

MINIMUM EXPECTATIONS FOR HUMAN TRAFFICKING PREVENTION AND AWARENESS TRAINING FOR YOUTH

This document will be used for these intended purposes:

- 1. To satisfy 53G-9-207 amendment, provisions relating to human trafficking prevention and awareness training and instruction in public schools.*
- 2. To make potential providers aware of the required program concepts, which are bolded throughout the document. All bolded terms are minimum expectations in the curriculum and accompanying details should be treated as descriptive information to the bolded term.*

TRAINER EXPECTATIONS

Have familiarity with law: Read and understand Utah's laws regarding human trafficking, Utah Codes 53E-9-203, 76-5-308, 76-5-308.5, 76-5-309, 76-5-310, 76-5-311, and 78A-6-105.

Cultural differences and/or special populations: Be mindful of your own cultural upbringing and teach to the individual in equitable ways. Consider more specialized instruction when needed and use teaching aids and lessons that are adaptable for cultural relevance and special populations.

Curriculum adaptations for different ages: Curriculum content should be adapted for age groups dependent upon cognitive abilities and special populations.

Understanding human trafficking as a form of abuse: Curriculum content should include both sex and labor trafficking. See Utah Code 78A-6-105

REQUIRED PROGRAM CONCEPTS

- I. RECOGNIZING WARNING SIGNS AND IDENTIFYING CHILDREN WHO ARE VICTIMS AND AT RISK OF BECOMING VICTIMS**
 - a. Human trafficking:** Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against their will. Child victims exploited for commercial sex acts are human trafficking victims, even if force, fraud, or coercion are not used to compel their participation in those acts.
 - i. Sex trafficking means the recruitment, harboring, transporting, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such act has not attained 18 years of age. Sex trafficking can include digital trafficking, including the production and distribution of photographs, videos, and other media of underage victims through online social networks. Note: A child (under 18) cannot consent to any form of commercial sex. Thus, exchanging anything of value (money, food, water, shelter, controlled substances, a ride, etc.) for sex with a minor is a form of human trafficking where the minor is always the victim.
 - ii. Labor trafficking means the recruitment, harboring, transportation, provision,

obtaining, patronizing, or soliciting of a person for labor or services, using force, fraud, or coercion. (See Utah Code 76-5-308). Note: Labor trafficking can occur at industrial facilities, sweatshops, households, agricultural enterprises, or any other workplace. The key question is whether the victim's labor was obtained using force, fraud, or coercion.

Labor trafficking situations may include when a child:

- cannot leave their work environment or cannot quit to find another job
- shows signs of physical abuse or injury from employer
- appears to be fearful of or under the control of the person who employs them
- is threatened or afraid of being handed over to the authorities
- is forced to work under a threat of violence
- is demanded to work as a way of repaying a loan or service to the employer and their freedom is restricted
- is kept isolated and prevented from getting help, and their activities are restricted and are watched, escorted or guarded by associates of the traffickers.

- b. Grooming:** Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building "trust" with a youth and often with the youth's parent or other adults in their life.

Grooming tricks may include:

- Fake trustworthiness – pretending to be the youth's friend in order to gain their trust
- Fake romantic relationship – providing false feelings of love and affection
- Testing boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pantying, truth or dare, strip games, etc.)
- Touch – from regular, mostly comfortable non-sexual touch to "accidental" touch of private parts, often over time
- Intimidation – using fear, embarrassment, or guilt to keep a youth from telling anyone
- Sharing sexual material – capitalizing on a youth's natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc., of a sexual nature
- Breaking rules – encouraging a youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future
- Drugs and alcohol – breaking the rules (see above) and/or making the youth less able to stop the abuse because they're under the influence of a substance
- Communicating secretly – texting, emailing, through social media or calling in an unexpected way (parents don't know about it, it happens a lot, the youth is told to keep it a secret)
- Blaming and confusing – making the youth feel responsible for the abuse or what could happen to the youth, their family, or the abuser if the youth tells

anyone

- Giving gifts—traffickers may give gifts then expect a re-payment or may make the youth feel like they owe the trafficker in some way

For all these tricks, give examples of what a trafficker might say or do at different stages in the grooming process, pointing out how it might be hard to recognize at first, the gradual pace, and how it escalates over time.

- Human trafficking victims:** Human trafficking can happen to anyone. Most often the trafficker is someone the victim knows or has met (in the real world or online) and feels they can trust them. Youths who have been trafficked may feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as youths they are in no way to blame.
- Risk factors:** Certain traits or behaviors of a youth can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been victims of sextortion are also at risk for human trafficking and exploitation.
- Vulnerable populations:** Vulnerable youth populations include those involved in the Children Juvenile Justice System; Division of Child and Family Services (DCFS) and the foster care system; refugees and immigrant youth; homeless and runaway youth; lesbian, gay, bisexual, or transgender (LGBTQ+) youth; and American Indian/Native Alaskan youth.

II. HUMAN TRAFFICKING PREVENTION

- Be safe in various situations:** Youths should learn rules that keep them safe from people, places, and situations that make them feel unwelcomed, scared, uncomfortable, or confused. Remind youths they have the right to say “no” in any situation that makes them feel unsafe, and they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Youths should learn skills to get them out of situations as fast as possible when the person, place, or situation makes them feel unwelcomed, scared, uncomfortable, or confused.
- Appropriate use of technology:** Age-appropriate scaffolded curriculum should focus on teaching youths the norms of appropriate and responsible behavior regarding technology use. Give examples of appropriate and responsible behavior regarding technology use, and examples of behaviors that put the youths at risk to be in situations that make them feel unwelcomed, scared, uncomfortable, or confused.

According to the International Society for Technology, elements may include:

- Digital Etiquette: electronic standards of conduct or procedure
- Digital Communication: electronic exchange of information
- Digital Literacy: process of teaching and learning about technology and the use of technology
- Digital Access: full electronic participation in society

- Digital Commerce: electronic buying and selling of goods
 - Digital Law: electronic responsibility for actions and deeds
 - Digital Rights and Responsibilities: those freedoms extended to everyone in a digital world
 - Digital Health and Wellness: physical and psychological well-being in a digital technology world
 - Digital Security (self-protection): electronic precautions to guarantee safety
- c. **Appropriate adult behavior:** Age-appropriate scaffolded curriculum should focus on teaching youths what good adult behavior looks like. Modeling good adult behavior is a preferred method of teaching. Youths should be taught that they have the right to ask an adult to stop and can report any behavior that concerns them to a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Adults should not give gifts to youths and expect repayment or something in return.
- i. Examples may include:
 - Respecting a youth's requests for more personal space
 - Not touching private areas (unless medically necessary)
 - Keeping doors open if a youth is alone with an adult
 - Not telling jokes about private body areas
 - Not sharing personal or intimate details of his or her home life
 - ii. Labor trafficking means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for labor or services, using force, fraud, or coercion. (See U.C.A. 76-5-308). Note: Labor trafficking can occur at industrial facilities, sweatshops, households, agricultural enterprises, or any other workplace. The key question is whether the victim's labor was obtained using force, fraud, or coercion. Examples include:
 - Allowing youth to have access to their own documents, such as a birth certificate, passport, or visa
 - Providing payment for agreed-upon work outside of regular chores
 - Providing safe working conditions
 - Providing a safe work environment, free of physical, mental, and emotional threats and coercion
 - Not forcing the youth to "work off" a debt
 - Not forcing the youth to work long or late hours
 - Providing lunch breaks
- d. **Trust your feelings:** Youths should listen to themselves and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, inappropriate activities that make them feel uncomfortable, or inappropriate comments about their body or matters of a sexual nature, and more. They should communicate feelings with an adult they trust and keep telling until they receive help. Youths should also tell an adult if they suspect a friend is being trafficked or exploited in any way. "Gut" feelings can be an indicator that something is wrong or headed in that direction.

- e. **Body ownership:** Body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include how to recognize and respond to inappropriate activities.
- f. **No secrets about inappropriate activities:** If someone tells a youth to keep a secret about inappropriate activities, instruct the youth to tell another adult. Give scenarios to youths that all have the same answer: “Tell an adult you trust!” Include activities to help youths outline a safety plan, both physically and verbally.
- g. **Recognize general warning signs:** Age-appropriate scaffolded curriculum should focus on teaching youths how to recognize general warning signs of a friend possibly being trafficked or exploited. Remind youths how “red flags,” or indicators, can help alert law enforcement agencies, school administrators, staff, and parents to a human trafficking situation. Youths should be taught that no single indicator is necessarily proof of human trafficking. Recognizing the signs is the first step in identifying potential victims.
- i. Emotional signs: fear, sadness, mood changes, problem sleeping, acting out, refusing to be left alone with certain people, emphasis on keeping a secret
 - ii. Physical signs: an attempt to conceal scars or bruises, tattoos, hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings)
 - iii. Emphasize that if a friend reports to them, they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). This is not breaking a promise but being a good friend, so their friend isn’t hurt.
 - iv. If a friend is acting differently, encourage them to check in on that friend.
- h. **How to recognize warning signs of a person who is abusing a position of power or trust:** Age-appropriate scaffolded curriculum should focus on teaching youths how to recognize warning signs of a person who is abusing a position of power or trust. Remind youths how “red flags,” or indicators, can help alert law enforcement agencies, school administrators, staff, and parents to a human trafficking situation. Youths should be taught that no single indicator is necessarily proof of human trafficking. Recognizing the signs is the first step in identifying potential victims. Examples include:
- Person having a close personal relationship with youth
 - Person spending time alone with youth, time before or after school with youth, time in private spaces with youth, flirting with youth, and making off-color remarks
 - Reemphasize trusting intuition and that a person they like could still hurt them
 - Person may be in a position of power, such as an older youth, teacher, coach, parent, sibling, other relative, or employer
 - Person shows increased interest in, or isolation of, a youth
 - Person gives special attention and gifts to a youth or takes youth on special outings
 - Person constantly texts/calls youth
 - Person spends more time with youth than adults and tries to be alone with a youth
 - Person tries to isolate the youth from his or her friends and/or parents
 - Person displays behavior that may make a youth uncomfortable
 - Person insists on hugging, touching, kissing, tickling, or holding a youth even when the youth does not want this

- Person shows pictures or videos to a youth that makes them uncomfortable
- Person emphasizes secrecy
- Person uses secrecy, blame, or threats to maintain control
- Person may be charming, charismatic, and a pillar in the community
- Person may be respected and admired members of society

III. RESPONDING TO A DISCLOSURE

- a. **How to react if you suspect a friend is being trafficked or exploited:** Victims of human trafficking may not self-identify as a victim. Trafficking victims often blame themselves for their situation or feel responsible for it to some degree. Immediately report what you suspect to law enforcement.

Examples may include:

- Talk to an adult and tell them what you are worried about because they will know how to report to people who can help. Tell your own mom, dad, or grandparents so they can help. Talk to a teacher, principal, or school counselor so they can help. Talk to a police officer so they can help.
- Let your friend know you care about them and want to help them.
- Let your friend know it isn't their fault.
- Listen to what your friend is telling you and believe them.

IV. REPORTING

- a. **Create a reporting plan:** Youths should be provided necessary tools to know what human trafficking is and how to report it. Help them create a reporting plan that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being trafficked or if it's happening to you? What are the specific names you can write down today of adults you know you can trust to help you?
- b. **How to Report:** Telling an adult who can help about suspected trafficking or exploitation can lead to protecting the person being trafficked or exploited. No one deserves to be abused or afraid.
- i. Emergency call 911
 - ii. Utah Human Trafficking Tip line: 801-200-3443. The Utah Human Trafficking Tip Line is a 24-hour tip line run by the Utah Attorney General's office. Call the tip line to report about human trafficking. Leave a detailed message, along with your contact information, and an investigator from the SECURE Strike Force will return your call.
 - iii. National Human Trafficking Hotline: 888-373-7888 or text 233733 (BEFREE). National Human Trafficking Hotline: The National Human Trafficking Hotline is a national, toll-free hotline, available to answer calls, texts, and live chats from anywhere in the United States, 24 hours a day, 7 days a week, in more than 200 languages. The National Hotline's mission is to connect human trafficking victims and survivors to critical support and services to get help and stay safe, and to equip the anti-trafficking community with the tools to effectively combat all forms of human trafficking. The National Hotline offers round-the-clock access to a safe space to report tips, seek services, and ask for help.

- iv. Internet Crimes Against Children (ICAC) Tip line: 801-281-1211 or [email ICAC](#). Utah Attorney General's Internet Crimes Against Children Task Force is a multi-jurisdictional task force that investigates and prosecutes individuals who use the Internet to exploit children.

RESOURCES

Human Trafficking Specific:

- Emergency call 911
- Utah Human Trafficking Tip line: 801-200-3443.
- National Human Trafficking Hotline: 888-373-7888 or text 233733 (BEFREE)
- Refugee and Immigrant Center-Asian Association of Utah: 801-467-6060 or [email](#).

Additional Resources:

- [2-1-1 Local Information and Services](#)
- Utah Child Abuse and Neglect Reporting Hotline: 1-855-323-3237
- [Crime Victim Reparations](#): 1-800-621-7444
- [Utah Domestic Violence](#) LINKLine 1-800-897-LINK (5465)
- [National Domestic Violence Hotline](#) 1-800-799-SAFE (7233)
- [LGBTQ Youth Crisis Hotline and Support](#): 1-866-488-7386 or Text START to 678678
- [Poison Control](#): 1-800-222-1222
- [National Runaway Safeline](#): 1-800-RUNAWAY (786-2929) or text 66008
- [Rape Recovery Center](#) 24/7 Crisis Line: 801-467-7273
- [Utah Coalition Against Sexual Assault](#) for unlisted resources [email](#) or (801) 746-0404
- Statewide 24-hour Sexual Violence Crisis and Information Hotline 801-421-1100
- [National Sexual Assault Hotline](#) 1-800-565-HOPE (4673)
- [Suicide Prevention](#): 24/7 Crisis Line: 1-800-273-TALK
- VINE-Utah Department of Corrections: 1-877-884-8463 (Provides victims with information regarding the custody status of convicted offenders.)