

# Child Trafficking Prevention Education Implementation Plan



<b>State Board of Education Rule:</b>	<a href="#">6A-1.094123</a> Child Trafficking Prevention Education
Name of the School District	Collier County Public Schools
Superintendent of the School District	Dr. Kamela Patton
Implementation Period: (MM/YY – MM/YY)	08/16/2021-6/2/2022
Submission Date to the Commissioner	12/1/2021
Direct URL to the Implementation Plan as posted on the school district website	<a href="https://www.collierschools.com/healtheducation">https://www.collierschools.com/healtheducation</a>
School District Contact(s) for this Plan <i>(name and email address)</i>	Tracy Bowen <a href="mailto:bowentr@collierschools.com">bowentr@collierschools.com</a>

Select the specific subject area(s) of the courses in which instruction will be delivered:			
<input checked="" type="checkbox"/> Art – Visual Arts	<input type="checkbox"/> Experimental Education	<input checked="" type="checkbox"/> Peer Counseling	<input checked="" type="checkbox"/> World Languages
<input checked="" type="checkbox"/> Computer Education	<input checked="" type="checkbox"/> Health Education	<input checked="" type="checkbox"/> Physical Education	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Dance	<input type="checkbox"/> Library Media	<input type="checkbox"/> Research/Critical Thinking	
<input checked="" type="checkbox"/> Drama – Theatre Arts	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	
<input checked="" type="checkbox"/> English/Language Arts	<input checked="" type="checkbox"/> Music Education	<input checked="" type="checkbox"/> Social Studies	

Select the qualification(s) of the instructors:
<input checked="" type="checkbox"/> Florida Certified Teacher <input checked="" type="checkbox"/> Community-based Expert <input checked="" type="checkbox"/> School Nurse <input checked="" type="checkbox"/> School Counselor <input checked="" type="checkbox"/> School Psychologist <input checked="" type="checkbox"/> Other

Please explain the rationale for delivering the instruction in the courses selected above for each grade level.

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5: Health Education in the traditional classroom environment allows students to build trust and supportive relationships, where communication and learning is more practical for this content area. However, due to the strong connections to internet and applications, computer technology/instructional resource environments are necessary overlaps. In addition, our Youth Relations Deputies cover protecting ourselves in the community and online through their new LEAD program for 5<sup>th</sup> grade.

6: The Science classroom allows for an evidenced-based, scientific approach to looking at data, scientific method, and hypothesis generation. However, other areas of overlap occur from direct instruction in Physical Education and Instructional Resource courses, which provide additional layers such as personal safety, dangers in our community, dangers associated with internet and application use. As well as protective factors such as building self-confidence, positive body image, friendships, trusting instincts “if something doesn’t seem right, it probably isn’t right,” traveling in groups, always have an out, parents/trusted adults’ safe word, etc.

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9: Health and Physical Education courses, particularly the HOPE course, provides a direct connection to health standards and practices. There are various connections to personal and internet safety, human trafficking, dangers of luring, catfishing, unprotected app use and developing a false sense of trust, in addition to the general protective factors covered such as positive relationships, establishing trust with adults, positive body image and confidence as well as healthy decision-making, negotiation and reasoning skills. Without state required stand-alone health classes for each grade level, use of other courses with various teaching certifications are necessary at the High school level to ensure component is covered yearly.

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Please describe the methods for delivering the instruction for each grade level.

K: Classroom teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker experts, etc.

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5: Classroom teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker experts, etc.

6: Classroom Science teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentation, etc.

7: Classroom Science teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentation, etc.

8: Classroom Science teacher, direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentation, etc.

9: Health and/or Physical Education teacher or other assigned staff for direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentation, etc.

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12: Health and/or Physical Education teacher or other assigned staff for direct instruction, small group activities, video/media segments, digital application lessons, speaker expert presentations, etc.

Please describe the materials and resources that will be utilized to deliver the instruction for each grade level.

A Focus on Required DOE Topic Areas as age appropriate and sensitive to developmental needs:

- Signs of human trafficking
- What do we look for in a victim?
- What do you avoid online and why?
- How vulnerabilities are connected to trafficking
- Lures/grooming signs
- Information on prevalence of human trafficking
- How often it occurs, who it occurs to, how it begins, why it is happening, facts/stats
- Information on the nature of human trafficking
- What is trafficking and exploitation
- Types of trafficking/traffickers
- What different strategies and lures might be used – playing on vulnerabilities and childhood traumas
- Strategies to reduce the risks of human trafficking
- Avoiding oversharing, posting vulnerabilities, sending/sharing things that can be exploited, digital awareness, have ways out planned, etc.
- Techniques to set healthy boundaries
- Knowing what an exploiter or trafficker does can help you build clear boundaries
- Awareness of national, state and local resources

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- How to safely seek assistance
- What teens and others can look for to offer support or reach out on their behalf, remembering it is not their fault and they do have a choice and there are people to help keep them safe
- Information on how social media and mobile device applications are used for human trafficking
- Online predator behavior, oversharing, vulnerabilities displayed, grooming, types of traffickers use different methods, turn off locations, never go anywhere to meet someone alone, etc.

K: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: the dangers around us, whether in person or on the internet, including privacy, safety, and common sense. Additionally, when something feels wrong, tell a trusted adult; if approached by a stranger, say no, run away, and tell someone; danger is not always from a stranger.

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- Utilize Prevention Advocates from the Shelter for Abused Women and Children to present “Hands are for Helping Not Hurting.” Topics include: identifying and talking to trusted adults if something does not seem right, if someone is being hurt, or if there is something that is scary or worrying them at home related to violence, abuse, trafficking, etc. and how and where to get help.

2: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: the dangers around us, whether in person or on the internet, including privacy, safety, and common sense. Additionally, when something feels wrong, tell a trusted adult; if approached by a stranger, say no, run away, and tell someone; danger is not always from a stranger.

3: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: Identifying dangers at a playground, in a mall and on the internet, possible lures and staying safe whether in person or on the internet. Specific attention to digital footprint and how there are people out there that want to do harmful things with this information. Protect Your “Selfie,” including all personal info.

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5: Lauren’s Kids (Safer, Smarter Kids), Harcourt Health and Fitness Florida Edition, NetSmartz with a focus on: Identifying dangers in many places including in person and online, determining possible lures and staying safe whether in person or on the internet. Focus on Cyber threats and Cyberbullying – see something that is not right, seems off say something to a trusted adult. Provide sample scenarios, one includes online luring.

6: Lauren’s Kids (Safer, Smarter Teens), 1- 45-minute lesson created by district and Science team includes, dangers of unsafe internet and application use, possible luring, description of human trafficking, “see something odd, say something,” “if it feels off, it probably is,” responsible decision-making, using common sense.

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- Additional Digital Awareness and Trafficking Prevention 5-minute video created by District Communication Team.
- The Shelter for Abused Women and Children’s Healthy Friendships Presentation is optional at 6<sup>th</sup> grade

7: Lauren’s Kids (Safer, Smarter Teens), 1- 45-minute lesson created by district and Science team includes, dangers of unsafe internet and application use, possible luring, introduction to human trafficking, “see something odd, say something,” “if it feels off, it probably is,” responsible decision-making, using common sense and protective factors. Scenarios utilized.

- Includes presentation from The Shelter for Abused Women and Children Education Advocates, on identifying and preventing violence, protecting oneself from dangerous situations, potentials for trafficking and seeking help from trusted adults and resources as well as building protective factors and positive friendships/relationships.
- Additional Digital Awareness and Trafficking Prevention 5-minute video created by District Communication Team.

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- Additional Digital Awareness and Trafficking Prevention 5-minute video created by District Communication Team.

9: Series of brief videos that provide prevention education information, resources and alternatives covering FL Department of Education standards for digital and internet safety, child trafficking and violence prevention.

- HOPE courses provide:

1-2, 45-minute lessons on Trafficking Prevention and safe use of online applications, developing a plan and reacting to scenarios.

1 – 45-minute presentation from The Shelter for Abused Women and Children Education Advocates, on identifying and preventing violence, protecting oneself from dangerous situations, potentials for trafficking and seeking help from trusted adults and resources as well as building protective factors and positive friendships/relationships, including setting boundaries and positive self-esteem/self-worth.

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1 – 45-minute presentation from The Shelter for Abused Women and Children Education Advocates, on identifying and preventing violence, protecting oneself from dangerous situations, potentials for trafficking and seeking help from trusted adults and resources as well as building protective factors and positive friendships/relationships, including setting boundaries and positive self-esteem/self-worth.

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In grades 9-12 additional opportunities may include:

- Other interactions with content may occur through technology courses, Career and Technical Education (CTE) courses or school-specific presentations offered individually to specific classes or by large group assemblies and may include community experts, school counseling staff, Youth Relation Deputies (YRDs), school nurse, and The Shelter for Abused Woman and Children’s other programs, etc.