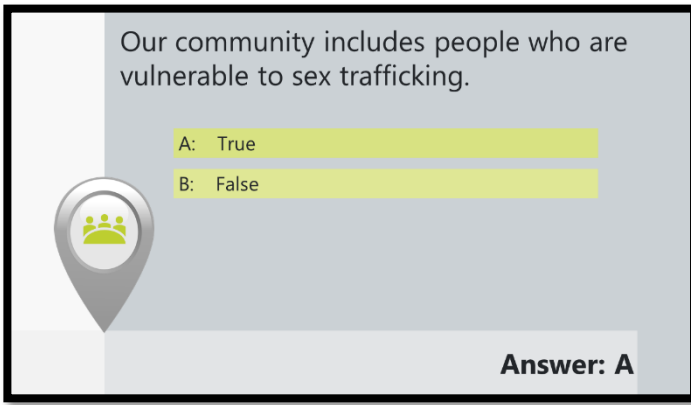
- The [Rebecca Bender Initiative](#).

Slide 22:



<b>Facilitate</b>	Do	Show slide #22.
	Say	<ul style="list-style-type: none"><li>• One barrier to ending trafficking is not acknowledging that it happens in our community.</li><li>• We will check our knowledge with a few true and false questions.</li></ul>
<b>Slide Time</b>		30 seconds

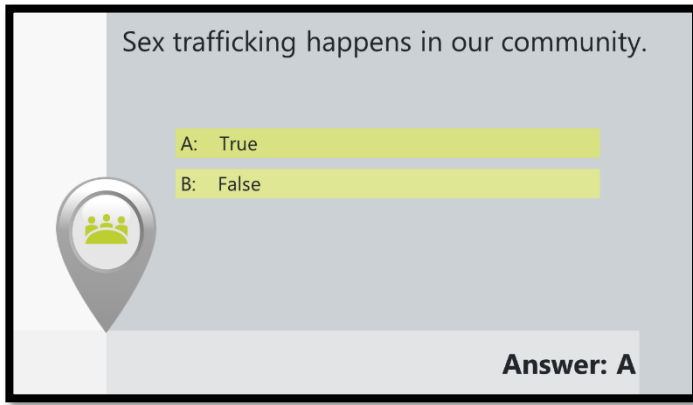
Slide 23:



<b>Facilitate</b>	Do	Show slide #23.
	<b>Ask</b>	<b>By show of hands, how many of you believe our community includes people who are vulnerable to sex trafficking?</b>
	Do	Click mouse once to have answer appear.
	Say	<a href="#">This statement is true.</a>
<b>Slide Time</b>		30 seconds

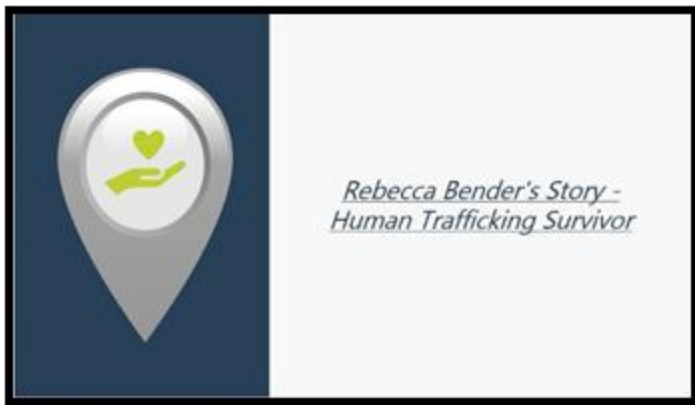


Slide 24:



<b>Facilitate</b>	Do	Show slide #24.
	<b>Ask</b>	<b>By show of hands, how many of you believe sex trafficking happens in our community?</b>
	Do	Click mouse once to have answer appear.
	<b>Say</b>	<b>This statement is true.</b>
<b>Slide Time</b>		30 seconds

Slide 25:



<b>Facilitate:</b>	Say	<ul style="list-style-type: none"> <li>• Next, we are going to watch a survivor, Rebecca Bender, who is from Oregon.</li> <li>• This video includes descriptions of sexual exploitation, sexual assault, and domestic violence.</li> <li>• We encourage you to take a break if you need to.</li> </ul>
	Do	Make sure you have selected closed captioning on the video player.
<b>Slide Time</b>		4 minutes (includes video)
<b>Video Time</b>		3:59 minutes
<b>Link</b>		<a href="https://www.youtube.com/watch?v=jHcoEY6gJJ0">https://www.youtube.com/watch?v=jHcoEY6gJJ0</a>
<b>Acknowledgment:</b> Video shared with permission from Rebecca Bender, <a href="https://www.rebeccabender.org">https://www.rebeccabender.org</a> .		

Slide 26:



<b>Facilitate</b>	Do	Show slide #26.
	<b>Ask</b>	<b>What stood out or surprised you from this video?</b>
	Do	Invite 2-3 people to respond.
	Say	<ul style="list-style-type: none"> <li>• All the videos we have seen today featured survivor leaders who are sharing their experience to make an impact.</li> <li>• Rebecca is an author, educator, and founder of the Rebecca Bender Initiative, which supports survivors.</li> <li>• The most important thing to remember is that one person or one program alone will not end sex trafficking.</li> <li>• Everyone can play a part in ending sex trafficking.</li> </ul>
<b>Slide Time</b>		2:30 minutes

## Module 5: The Action

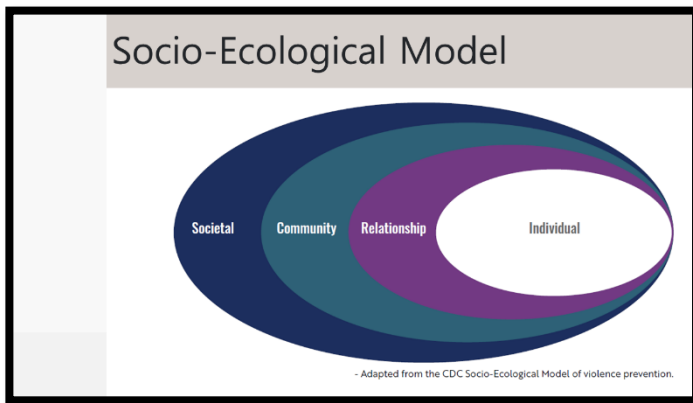
- Objective: To find ways for participants to address sex trafficking in their community.
- Materials: PowerPoint file, laptop, projector, screen, and slide clicker.
- Handouts: [Socio-Ecological Model](#)  
[Resource List](#)  
[Sample Training Evaluation](#)
- Time: 13 minutes
- Prepare:
- Use the [Sample Training Evaluation Form](#) to create an electronic evaluation for course.
  - Visit Oregon Department of Justice's [human trafficking page](#) to check for the most current information on Trafficking Intervention Tasks Forces.
- Customize
- Add local community resource information to the [Resource List](#).
  - Prepare an example of how participants can get involved at the community level (slide #28).
  - Add information about what the community is doing and how people can get involved on slide #32.
  - If a trafficking intervention task force is in place in the county, you should include it on slide #32.
  - Add your name and contact information on slide #33.
- Learn:
- [Socio-Ecological Model](#)

Slide 27:



<b>Facilitate:</b>	Do	Show slide #27.
	Say	<ul style="list-style-type: none"><li>• By now, you know that our community has people who are at risk for trafficking.</li><li>• You know trafficking happens in our community.</li><li>• Each of us has a role in ending sex trafficking in our community.</li></ul>
<b>Slide Time</b>		1 minute

Slide 28:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"> <li>• Show slide #28.</li> <li>• Reference the <a href="#">Socio-Ecological Model</a> handout.</li> </ul>
	Say	<ul style="list-style-type: none"> <li>• To brainstorm ideas of what we can do, we will use the socio-ecological model.</li> <li>• Take a moment to look at the handout.</li> <li>• This model has four levels (societal, community, relationship, individual).</li> <li>• There are actions that we can take at each one of the levels to create change in our community.</li> <li>• For example, on an individual level, you can share information you learned today with family, friends, or colleagues. At the community level, you can....</li> <li>• Take a minute to share other ideas you have for actions we can take on other levels of the model.</li> <li>• I encourage you to keep this handout.</li> <li>• I also want to challenge you to write down one thing you can do to make a difference.</li> </ul>
<b>Slide Time</b>		5 minutes

Slide 29:



<b>Facilitate</b>	Do	Show slide #29
	Say	<ul style="list-style-type: none"><li>• The State of Oregon recognizes that sex trafficking of minors is child abuse, and you should report it to the Oregon Child Abuse Hotline.</li><li>• If you are a mandatory reporter, and you suspect that a minor is being trafficked, you must report that information to the Child Abuse Hotline.</li></ul>
<b>Slide Time</b>		30 seconds

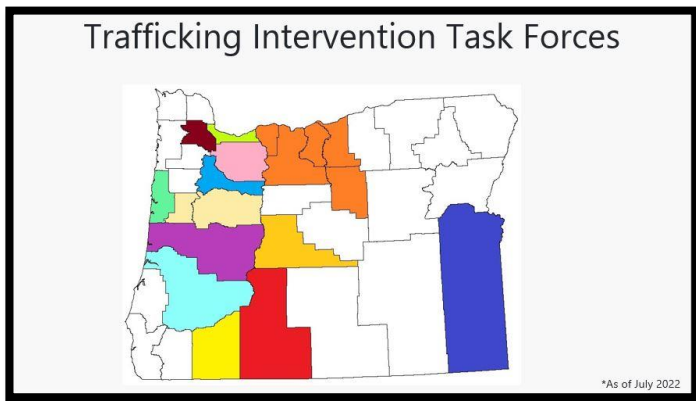
Slide 30:



<b>Facilitate</b>	Do	Show slide #30.
	Say	<ul style="list-style-type: none"> <li>• The Human Trafficking Hotline is a tollfree, nationwide phone number, text line, and live chat site where you can report trafficking.</li> <li>• The contact options are a resource for victims to get help and connect to local resources, wherever they are.</li> <li>• If you believe you may have information about a trafficking situation, use the online reporting form.</li> </ul>
<b>Slide Time</b>		1 minute



Slide 31:



<b>Facilitate</b>	Do	Show slide #31.
	Say	<ul style="list-style-type: none"> <li>• The Oregon Department of Justice helps task forces across the state.</li> <li>• This map shows where tasks forces are currently working on their community’s response.</li> <li>• The goal in Oregon is to have a “no wrong door approach” to addressing trafficking.</li> <li>• This approach means that people will recognize victims of trafficking and resources will be available to support victims of human trafficking, in every county, no matter what service or agency they reach out to for help.</li> </ul>
<b>Slide Time</b>		1 minute

Slide 32:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"><li>• Show slide #32.</li><li>• Reference Resource List.</li></ul>
	Say	<ul style="list-style-type: none"><li>• This is what is happening in our community to address sex trafficking.</li><li>• These are the ways you can get involved in our community to address sex trafficking.</li><li>• Also, we have given you a list of local, state, and national resources to help you take the next step.</li></ul>
<b>Slide Time</b>		1 minute

Slide 33:

**Thank you!**

[Presenter's Name]  
[Contact Info]



<b>Facilitate</b>	Do	Show slide #33.
	Say	<ul style="list-style-type: none"><li>• Thank you for taking time to learn about sex trafficking in our community.</li><li>• It is important for us to know how we did today. Please take a few minutes to complete an evaluation.</li></ul>
	Do	Share course evaluations.
	Say	<ul style="list-style-type: none"><li>• I have listed my contact information here.</li><li>• I will be here for a while and can answer questions that people might still have.</li></ul>
<b>Slide Time</b>		3 minutes

# Instructor Notes for Online Delivery

## Module 1: Welcome and Introduction

**Objective:** To welcome participants, introduce the instructor(s), share logistical information, outline expectations, and share definitions of human trafficking, labor trafficking, and sex trafficking.

**Handouts:** None

**Time:** 8 minutes

**Prepare:**

- Create a poll in Zoom that captures the question on slide #9.
- Add name of instructor(s) on slide #1.

**Consider:**

- Who will produce your session?
- What support will be available for participants who become distressed during training?
- Should people ask questions as you go or hold until end?

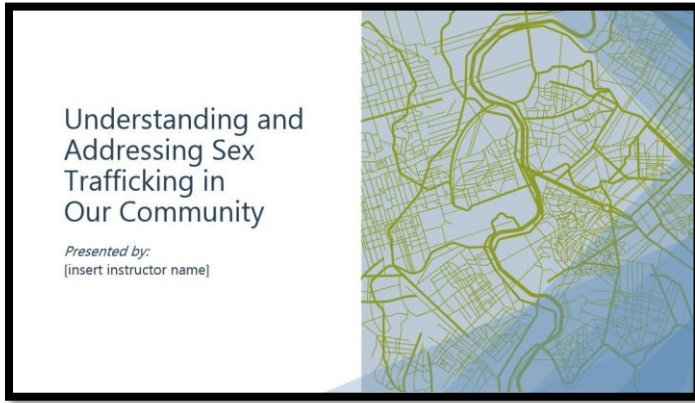
**Customize:**

- What industries where labor trafficking occurs might be most relevant to the participants? Some of the industries where labor trafficking occurs include agriculture (Christmas tree farms, marijuana grows, nurseries); fishing; food (restaurants, canneries); door-to-door sales; and forced panhandling.
- What locations where sex trafficking occurs are most relevant to your community?

**Learn:**

- [Delivering this Curriculum Online](#)
- [Trafficking Victim Protection Act](#)
- [OVCs' Faces of Human Trafficking series](#)

Slide 1:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"> <li>• Make sure your role in Zoom is “host” or “cohost.”</li> <li>• Share your screen to display slide #1.</li> <li>• Share your video throughout the session.</li> </ul>
	Say	<ul style="list-style-type: none"> <li>• Welcome participants.</li> <li>• Thank the host.</li> <li>• Introduce the topic.</li> <li>• Introduce the instructor(s) (name, title, organization, trafficking task force and connection to the topic).</li> <li>• If you have a co-host, be sure to introduce them here.</li> </ul>
<b>Slide Time</b>		30 seconds

Slide 2:

**OVC Funding**

This training was created with the support of grant 2019-NZ-NX-0034, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

The opinions, findings, and conclusions or recommendations expressed in this content are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

<b>Facilitate</b>	Do	Show slide #2.
	Say	This training was created with OVC funding.
<b>Slide Time</b>		30 Seconds

Slide 3:



<b>Facilitate</b>	Do	Show slide #3.
	Say	<ul style="list-style-type: none"><li>• This training will last 90-minutes.</li><li>• We will take a five-minute break.</li><li>• This training will be interactive.</li><li>• Your participation is important. You can type in the chat box or unmute, whichever is most comfortable.</li><li>• Have something to write on and with.</li><li>• Stand up and move around as needed.</li><li>• We hope you will share your video today.</li><li>• Ask questions as we go / Hold questions until the end.</li></ul>
<b>Slide Time</b>		1 minute

Slide 4:



<b>Facilitate</b>	Do	Show slide #4.
	Say	<ul style="list-style-type: none"> <li>• Today’s training may be particularly difficult for those who have experienced trauma.</li> <li>• The videos we will show you today have stories that include child sexual and physical abuse, domestic violence, sexual assault, pornography, and racism.</li> <li>• This icon of the heart over the hand will appear throughout the training before we share traumatic information.</li> <li>• Take care of yourself and step away, as needed.</li> <li>• Some of our training is not suitable for children.</li> <li>• If you have others in your space, use headphones to minimize their exposure to the materials.</li> </ul>
<b>Slide Time</b>		30 seconds



Slide 5:



<b>Facilitate</b>	Do	Show slide #5.
	Say	<ul style="list-style-type: none"> <li>• We will hear stories from survivors of sex trafficking.</li> <li>• We will learn more about the dynamics of sex trafficking.</li> <li>• We will talk about risk factors and vulnerabilities for sex trafficking.</li> </ul>
	<b>Ask</b>	<b>By show of hands, how many of you have taken a training on human trafficking or sex trafficking before?</b>
	Say	<p>I am hoping that by the time we leave here today, we will all have:</p> <ul style="list-style-type: none"> <li>• Greater empathy for survivors of sex trafficking.</li> <li>• Ownership of the issue in our community.</li> <li>• At least one step we can take to address it.</li> </ul>
<b>Slide Time</b>		1 minute


Slide 6:



<b>Facilitate</b>	Do	Show slide #6.
	Say	<ul style="list-style-type: none"> <li>• The Trafficking Victim Protection Act was authorized in 2000 and continues to be reauthorized.</li> <li>• Reauthorization happens every few years to adjust the law as we learn more about human trafficking.</li> <li>• Human trafficking is a public health concern.</li> <li>• It impacts individuals, families, and communities across generations.</li> <li>• It is a crime that involves exploiting a person for labor, services, or commercial sex, which we will break down next.</li> </ul>
<b>Slide Time</b>		30 seconds

Slide 7:

**Labor Trafficking**



The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. 22 USC § 7102

<b>Facilitate</b>	Do	Show slide #7.
	Say	<ul style="list-style-type: none"> <li>• Labor trafficking is the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.</li> <li>• While we are not diving into labor trafficking in this training, it is important to know that it happens in Oregon.</li> <li>• It occurs in many different industries.</li> <li>• Some of the industries we might think about for our community are... (fill in for your community).</li> <li>• Some labor trafficking victims also experience sex trafficking.</li> <li>• For example, a trafficker may force a person to work in agriculture and to engage in sex acts with the owner and/or other workers.</li> </ul>
<b>Slide Time</b>		1 minute

Slide 8:

**Sex Trafficking**

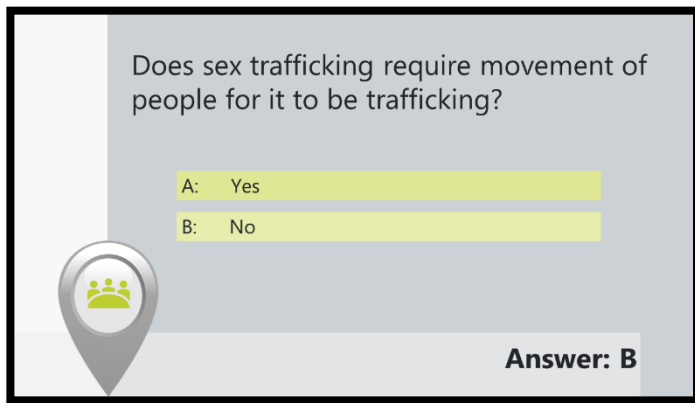


A commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

22 USC § 7102

<b>Facilitate</b>	Do	Show slide #8.
	Say	<ul style="list-style-type: none"> <li>• A 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.</li> <li>• It is important to remember four things about sex trafficking.             <ul style="list-style-type: none"> <li>○ People under the age of 18 are minors and cannot legally consent to sex. We should view any minor involved with commercial sex as a victim of trafficking.</li> <li>○ People over 18 can also be victims of sex trafficking. However, to prosecute their trafficker, it is necessary to prove force, fraud, or coercion. Providers may not need this type of proof for a victim to receive services.</li> <li>○ A victim can be trafficked out of their own home and within their own community, without ever having left the area. Trafficking does not require movement.</li> <li>○ A “commercial sex act” occurs when a person gives something of value in exchange for a sexual act. “Value” does not only mean money. It includes drugs, rent, food, higher status in a group, etc.</li> </ul> </li> </ul>
<b>Slide Time</b>		1 minute

Slide 9:



<b>Facilitate</b>	Do	Show slide #9.
	<b>Ask</b>	<b>Based on what we have just talked about, does sex trafficking require movement of people for it to be trafficking?</b>
	Do	<ul style="list-style-type: none"> <li>• Launch poll.</li> <li>• Close the poll.</li> <li>• Click mouse once to have answer appear on the slide.</li> <li>• If some people answered this question wrong, let the group know that this is a common misconception about trafficking.</li> </ul>
	Say	<ul style="list-style-type: none"> <li>• Sex trafficking can involve movement between various places; however, movement of people is not what makes it a crime.</li> <li>• Remember, a victim can be trafficked out of their own home and/or in their own community.</li> <li>• When we dispel this common myth, we are better able to recognize victims in our community.</li> </ul>
<b>Slide Time</b>		1 minute

Slide 10:



<b>Facilitate</b>	Do	Show slide #10.
	<b>Ask</b>	<b>Where does sex trafficking happen?</b>
	Do	<ul style="list-style-type: none"> <li>• Invite people to respond in the chat box.</li> <li>• Click mouse once to have list of locations appear.</li> </ul>
	Say	<ul style="list-style-type: none"> <li>• Not everyone in the sex industry is being trafficked, but sex trafficking could not flourish the way it does without the sex industry.</li> <li>• The internet makes all communities at risk for sex trafficking.</li> </ul>
<b>Slide Time</b>		1 minute



## Module 2: The Way it Happens

Objective: To increase participants' understanding of the dynamics of sex trafficking by reviewing the tactics used by traffickers.

Materials: PowerPoint file, laptop, projector, screen, speakers, slide clicker, sticky notes, charting paper, markers, tape, and timer.

Handouts: None

Time: 21 minutes

Prepare:

- Watch the Life Story's *Entry into the Life* video and note the tactics the traffickers used.
- This module has a video that includes audio. Make sure have shared your sound when sharing your screen. Check the volume level before class begins.

Learn:

- [The Life Story](#)



Slide 11:



<b>Facilitate</b>	Do	Show slide #11.
	Say	<ul style="list-style-type: none"> <li>• Our presentation today includes videos from The Life Story.</li> <li>• The Life Story elevates the experiences and voices of those who have experienced sex trafficking.</li> <li>• This video looks more closely at what led up to the trafficking.</li> <li>• While you watch the video, listen to what the survivors say, paying close attention to what tactics the traffickers used.</li> <li>• When we have finished the video, we will discuss what you noticed.</li> <li>• This video includes descriptions of sexual assault, domestic violence, sexual exploitation, sex trafficking, and pornography.</li> <li>• We encourage you to take a break if you need to.</li> <li>• If you experience problems with seeing or hearing content, turn off all the other applications on your computer and stop sharing your video.</li> </ul>
<b>Slide Time</b>		1 minute

Slide 12:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"><li>• Show slide #12.</li><li>• Share video using link on screen or below.</li></ul>
<b>Slide Time</b>		8 minutes (includes video)
<b>Video Time</b>		7:27 minutes
<b>Link</b>		<a href="https://thelifestory.org/entry-into-the-life">https://thelifestory.org/entry-into-the-life</a>
<b>Acknowledgment:</b> The <i>Entry into the Life</i> video shared with permission from The Life Story, <a href="https://thelifestory.org/">https://thelifestory.org/</a> .		

Slide 13:



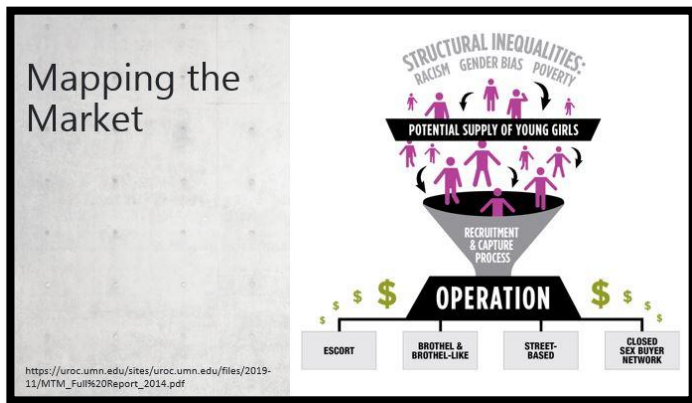
<b>Facilitate</b>	Do	Show slide #13.
	Say	<ul style="list-style-type: none"> <li>• We are going to talk about what we saw in the video.</li> <li>• First, I want to pause and acknowledge that the video is impactful.</li> <li>• It is hard to sit with it. But it is important to hear from people who have lived experience.</li> </ul>
	Do	Divide participants into breakout sessions (4-5 people).
	Say	<ul style="list-style-type: none"> <li>• For 5 minutes, discuss the victim's introduction to trafficking. Write down the tactics the trafficker used.</li> </ul>
	Do	<ul style="list-style-type: none"> <li>• Start breakout rooms. Close rooms after 5 minutes.</li> <li>• Welcome them back and ask them to list the tactics they discussed in the chat box.</li> <li>• Pause to allow people to type their responses.</li> <li>• Review the comments aloud, using names as often as possible.</li> <li>• Share any of the tactics you noted from watching the film that participants did not mention.</li> </ul>
<b>Slide Time</b>		10 minutes

Slide 14:



<b>Facilitate</b>	Do	Show slide #14.
	Say	<ul style="list-style-type: none"><li>• To wrap up our discussion, traffickers target specific people based on their vulnerabilities.</li><li>• Then they manipulate them to keep them under their control.</li><li>• They commit acts of violence.</li><li>• Traffickers use all these tactics to control the victim.</li></ul>
<b>Slide Time</b>		1 minute

Slide 15:



<b>Facilitate</b>	Do	Show slide #15.
	Say	<ul style="list-style-type: none"> <li>• This infographic shows what trafficking looks like as a business model.</li> <li>• It highlights how structural inequalities such as racism, poverty, and gender bias create a potential supply of victims who are vulnerable to the manipulative tactics of traffickers.</li> <li>• This means trafficking has a disproportionate impact on people based on race, poverty, and gender bias. Traffickers use recruitment to pull victims into the industry of trafficking and turn them into a product.</li> <li>• The trafficker then sells them in different venues that feed the demand for sex.</li> <li>• One thing to point out is that this image is from a study that only focused on girls. The same is true for boys and everyone else. It is not exclusive to girls.</li> </ul>
<b>Slide Time</b>		1 minute

## Module 3: The Impact

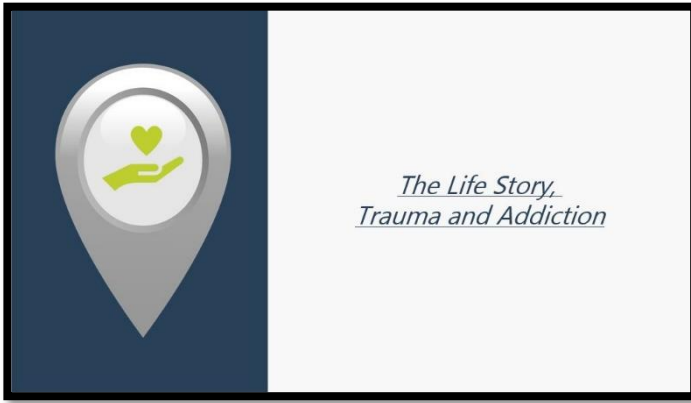
- Objective: To increase participants' understanding of the impact of sex trafficking and dispel myths about the sex industry.
- Materials: PowerPoint file, laptop, projector, screen, speakers, slide clicker, and timer.
- Handout: None
- Time: 25 minutes
- Prepare:
- Watch The Life Story's *Trauma and Addiction* video.
  - Note the ways that survivors coped with their trauma, as well as ways in which the survivors' stories in both videos might challenge what people have heard or think about the sex industry and sex trafficking.
  - This module has a video that includes audio. Make sure have shared your sound when sharing your screen. Check the volume level before class begins.
- Consider:
- How does society portray the sex industry differently than what the survivors in the Life Story shared? Think about:
    - Consensual vs. Rape
    - Lucrative vs. Indebted
    - Glamorous vs. Damaging
- Learn
- [The Life Story](#)
  - [Want to Do More?](#) (Polaris)

Slide 16:



<b>Facilitate</b>	Do	Show slide #16.
	Say	<ul style="list-style-type: none"><li>• Now that we've discussed the dynamics of sex trafficking, we will look at the impact it has on survivors.</li><li>• In this next video, survivors talk the trauma they experienced.</li><li>• While you watch the video, pay attention to the ways they coped with their victimization.</li><li>• When we've finished the video, we'll discuss what you noticed.</li><li>• Again, as a reminder, this video includes descriptions of racism, sexual assault, sexual exploitation, substance abuse, eating disorders, sex trafficking, and pornography.</li><li>• We encourage you to take a break if you need to.</li></ul>
<b>Slide Time</b>		1 minute

Slide 17:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"><li>• Show slide #17.</li><li>• Share video using link on screen or below.</li></ul>
<b>Slide Time</b>		7 minutes (includes video)
<b>Video Time</b>		6:13 minutes
<b>Link</b>		<a href="https://thelifestory.org/trauma-and-addiction">https://thelifestory.org/trauma-and-addiction</a>
<b>Acknowledgment:</b> The <i>Trauma and Addiction</i> video shared with permission from The Life Story, <a href="https://thelifestory.org/">https://thelifestory.org/</a> .		



Slide 18:



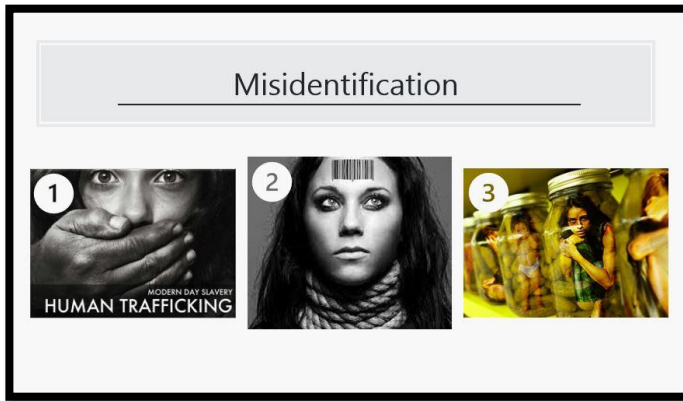
<b>Facilitate</b>	Do	Share your screen to display slide #18.
	Say	Let's talk about what we saw.
	Do	Complete the "Trauma and Addiction" exercise.
<b>Slide Time</b>		10 minutes
<b>Trauma and Addiction Exercise (7-min)</b>	Do	Create breakout rooms (4-5 people/room).
	Say	For 4 minutes, discuss: <ul style="list-style-type: none"> <li>• How the survivors coped with trauma.</li> <li>• How the videos have challenged or reinforced messages you have heard about sex trafficking.</li> </ul>
	Do	<ul style="list-style-type: none"> <li>• Type two discussion points from above into chat.</li> <li>• Start breakout rooms. Close them after 4 minutes.</li> </ul>
	Ask	<ul style="list-style-type: none"> <li>• <b>What stood out from your discussion?</b></li> <li>• <b>How do the stories from the videos compare to what you have heard about sex trafficking? (Chat/unmute)</b></li> </ul>

Slide 19:



<b>Facilitate</b>	Do	Show slide #19.
	Say	<ul style="list-style-type: none"><li>• The messages portrayed about the sex industry is that it is fun, glamorous, and lucrative, but what we have been hearing from survivors is that the reality is much different.</li><li>• Separating fact from fiction is essential to bringing awareness to this issue and helping people recognize that trafficking happens in our own community.</li><li>• The media and social media share images that contribute to misinformation about trafficking.</li></ul>
<b>Slide Time</b>		1 minute

Slide 20:



<b>Facilitate</b>	Do	Show slide #20.
	Say	<a href="#">The images used to portray sex trafficking also have an impact.</a>
	Ask	<ul style="list-style-type: none"> <li>• <b>How could these images contribute to misinformation about trafficking? What do they suggest?</b></li> <li>• <b>Does what they suggest match what you have learned?</b></li> <li>• <b>What is the problem with the images? (chat/unmute)</b></li> </ul>
	Do	<p>Debrief each image, as time allows. Examples of responses:</p> <ul style="list-style-type: none"> <li>• Image #1: trafficker controls who the victim speaks to and what they say.</li> <li>• Images #2 and #3: victimization will be easy to see; sensationalized image is not realistic.</li> <li>• Overall – these images only depict victims who appear to be white and female.</li> </ul>
<b>Slide Time</b>		5 minutes

Slide 21:



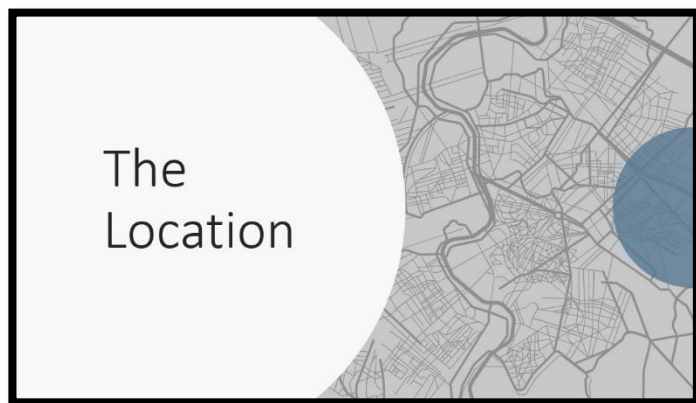
<b>Facilitate</b>	Do	Show slide #21.
	Say	<ul style="list-style-type: none"> <li>• There are 3 elements of demand:             <ol style="list-style-type: none"> <li>1. Businesses profit from the exploitation.</li> <li>2. Bystanders who do nothing and look the other way allow it to happen.</li> <li>3. Buyers, many of whom could be our neighbors, coworkers, prominent social figures, and loved ones create the demand for trafficking.</li> </ol> </li> <li>• Sex trafficking would not occur if there was no demand if there were no buyers.</li> <li>• We have included resources for demand reduction on the Resource Handout. They include the EPIK Project &amp; Demand Abolition.</li> </ul>
<b>Slide Time</b>		1 minute



## Module 4: The Location

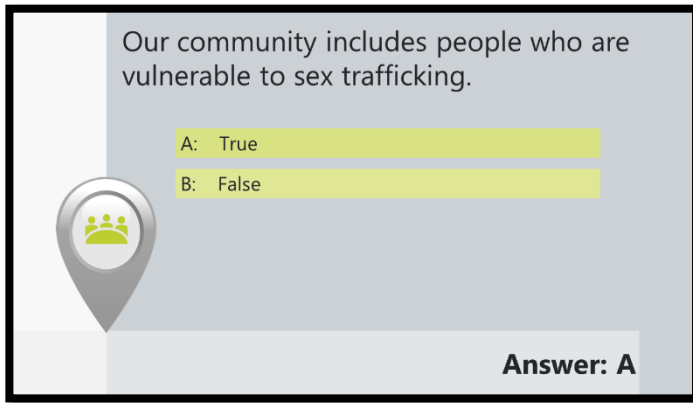
- Objective: To encourage participants to see trafficking in their own community.
- Materials: PowerPoint file, laptop, projector, screen, speakers, and slide clicker.
- Handout: None
- Time: 8 minutes
- Prepare:
- This module includes polls. If you are delivering online, create a poll in Zoom that captures the questions on slides 23 and 24.
  - Review the [Rebecca Bender video](#).
- Learn:
- The [Rebecca Bender Initiative](#).

Slide 22:



<b>Facilitate</b>	Do	Show slide #22.
	Say	<ul style="list-style-type: none"><li>• One barrier to ending trafficking is not acknowledging that it happens in our community.</li><li>• Let's test our knowledge with a few true and false questions.</li></ul>
<b>Slide Time</b>		30 seconds

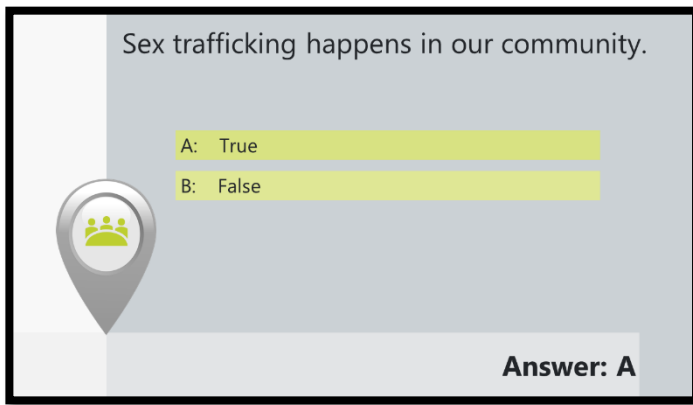
Slide 23:



<b>Facilitate</b>	Do	Show slide #24.
	Say	Let's take a poll.
	Ask	<b>What do you think? Our community includes people who are vulnerable to sex trafficking?</b>
	Do	<ul style="list-style-type: none"> <li>• Launch poll or use chat.</li> <li>• Close poll.</li> <li>• Click mouse once to have answer appear.</li> </ul>
	Say	This statement is true.
<b>Slide Time</b>		30 seconds

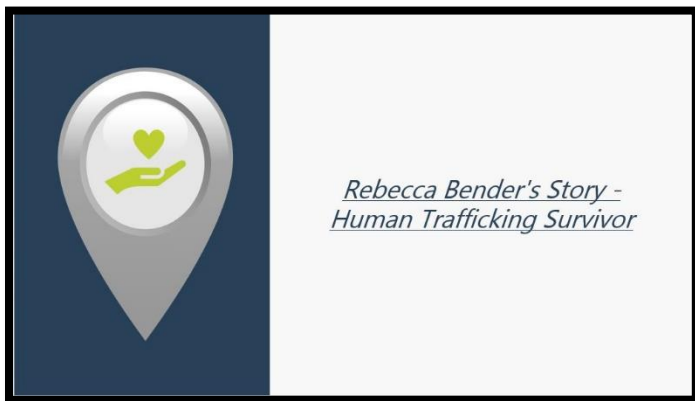


Slide 24:



<b>Facilitate</b>	Do	Show slide #24.
	<b>Ask</b>	<b>What do you think? Sex trafficking happens in our community?</b>
	Do	<ul style="list-style-type: none"><li>• Launch the poll.</li><li>• Close the poll.</li><li>• Click mouse once to have answer appear.</li></ul>
	Say	<a href="#">This statement is true.</a>
<b>Slide Time</b>		30 seconds

Slide 25:



<b>Facilitate:</b>	Do	Show slide 25.
	Say	<ul style="list-style-type: none"> <li>• Next, we are going to watch a survivor, Rebecca Bender, who is from Oregon.</li> <li>• This video includes descriptions of sexual exploitation, sexual assault, and domestic violence.</li> <li>• We encourage you to take a break if you need to.</li> </ul>
	Do	<ul style="list-style-type: none"> <li>• Open the browser and have the video ready to play.</li> <li>• Make sure you have selected closed captioning on the video player.</li> </ul>
<b>Slide Time</b>		4 minutes (includes video)
<b>Video Time</b>		3:59 minutes
<b>Link</b>		<a href="https://www.youtube.com/watch?v=jHcoEY6gJJ0">https://www.youtube.com/watch?v=jHcoEY6gJJ0</a>
<b>Acknowledgment:</b> Video shared with permission from Rebecca Bender, <a href="https://www.rebeccabender.org">https://www.rebeccabender.org</a> .		

Slide 26:



<b>Facilitate</b>	Do	Show slide #26.
	<b>Ask</b>	<b>What stood out or surprised you from this video? (unmute/chat)</b>
	Do	Invite 2-3 people to respond.
	Say	<ul style="list-style-type: none"> <li>• All the videos we have seen today featured survivor leaders who are sharing their experience to make an impact.</li> <li>• Rebecca is an author, educator, and founder of the Rebecca Bender Initiative, which supports survivors.</li> <li>• The most important thing to remember is that one person or one program alone will not end sex trafficking.</li> <li>• Everyone can play a part in ending sex trafficking.</li> </ul>
<b>Slide Time</b>		2:30 minutes

## Module 5: The Action

Objective: To find ways for participants to address sex trafficking in their community.

Handouts: [Socio-Ecological Model](#)  
[Resource List](#)  
[Sample Training Evaluation](#)

Time: 13 minutes

Prepare:

- Use the [Sample Training Evaluation Form](#) to create an electronic evaluation for course.
- Visit Oregon Department of Justice's [human trafficking page](#) to check for the most current information on Trafficking Intervention Tasks Forces in Oregon.

Customize:

- Add local community resource information to the [Resource List](#).
- Prepare an example of how participants can get involved at the community level (slide #28).
- Add information about what the community is doing and how people can get involved on slide #32.
- If a trafficking intervention task force is in place in the county, you should include on slide #32.
- Add your name and contact information on slide #33.

Learn:

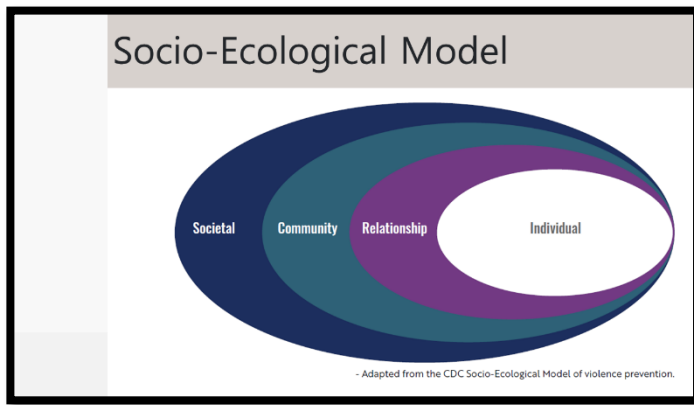
- [Socio-Ecological Model](#)

Slide 27:



<b>Facilitate:</b>	Do	Show slide #27.
	Say	<ul style="list-style-type: none"><li>• By now, you know that our community has people who are at risk for trafficking.</li><li>• You know trafficking happens in our community.</li><li>• Each of us has a role in ending sex trafficking in our community.</li></ul>
<b>Slide Time</b>		1 minute

Slide 28:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"> <li>• Show slide #28.</li> <li>• Share link in chat: <a href="https://justice.oregon.gov/crime-victims/pdf/ovcttac_socio_ecological_model_and_human_trafficking_508c_10_20_20.pdf">https://justice.oregon.gov/crime-victims/pdf/ovcttac_socio_ecological_model_and_human_trafficking_508c_10_20_20.pdf</a></li> </ul>
	Say	<ul style="list-style-type: none"> <li>• To brainstorm ideas of what we can do, we will use the socio-ecological model.</li> <li>• We shared a link to a handout with the model in the chat; take a second to open the document.</li> <li>• This model has four levels (societal, community, relationship, individual).</li> <li>• There are actions that we can take at each one of the levels to create change in our community.</li> <li>• For example, on an individual level, you can share information you learned today with family, friends, or colleagues. At the community level, you can....</li> <li>• Take a minute to share other ideas you have for actions we can take on other levels of the model.</li> <li>• I encourage you to save this handout.</li> <li>• I also want to challenge you to write down one thing you can do to make a difference.</li> </ul>
<b>Slide Time</b>	5 minutes	

Slide 29:



<b>Facilitate</b>	Do	Show slide #29.
	Say	<ul style="list-style-type: none"><li>• The State of Oregon recognizes that sex trafficking of minors is child abuse, and you should report it to the Oregon Child Abuse Hotline.</li><li>• If you are a mandatory reporter, and you suspect that a minor is being trafficked, you must report that information to the Child Abuse Hotline.</li></ul>
<b>Slide Time</b>		30 seconds

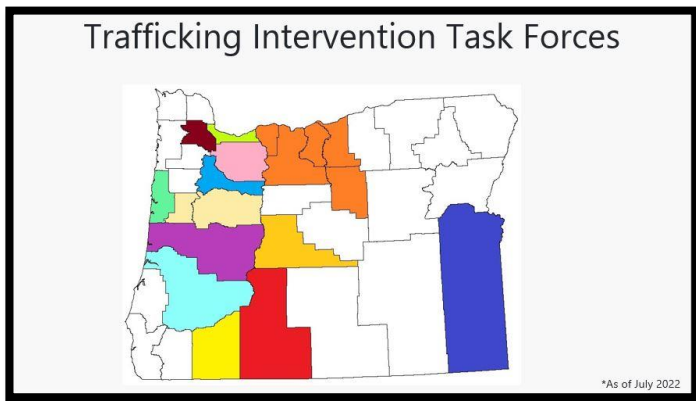
Slide 30:



<b>Facilitate</b>	Do	Show slide #30.
	Say	<ul style="list-style-type: none"> <li>• The Human Trafficking Hotline is a tollfree, nationwide phone number, text line, and live chat site where you can report trafficking.</li> <li>• The contact options are a resource for victims to get help and connect to local resources, wherever they are.</li> <li>• If you believe you may have information about a trafficking situation, use the online reporting form.</li> </ul>
<b>Slide Time</b>		1 minute



Slide 31:



<b>Facilitate</b>	Do	Show slide #31.
	Say	<ul style="list-style-type: none"> <li>• The Oregon Department of Justice helps task forces across the state.</li> <li>• This map shows where tasks forces are currently working on their community’s response.</li> <li>• The goal in Oregon is to have a “no wrong door approach” to addressing trafficking.</li> <li>• This approach means that people will recognize victims of trafficking and resources will be available to support victims of human trafficking, in every county, no matter what service or agency they reach out to for help.</li> </ul>
<b>Slide Time</b>		1 minute

Slide 32:



<b>Facilitate</b>	Do	<ul style="list-style-type: none"><li>• Show slide #32.</li><li>• Share <a href="#">Resource List</a> in chat.</li></ul>
	Say	<ul style="list-style-type: none"><li>• This is what is happening in our community to address sex trafficking.</li><li>• These are the ways you can get involved in our community to address sex trafficking.</li><li>• Also, we have given you a list of local, state, and national resources to help you take the next step.</li></ul>
<b>Slide Time</b>		1 minute

Slide 33:

**Thank you!**

[Presenter's Name]  
[Contact Info]



<b>Facilitate</b>	Do	Show slide #33.
	Say	<ul style="list-style-type: none"><li>• Thank you for taking time to learn about sex trafficking in our community.</li><li>• It is important for us to know how we did today. Please take a few minutes to complete an evaluation.</li></ul>
	Do	Add link to training evaluation in chat.
	Say	<ul style="list-style-type: none"><li>• I have listed my contact information here.</li><li>• I will be here for a while and can answer questions that people might still have.</li></ul>
<b>Slide Time</b>		3 minutes

# Appendices



## Appendix A: Materials Needed

For in-person delivery of this presentation, you will need the following items.

- PowerPoint file titled, "UAST September 2022"
- Computer
- Screen or Display
- Projector
- Speakers
- Optional slide advancer
- Handouts for the participants
- Sticky notes
- Chart/Easel paper
- Tape
- Markers
- Timer or Clock



## **Understanding and Addressing Sex Trafficking in Our Community Curriculum**

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### **Five Tips for Online Facilitation**

#### **#1 Use a producer.**

A producer is a person who supports the instructor during online training. Their help allows the instructor to focus on facilitating rather than addressing technical issues and needs.

A producer can:

- Help participants troubleshoot issues with technology.
- Prepare and launch polls and breakout sessions.
- Integrate and switch screens to display content, as needed.
- Monitor the chat box, calling attention to comments and questions that the instructor may have missed.
- Addressing questions in the chat box (as able).
- Dropping handout files into the chat box for participants.
- Mute participants when background noise is distracting.

Note: If you are not using a producer, your role in Zoom should be “host.” This enables you to launch polls and create/launch breakout sessions. If you are using a producer, your role in Zoom should be “co-host.” Your producer should be the “host.”

#### **#2 Connect with participants.**

Turn on your camera and share your video. This helps to create connection between the instructor and participants. Allow participants to choose whether their camera is on or off.

Use people’s names as often as possible. Take a moment at the beginning to ask people to make sure the name displayed for them is correct. Encourage them to include their pronouns as part of their displayed name.



### **#3 Engage participants.**

Best practice tells us we should engage with participants every 3-4 minutes during virtual training. Ways to engage with participants include:

- Pose questions to the group by using reactions (emojis), polls, the chat box, and inviting people to come off mute to share.
- Use breakout rooms to get people talking to each other. The ideal size for a breakout room is two people. Err on the side of giving less time than you think they will need to complete what you have asked them to do.
- Give 5-minute brain breaks every 55-minutes.
- Use mixed media.
- Encourage multiple ways for people to engage, including verbally (coming off mute) and by typing into the chat box.
- Mentimeter, Poll Everywhere, Mural, Miro, Kahoot, Sli.do, and Factile are free applications for engaging participants.

### **#4 Anticipate technical difficulties.**

Login to the presentation at least twenty minutes early to make sure you can open files, cue up videos, and open websites.

Keep trouble-shooting tips handy for yourself and for participants. For example, if you are experiencing problems with your connection, close all unneeded applications on your computer, stop sharing their video, and disconnect from a VPN if you are on one. Beforehand, check your internet speed online at <https://www.speedtest.net/>. Not sure what the results mean? Search online for "What is fast internet speed?" or "internet speed classifications" to interpret and find out ways to improve your results.

Have the telephone number to connect to the audio of the training available, along with your cellphone or landline telephone. Share your files with the host or producer so that they can share them if you end up having problems with your connection. Always have an email and cellphone number of the person the host and the producer.

## **#5 Practice, practice, practice.**

Volunteer to be the producer for someone else when they are instructing online. Host meetings using the platform where you will teach. The more you use the platform, the more confident you will feel.

Whenever possible, rehearse your presentation on the platform where training will occur. Check how the videos play. Look at the platform to find the tools you will use. Practice using the engagement tools (like polls and breakout sessions). This rehearsal is particularly important if you will deliver the training on someone else's platform. If you have a producer, be sure to include them in the rehearsal.

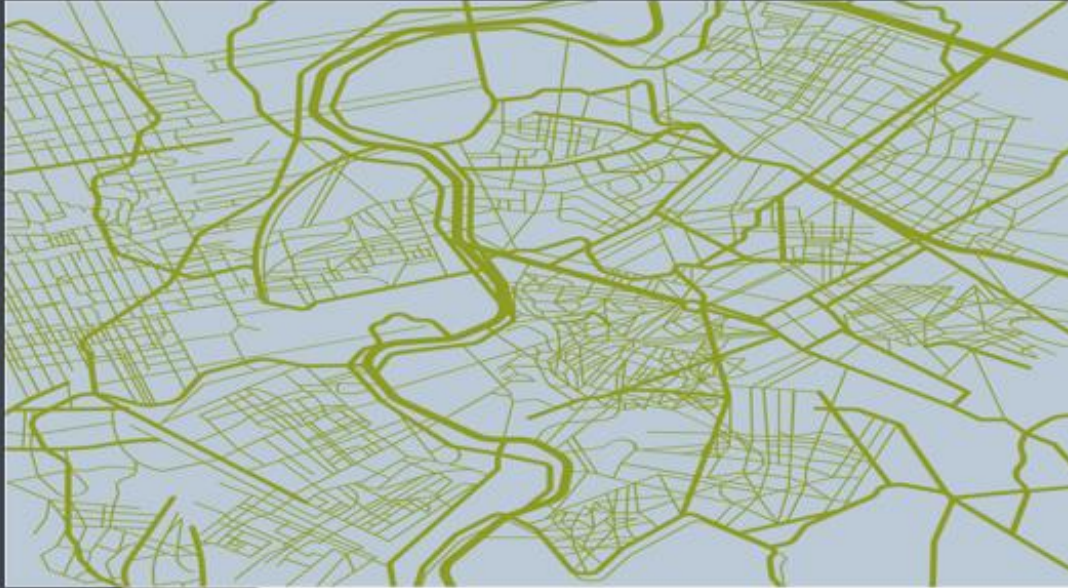
Explore the platform's support pages that are available online.

## **Helpful Links for Zoom**

Visit the [Zoom Learning Center](#) and learn more about:

- Getting started guide for new users
- Polling for meetings
- Sharing your screen
- File sharing
- Enabling breakout rooms
- Improving quality of video
- Meeting registration and polling reports





## Understanding and Addressing Sex Trafficking

Listen to stories from survivors that highlight the risks, vulnerabilities, and impact of sex trafficking.

[Date]

[Time]

[Location]

Register

For more information or if you require an accommodation to participate, please contact [insert name, email, and phone number for point of contact].



## Appendix D: Producer's Guide

### UAST Production Guide

NUMBER	Action	Time
9 (AFTER ST DEFINITION)	<b>Poll</b>	
13 (AFTER VIDEO)	<p><b>Breakout rooms</b></p> <ul style="list-style-type: none"> <li>• 4-5 people</li> </ul> <p><b>For Chat:</b> Discuss the victim's introduction to trafficking and tactics the trafficker used.</p> <p><b>Broadcast:</b> 1 minute remaining – who will be the reporter for the group?</p>	5 mins
18	<p><b>New breakout rooms</b></p> <ul style="list-style-type: none"> <li>• 4-5 people</li> </ul> <p><b>For Chat:</b> How the survivors coped with the trauma and how the videos have challenged or reinforced messages you have heard about sex trafficking.</p> <p><b>Broadcast:</b> 1 minute remaining – who will be the reporter for the group?</p>	4 mins
23	<b>Poll</b>	
24	<b>Poll</b>	
28	<b>For Chat:</b> Share Socio-ecological model handout ( <a href="#">link</a> or pdf)	
32	<b>For Chat:</b> Share Resource List handout	
33	<b>For Chat:</b> If you are using an evaluation, share the link.	



# Handouts





## RESOURCE LIST

**One action I commit to taking to address human trafficking is:**

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### Community Resources

[Trafficking Task Force] [website]	[At Risk Youth Program] [website]
[DV/SA Program] [website]	[Child Abuse Center] [website]
[Mental Health Program] [ website]	[Additional Program] [website]

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### Statewide Resources

Oregon T.R.I.P. <a href="http://www.doj.state.or.us/htresources">www.doj.state.or.us/htresources</a>	Oregon Child Abuse Reporting Hotline 1-855-503-SAFE (7233)
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### National Resources

Demand Abolition	<a href="https://www.demandabolition.org/">https://www.demandabolition.org/</a>
EPIK	<a href="http://www.epikproject.org">http://www.epikproject.org</a>
Freedom Network	<a href="https://freedomnetworkusa.org/">https://freedomnetworkusa.org/</a>
OVC Faces of Human Trafficking	<a href="https://ovc.ojp.gov/program/human-trafficking/faces-of-human-trafficking">https://ovc.ojp.gov/program/human-trafficking/faces-of-human-trafficking</a>
Polaris Project	<a href="https://polarisproject.org/">https://polarisproject.org/</a>
Rebecca Bender Initiative	<a href="https://www.rebeccabender.org/">https://www.rebeccabender.org/</a>
The Life Story	<a href="https://thelifestory.org/">https://thelifestory.org/</a>
National Human Trafficking Hotline	1-888-373-7888
Text "BeFree" 233733	Live Chat <a href="https://HumanTraffickingHotline.org">HumanTraffickingHotline.org</a>



## Training Evaluation

[Name of Training] [Date of Training]

1. Did the training meet your expectations? Yes/No  
If no, in what ways did the training fall short?
  
2. Please rate the following areas on a scale of 1 to 5, with 1 = unacceptable and 5 = outstanding.
  - a. The quality of the instruction
  - b. The quality of activities and interactions
  - c. The quality of the learning environment
  
3. Please indicate your agreement with the following statements on a scale of 1 to 5, with 1= strongly disagree and 5 = strongly agree.  
As a result of this course, I...
  - a. Have more empathy for victims and survivors of sex trafficking.
  - b. Am more aware that sex trafficking occurs in my community.
  - c. Know one thing I can do to address sex trafficking.
  - d. Commit to taking one step to address sex trafficking.
  
4. What, if anything, would you change about this training to improve it?
  
5. Please share one action step that you plan to take in the week to address human trafficking in your community.

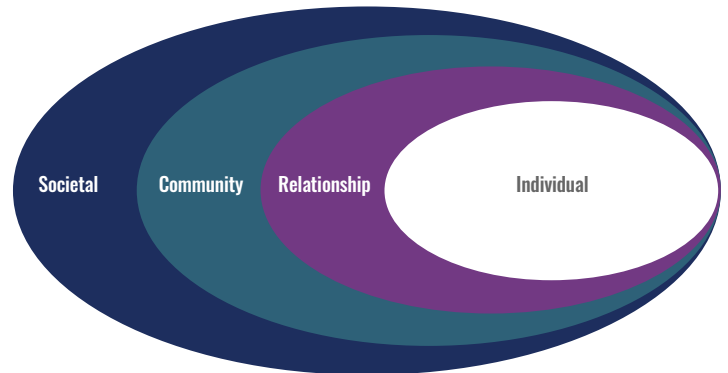


## Handout 3: Socio-Ecological Model



## SOCIO-ECOLOGICAL MODEL FOR VIOLENCE PREVENTION

The Centers for Disease Control and Prevention (CDC) socio-ecological model for violence prevention demonstrates how risk factors influence vulnerability to violence, and how protective factors may reduce risk of victimization. The CDC uses overlapping rings within the model to demonstrate that each level is deeply connected. The complex interplay of the levels within the socio-ecological model demonstrate how risk factors may increase vulnerabilities of victimization while also providing protective factors that may prevent victimization. This model is helpful to better understand the multi-faceted impacts on victims and survivors of human trafficking and how service delivery should encompass this multi-functional approach to identifying and responding to human trafficking.



- Adapted from the CDC Socio-Ecological Model of violence prevention.

### Individual

#### Examples of Individual Risk Factors

- Age, including minors and older adults.
- Lack of education (no high school diploma or higher education).
- Low income.
- Substance use.
- Disability.
- Experiencing or witnessing physical or psychological abuse.
- Exposure to other forms of trauma.

#### Examples of Individual Protective Factors

- Education stability.
- Steady income.
- Mental health supports.

### Relationship

#### Examples of Relationship Risk Factors

- Aggressive or violent peer behavior, such as bullying.
- Isolation or lack of social supports.
- Lack of support from family.
- Intimate partner violence.
- Lack of financial stability.

#### Examples of Relationship Protective Factors

- Peer support.
- Appropriate intervention for bullying.
- Family mental health resources.
- Parent and family social supports and educational programs.

### Community

#### Examples of Community Risk Factors

- Poverty.
- Lack of resources to build social supports and healthy relationships.
- Lack of intervention against violence, including intimate partner violence.

#### Examples of Community Protective Factors

- Access to resources that address and reduce poverty.
- Access to education.
- Education on substance use.
- Availability of mental health and social support resources.
- Supportive services and resources for individuals with disabilities.

### Societal

#### Examples of Societal Risk Factors

- Societal factors that influence exploitation of persons through sex and labor.
- Discrimination and income inequity.
- Laws and policies that limit access to health care, education, mental health resources, and economic stability.

#### Examples of Societal Protective Factors

- Education and awareness trainings that address social characteristics that condone violence against persons.
- Laws, policies, and funding that increase access to social services.