



# Ages 4-7

| Day & Topic                               | Goal  | What to say  |
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| <b>Day 1: What is human trafficking?</b>  | Define using a simple story.                                    | "Sometimes, bad people trick or force others to do things they don't want to do, like work for no money or do something dangerous. This is human trafficking. Can you think of a time when someone made you do something that you didn't want to do and made you feel uncomfortable or unsafe?"  |
| <b>Day 2: Identifying potential risks</b> | Role-play safe and unsafe secrets.                              | "Let's talk about secrets! Some secrets are fun, like surprises for someone's birthday. But some secrets can be bad, like if someone asks you to keep a secret that makes you feel scared or uncomfortable. Someone who asks you to keep an unsafe secret is an unsafe person. It's important to tell a grown-up you trust about those secrets so we can help you stay safe. Can you think of some more examples of good secrets versus bad secrets?"  |
| <b>Day 3: Online safety</b>               | Explain the importance of keeping personal information private. | <p>Despite parents using privacy controls, with the constant influx of new apps and games, visits to friends or even school internet access, our kids' can still be exposed to risks online. Teach your child to keep personal information private using this conversation starter:</p> <p>"Let's talk about staying safe online! Imagine you're online, and someone you don't know in real life asks where you live. What should you do?"</p> <p>"There are a few bad people online who pretend to be kids to try to trick kids. Never tell someone you don't know <b>in real life</b> where you live and other personal information. Can you think of other types of personal information?" (e.g. name, phone number, school, sports team, etc.)</p> |

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| <b>Day 4: Healthy relationships and boundaries</b> | Practice saying "no" in different scenarios.      | <p>After teaching your child the correct names for their body parts, grab a hula hoop or create a circle around your child with a rope, string or tape.</p> <p>"This is like your personal boundary, and your private parts (areas covered by a bathing suit) are inside that personal space, aren't they? If someone crosses your boundary—maybe they want to hug you or maybe they ask you to do something that makes you feel uncomfortable—like a gut uh-oh feeling—say 'No, I don't want to do that.' Don't be afraid of hurting their feelings. If they really care about you, they'll respect your boundaries.</p> <p>And remember, no one should see or touch your private parts unless you're hurt there and need help, or are at the doctor's office with your parent. Let's roleplay and practice saying NO when I put my foot or hand across the line!"</p> |
| <b>Day 5: Seeking help</b>                         | Identify trusted adults and safe spaces.          | <p>"You can always come to me if you feel that "uh oh" feeling, or if you're scared or worried. Or if you think a friend needs help. You won't be in trouble and you're not tattling. I'm here to help you. Who are some other trusted adults that you would feel safe to talk to?"</p>   |
| <b>Day 6: Community awareness</b>                  | Identify community superheroes.                   | <p>"There are people in our community who help keep us safe, just like superheroes! Who are our community superheroes?" (e.g. police, firefighters, nurses, teachers, anti-trafficking organizations, etc.)</p>   |
| <b>Day 7: Empowerment and prevention</b>           | Encourage personal strengths and self-confidence. | <p>"You are your own unique person and that is amazing. We all excel in our own way. What do you like most about yourself?" (adapted from the Canadian Human Trafficking Hotline)</p>   |



# Ages 8-11

| Day & Topic                        | Goal                                      | What to say   |
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| Day 1: What is human trafficking?  | Discuss human trafficking and statistics. | <p>"Did you know that there are people right now in our country who are being treated unfairly and forced to do things they don't want to do? 'Traffickers don't always look like what we think "bad guys" should look like. They can seem friendly, kind and like a good person...like a friend or someone we look up to.</p> <p>However, that is how they convince someone to do things for them, so they can make money. Traffickers don't care about the victim's happiness; they often hurt people, make them work for little or no money, and make them do things they don't want to do.'" ~Truckers Against Trafficking</p> <p>Play a game of true or false or fill-in-the-blank, using age-appropriate statistics (see our social for more examples). Example:</p> <ul style="list-style-type: none"> <li>• <i>True or false: Most victims of human trafficking are kidnapped by a stranger. (both Canada and the USA report the majority of victims know their trafficker and are not kidnapped).</i></li> <li>• <i>Guess the top 3 social media platforms used for recruiting victims. (Facebook, Snapchat and Instagram, for federal cases in the USA from 2019-2023)</i></li> </ul>             |
| Day 2: Identifying potential risks | Identify red flags online and in person.  | <p>"What are some signs that someone might be trying to trick or force you into doing something you don't want to do?"</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <b>Secrets:</b> <i>If someone asks you to keep a secret that makes you feel uncomfortable or scared, it might be a sign that they're trying to trick you.</i></li> <li>• <b>Gifts or rewards:</b> <i>Be careful if someone offers you gifts, candy, or special treats in exchange for doing something you don't want to do.</i></li> <li>• <b>Threats or blackmail:</b> <i>If a person threatens to take away something you like or hurt someone you love if you don't listen to them, they might be trying to force you to do something.</i></li> <li>• <b>Discomfort or confusion:</b> <i>If someone makes you feel uncomfortable, scared, or confused about what they're asking you to do, it's a sign that something isn't right.</i></li> <li>• <b>Strangers or unfamiliar people:</b> <i>Be cautious around people you don't know in real life, especially if they ask you to go somewhere alone (or message privately) with them or try to touch you in a way that makes you feel uncomfortable.</i></li> </ul> |

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| Day 3: Online safety                        | Discuss privacy settings on devices.         | <p>"Privacy settings in apps and websites are like shields that protect our personal information. Just like a video game character uses shields for safety, we should use privacy settings to stay safe online. What kinds of things can we do to make sure our online shields, or privacy settings, are working properly?"</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> <li>1. <i>Check privacy settings regularly.</i></li> <li>2. <i>Use strong passwords.</i></li> <li>3. <i>Be careful with location sharing.</i></li> <li>4. <i>Think before posting content; it may be widely seen.</i></li> <li>5. <i>If something feels uncomfortable or too good to be true, trust your instincts, and talk to a trusted adult.</i></li> <li>6. <i>Learn about new apps, games, or websites before using them, and talk to a trusted adult about any concerns.</i></li> </ol>   |
| Day 4: Healthy relationships and boundaries | Discuss consent and peer pressure.           | <p>"It's important to both respect others' boundaries and for others to respect your boundaries. Healthy relationships don't involve pressuring people into doing things they're uncomfortable with. Can you think of examples of what respecting boundaries looks like vs not respecting boundaries?"</p> <p><i>Examples:</i></p> <p><b>Respecting Boundaries:</b></p> <ul style="list-style-type: none"> <li>• <i>Asking for permission before using someone else's belongings.</i></li> <li>• <i>Accepting a friend's decision to not participate in an activity they're uncomfortable with.</i></li> <li>• <i>Stopping a game or play when a friend feels scared or hurt.</i></li> <li>• <i>Listening when someone expresses discomfort.</i></li> <li>• <i>Keeping private information shared by a friend to yourself.</i></li> </ul> <p><b>Not Respecting Boundaries:</b></p> <ol style="list-style-type: none"> <li>1. <i>Teasing or making fun of someone who doesn't want to do something.</i></li> <li>2. <i>Forcing someone to do something they've said they don't want to do.</i></li> <li>3. <i>Sharing personal information about a friend without their permission.</i></li> <li>4. <i>Touching or hugging someone who doesn't want to be touched.</i></li> <li>5. <i>Refusing to stop an activity when a friend asks you to.</i></li> </ol> |
| Day 5: Seeking help                         | Practice assertive communication techniques. | <p>"If you ever feel unsafe, are being made to do things you don't want to do, or feel like you don't have a choice, I want you to tell me. In some situations, it can be completely normal to feel ashamed or embarrassed. But you won't be in trouble with me, and I'm here to support you. What might you say if something happened?"</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>"I'm being made to do things I'm not comfortable with and that I don't agree to."</i></li> <li>• <i>"I feel like I don't have any control."</i></li> <li>• <i>"I feel like I don't have a choice."</i></li> <li>• <i>"My gut doesn't feel right."</i></li> <li>• <i>"I feel disrespected."</i></li> <li>• <i>"I feel powerless." (<a href="#">Covenant House Toronto</a>)</i></li> </ul>   |



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| <b>Day 6:<br/>Community awareness</b>        | Discuss labour trafficking and fair trade practices. | <p>"Labor trafficking is when someone forces another person to work when they don't want to, either for very little or no money. It happens in both our country and other countries. One of the ways we can make a difference is to only buy from companies that guarantee they don't traffic people in making their stuff. We call this fair trade. What are ways you can find out if what you're buying is fair trade?"</p> <ul style="list-style-type: none"> <li><i>Examples include buying locally from someone you know, asking store owners or managers about their fair trade practices or policies, and searching websites for fair trade policies.</i></li> </ul> |
| <b>Day 7:<br/>Empowerment and prevention</b> | Discuss the importance of being an ally.             | <p>"Being an ally means supporting others and standing up for what's right. How can you be an ally to your friends and classmates?"</p> <ul style="list-style-type: none"> <li><i>Examples include listening and learning about others, offering help, including others, and celebrating what makes each person unique.</i></li> </ul>  |



# Ages 12-15

| Day & Topic                              | Goal                                  | What to say  |
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| <b>Day 1: What is human trafficking?</b> | Analyze common trafficking scenarios. | <p><b>Scenario 1:</b><br/>           Jess is a 15-year-old who is active on social media when a stranger named Max messages her with a compliment. They begin privately messaging each other, and Max seems to listen and genuinely care, so Jess starts telling him personal things. Jess feels flattered when Max flirts with her, and he gradually introduces sexual topics. He pressures Jess into sending a nude photo, and then blackmails her. She feels forced to do things to make Max money.</p> <p><b>Scenario 2:</b><br/>           Aiden is a 16-year-old teen who receives a DM (direct message) from Amber, a modelling scout, asking if he's ever thought about modelling. Flattered, he messages her back, and eventually the modelling scout offers him a job making great money in the city. She even offers to pay for his plane ticket. When he arrives in the city, Amber puts him in a tricky situation where he is taken advantage of while she records it. She also tricks him into giving her his passport and ID, so he can't fly home. She exploits him, and he feels trapped. Feeling like it's his fault for getting into this situation, Aiden is too embarrassed to reach out for help.</p> <p><b>How did the trafficker trick Jess and Aiden?</b></p> <ul style="list-style-type: none"> <li>• <i>Answers: Jess—showing her with love and attention, creating an emotional bond to manipulate her</i></li> <li>• <i>Aiden—Flattery, fake modelling offer and a promise of money</i></li> </ul> <p><b>What could Jess or Aiden have done to protect themselves from these tricky people? What can they do now?</b></p> <ul style="list-style-type: none"> <li>• <i>Answers: Jess—Don't privately message or share personal information with people you don't know in real life. Be wary of relationships that progress quickly or of people who "love bomb" or try to isolate you from your family and friends. Tell a trusted adult. Even if she experiences feelings of embarrassment or shame, remember that the guilt lies with the exploiter, as they are the ones responsible.</i></li> <li>• <i>Aiden—Always research companies and verify offers with a trusted adult. After being exploited, Aiden can reach out to a trusted adult.</i></li> </ul> |

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|---|---|---|
| Day 2:<br>Identifying<br>potential risks                | Explore<br>common<br>recruitment<br>tactics.                | <p>"How do you think traffickers might use the Internet to lure teens?"</p> <ol style="list-style-type: none"> <li><b>Social Media:</b> Traffickers often use platforms like Facebook, Instagram, and Snapchat to connect with potential victims. They may create fake profiles, join groups, and participate in discussions to identify vulnerable individuals.</li> <li><b>Online Gaming:</b> Traffickers can also infiltrate online gaming communities (e.g. Roblox, Minecraft), using in-game chat features to build rapport with young players. They may offer in-game rewards or real-world incentives to lure their targets.</li> <li><b>Dating Apps:</b> Traffickers sometimes use dating apps to establish romantic relationships with unsuspecting teens, grooming them for exploitation.</li> <li><b>Job and Modelling Websites:</b> Traffickers frequently post deceptive job and modelling opportunities online, promising lucrative careers or fame to attract unsuspecting teens.</li> <li><b>Phishing and Catfishing:</b> Traffickers may employ phishing tactics, sending emails or messages that appear legitimate, luring teens to click on links or share sensitive information. Catfishing involves creating a fake online identity to manipulate victims into trusting them.</li> </ol> |
| Day 3: Online<br>safety                                 | Review online<br>safety<br>guidelines.                      | <p>"How much personal info do you think is too much to share on social media? Do you ever chat with people online who you have never met in real life? Would you ever meet someone in real life that you met online? Do you have your social media accounts set to private for your protection?" (questions selected from Deliver Fund)</p> <p>Talking points:</p> <ul style="list-style-type: none"> <li>Never share your name, address, phone number, school, club or close intimate details with someone you haven't met in real life.</li> <li>Never privately message with someone you haven't met in real life.</li> <li>Never meet with someone you've met online but not in real life.</li> <li>Never send or receive nude photos.</li> </ul>   |
| Day 4:<br>Healthy<br>relationships<br>and<br>boundaries | Identify<br>characteristics<br>of healthy<br>relationships. | <p>"What are some signs of a respectful and trusting relationship?"</p> <ul style="list-style-type: none"> <li>Talking points: Discuss characteristics of healthy relationships (e.g., open communication, respect, violence is never okay, consent, freedom, being supportive) and misconceptions about relationships (e.g., a partner is controlling because he/she cares about you; sex is an obligation in a relationship). (Truckers Against Trafficking and the Canadian Human Trafficking Hotline)</li> </ul>  |

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| <b>Day 5: Seeking help</b>               | Create a personal safety plan.             | <p>"Let's work together to create a safety plan that includes who you can call, where you can go, and what you can do if you ever feel unsafe or in danger."</p> <ol style="list-style-type: none"> <li>1. <i>Who could you contact if you need help? List their names and phone numbers. Include emergency contacts.</i></li> <li>2. <i>What code word can we use if you feel unsafe and need my help? I will pick you up or help you, with absolutely no judgement. I support you and I'm always here for you. If I can't help, I'll find someone who can.</i></li> <li>3. <i>If you feel unsafe in a situation, what could you say to get out of that situation? (adapted from Covenant House Toronto and the Canadian Human Trafficking Hotline)</i></li> </ol> |
| <b>Day 6: Community awareness</b>        | Look into and discuss local organizations. | <p>"What anti-trafficking organizations are active in our community? How can we support their work?"</p>  |
| <b>Day 7: Empowerment and prevention</b> | Create an awareness campaign or event.     | <p>"Let's brainstorm ideas for how you can raise awareness about human trafficking and how we can help prevent it."</p> <ul style="list-style-type: none"> <li>• <i>Examples: organize a fundraiser, share info on social media, educate others through clubs and community initiatives, write an email to your local representative, and display posters in schools or community centers</i></li> </ul>  |





| Day & Topic                               | Goal   | What to say   |
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| <b>Day 1: What is human trafficking?</b>  | Define sex trafficking.                        | <p>"Sex trafficking is when a person is [forced], tricked or manipulated to sell their body for sex to make money for someone else." Covenant House Toronto</p> <p>What does it mean to be forced, tricked or manipulated? What are some reasons why they can't just leave?</p> <p><i>Talking points:</i></p> <ul style="list-style-type: none"> <li><i>Fear of harm to self of loved ones, isolation, financial control, emotional manipulation, not realizing they're being trafficked, shame</i></li> </ul>  |
| <b>Day 2: Identifying potential risks</b> | Discuss vulnerabilities and risks.             | <p>"What do you think makes someone vulnerable to being trafficked?"</p> <ul style="list-style-type: none"> <li><i>Talking points: Read our blog article "Understanding the Risks: Are You or Your Loved Ones Vulnerable?" to prepare yourself for this conversation. (evenforone.org/blog)</i></li> <li><i>Anyone can be trafficked. Traffickers are experts at sussing out vulnerabilities and appearing to meet needs to gain trust. Vulnerabilities include feeling unsafe, low self-esteem, living in an unstable family or home, and trauma—and these things can happen to anyone. Being educated and aware of how it happens can equip you to protect yourself.</i></li> </ul>   |
| <b>Day 3: Online safety</b>               | Discuss the permanence of online interactions. | <p>"Once you share something online, it's there forever. How can this impact your future, and what steps can you take to maintain a positive digital footprint?"</p> <p><i>Talking points:</i></p> <ul style="list-style-type: none"> <li><i>Employers, college/university admissions offices, and others can view your profiles. Inappropriate content can negatively impact future opportunities and relationships</i></li> <li><i>Deleting content doesn't guarantee it's gone forever</i></li> <li><i>Regularly review privacy settings, as they can change or updates can reset them</i></li> <li><i>Think of the potential consequences before posting and err on the side of caution</i></li> <li><i>Respect family and friends' privacy by not posting photos without permission</i></li> </ul> |

| Day & Topic  | Goal  | What to say  |
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| <b>Day 4: Healthy relationships and boundaries</b> | Analyze power dynamics and control in relationships.          | <p>"How can an imbalance of power in a relationship lead to manipulation and exploitation? What are some red flags to be aware of?"</p> <ul style="list-style-type: none"> <li><i>Talking points: A power imbalance in a relationship can lead to manipulation and exploitation when one person controls or pressures the other. Red flags to watch for include constant criticism, making you feel guilty, isolating you from others, or pressuring you to compromise your values. Healthy relationships should be built on mutual respect and trust, so if you feel controlled or uncomfortable, speak up and ask for help.</i></li> </ul>   |
| <b>Day 5: Seeking help</b>                         | Create a personal safety plan.                                | <p>"Let's work together to create a safety plan that includes who you can call, where you can go, and what you can do if you ever feel unsafe or in danger."</p> <ol style="list-style-type: none"> <li>1. Who could you contact if you need help? List their names and phone numbers. Include emergency contacts.</li> <li>2. What code word can we use if you feel unsafe and need my help? I'll pick you up or help you any way I can, with absolutely no judgement.</li> <li>3. If you feel unsafe, what could you say to get out of that situation?</li> </ol>  |
| <b>Day 6: Community awareness</b>                  | Brainstorm ways to spread awareness in your community.        | <p>"What actions can we take as a family to raise awareness about human trafficking in our community, and how can we support organizations that are countering it?"</p> <p><i>Talking points:</i></p> <ul style="list-style-type: none"> <li><i>Educate ourselves and others (e.g. sharing on social media, putting up posters, organizing local events, etc.)</i></li> <li><i>Learn about grooming signs on our blog (<a href="https://evenforone.org/blog">evenforone.org/blog</a>)</i></li> <li><i>Donate to or volunteer with local organizations</i></li> <li><i>Write to local representatives</i></li> <li><i>Learn how to stay safe online and set healthy boundaries</i></li> <li><i>Create a supportive network of family and friends and know it's ok to ask for help</i></li> </ul>  |
| <b>Day 7: Empowerment and prevention</b>           | Explore career paths related to countering human trafficking. | <p>"What careers could make a difference in countering human trafficking and supporting survivors?"</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li><i>Law enforcement, lawyer, social work, advocacy, policy-making, non-profit, journalist/reporter, counselor, data analyst/researcher, digital forensics specialist, supply chain auditor, translator/interpreter, content creator, graphic designer, videographer, ethical buyer, cybersecurity specialist, faith-based outreach worker</i></li> <li><i>Health practitioners–Identify and support survivors. Did you know that “in the US, at least 70% of human trafficking survivors access healthcare during their exploitation?” (<a href="#">Exodus Road</a>)</i></li> <li><i>Teacher/educator–Raise awareness, educate students</i></li> <li><i>Travel and transportation–Spot and report trafficking signs</i></li> </ul> |