

# Born to Fly Curriculum and Leader's Guide

The Born to Fly Project  
to stop child trafficking

By Diana Scimone, Karen Armistead, and Georgia Ana Larson

Born to Fly Curriculum  
© 2010 Born to Fly International, Inc.  
By Diana Scimone, Karen Armistead, and Georgia Ana Larson  
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P.O. Box 952949  
Lake Mary, Florida 32795-2949  
USA  
[info@born2fly.org](mailto:info@born2fly.org)  
[www.born2fly.org](http://www.born2fly.org)

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This curriculum is dedicated to the members of my writers group (Valerie Kosky, Karen Armistead, and Deborah Cole), to educators Karen Armistead and Georgia Ana Larson, artist Leah Wiedemer, designer Cathleen Kwas, and the many supporters of Born to Fly International. Thank you for helping my dream, like Blossom's, come true.

—Diana Scimone, director, The Born2Fly Project to stop child trafficking

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## An important note about photocopies, copyrights, and translations

The Born2Fly Project materials are free for you to download and use, but you must first register online. We ask you to do this so that we know who is using the materials. Simply go to [www.born2fly.org](http://www.born2fly.org) where you can quickly register. We'll send you a password to download the wordless book, curriculum, and other materials. You are then free to print and use them within your own organization.

Please do not share them with other organizations, however; you can ask someone from that group to register on our website and we are happy to work with them, also. We are honored to give you these anti-trafficking materials to use without charge as part of our efforts to stop child trafficking, but we ask you to respect this simple procedure so that we can maintain control over the materials. Thank you.

As you teach Born2Fly, we encourage you to add your own material and activities according to your own culture. You may not, however, republish our materials with your additional material added. Also you may not redraw the Born to Fly wordless book and republish it. Our curriculums and wordless book are protected by international copyright law. We are happy to give you our materials without charge and ask you to please respect our copyrights.

The curriculum is available in numerous languages. If you'd like to translate it into your language, please contact us at [info@born2fly.org](mailto:info@born2fly.org).

## A welcome and thank-you letter from Born to Fly

Dear community leaders and teachers,

Thank you for wanting to prevent young people and children in your community from being trafficked. We are so grateful for your time and expertise as you prepare to teach this curriculum. Your role is very valuable! You will save many lives by helping to reach at-risk children and young people in your own community.

Our goal is to help you organize a six-week community campaign designed to stop child trafficking by educating children and teenagers about the lies that traffickers use—and helping them make a commitment not to be trafficked.

Children of all ages are at risk for trafficking—young children as well as teenagers. That is why we have structured this curriculum for you to train apprentice teachers—teenage girls and boys who will learn the material and then help you mentor and teach it to young children. apprentices are both helpers and learners. As they help you, they will learn the material and also learn a skill: how to teach. You will be mentoring them through this process—a very important role.

This curriculum is for a six-week program with teachers and apprentices—but you don't need to use this model, of course. Use what works best for your situation. Organizations around the world have customized these materials and used them for programs lasting five days, five months, and even a single day. Our goal is to give you the materials to teach, but we want you to be creative as you apply our suggestions to your community, needs, age of children, and available time.

If you have any suggestions about how to make this material better, we would be honored to hear them. Email us at [info@born2fly.org](mailto:info@born2fly.org) or write Born to Fly, PO Box 952949, Lake Mary FL 32795, USA.

Remember: Human trafficking will not stop until people of courage—like you—encourage others to take a stand as individuals and as communities to protect those most vulnerable to the traffickers. Thank you for your courage, time, expertise, and passion.

Cordially,  
The Born2Fly Project

## The Born to Fly Project Community Campaign

If you want to conduct an effective community-wide Born to Fly (“B2F”) anti-trafficking campaign, there are two very important things you must do: (1) identify an appropriate sponsoring agency (or agencies), key families, or visible community leaders who will endorse the campaign and be involved in it, and (2) train qualified leaders to conduct the class, both for apprentices and for younger children.

Form a “Born to Fly Project Community Task Force” and hold at least two organizing meetings several weeks before you intend to begin to recruit potential apprentices for the first B2F classes.

The first meeting is a general organizing one for sponsoring agencies and community leaders. The second should be open to parents or guardians of young people who might be a part of the B2F classes. You could personally invite those who attend this second meeting (including by letter), or they could come in response to posters or fliers you have distributed in the community, or in response to a radio, TV, or newspaper announcement.

Posters, fliers, letters, and media announcements directed toward parents and guardians of potential B2F participants should contain this information:

- Explain in a general way what B2F classes will cover.
- Strongly affirm the program goal of empowering families to protect their members against traffickers.
- The actual materials to be used with young people will be available for parents/guardians to see at this organizing meeting.
- Explain the dangers of trafficking, giving specific information about dangers in your area.
- Explain how B2F will help keep their children from being trafficked.
- Mention the sponsoring agencies and endorsing community leaders.
- Include venue, time, and date information.

## Overview of leader's guide

### Session 1: Choices have consequences.

Session objectives: What is a choice? What is a dream? Why is staying in school important? What is a consequence?

For apprentices: "Learning from choices and consequences"

Wordless book pages cover-25

### Session 2: Know who your true friends are.

Session objectives: Who is a true friend? What value does a true friend place on you? What is a "Dream Thief" and what does such a person want to take from you?

For apprentices: Bad, better, and best relationships

Wordless book pages 26-34

### Session 3: You are unique, valuable, and worth loving.

Session objectives: How do you know you are valuable? Do mistakes and bad choices keep you from being valuable? What is unconditional love? Where is a safe place for you to be loved, valued, and protected?

For apprentices: Being protected while you mature

Wordless book pages 27-53

### Session 4: Be patient, work hard, and wait for the right time.

Session objectives: What is patience and why is it so hard to be patient? Why are your dreams worth working for and waiting for? Who can help you be strong while you're being patient, working hard and waiting for the right time to make your dreams come true?

For apprentices: Putting your dreams into words and working to make them come true

Wordless book pages 54-68

### Session 5: You were born to fly. Don't settle for less.

Session objectives: What are you dreaming about being or doing in your life? What or who can stand between you and your dreams? Who can help you make good choices to keep your dreams alive?

For apprentices: Building your dream team

Wordless book pages 69-78

Session 6: Review and Commitment

Session objectives: Review game, prizes, and posters to summarize trafficking information; formal commitment exercise/graduation with certificate and bracelet

For apprentices: Taking a stand (certificate, bracelet, and pin or sash)



## How to select and train apprentice teachers

As a leader, you will train apprentices (teenage girls and boys), who will help you teach the younger children. In the process the apprentices will learn the material themselves. This also allows you to teach the apprentices material that is geared for them (and might be too explicit for younger children).

This is a five-step process: invitation, orientation, selection, training, and certification/graduation. You can select as many apprentices as you'd like; we recommend that you have one adult leader and three trained apprentices for every seven young children in the program. Option: You may decide not to pre-select apprentices, but instead teach the program to all teenagers and then select a few who emerge as leaders and want that role.

The subject matter of this curriculum is sensitive, so you will want to teach teenage girls and boys separately.

### Step #1: Invitation

Invite teenage girls and boys to an orientation session where you will tell them about the Born to Fly community campaign and the steps they must go through to be involved. We recommend you hold separate orientations for girls and boys. Use this "invitation" process rather than issuing an open invitation to just anyone to be involved.

Whom should you invite? Being an apprentice is an honor, an opportunity, and a responsibility. In identifying potential apprentices, look for young people who are honest, reliable, patient, and kind towards younger children, somewhat outgoing and enthusiastic, and who have a good sense of humor. We recommend that your apprentices be between the ages of 13 and 19, but be flexible as you adapt this program for your specific culture and circumstances.

Through the invitation process you will hold up a standard that helps young people understand that becoming an apprentice in the B2F program is an honor, an opportunity, and a serious responsibility.

Make your orientation session as special as possible—a meal or an outing to a special place that will make the young people you invite feel honored and excited

about helping. Here is a sample letter you can use to invite young people to the orientation. Change the wording as appropriate for your situation or culture.

Dear \_\_\_\_\_,

You are invited to a special day for a small group of teenage girls [boys] in our community. At the meeting, we will tell you about an exciting community campaign to help stop child trafficking called Born to Fly.

After the meeting, we will choose teenage apprentice teachers to help with the “B2F” campaign. During the campaign, a B2F team leader will supervise the work and help apprentices when they have questions or problems.

B2F apprentices will have the chance to do something important for our community and influence the thinking and actions of people about child trafficking. If you would like a chance to learn more about this exciting opportunity, please RSVP.

Date of meeting:

Time:

Location:

RSVP information:

Please let me know as soon as possible if you will join us at this invitation-only event. We look forward to seeing you!

Cordially,

## Step #2: Orientation

During the orientation, talk about the problem of child trafficking in your country and community. Discuss how the Born to Fly community campaign can help stop children from being trafficked by making them aware of the lies that traffickers tell. Explain:

- You are organizing a six-week community campaign when you teach young children.
- You are looking for apprentices to help.
- There is an application process.

- You will choose teenagers to be apprentices based on certain criteria.
- Apprentices must make a commitment to attend (1) a six-week program before the community campaign begins so that they can learn the material and how to teach it and (2) another six-week program when they will help teach and mentor young children.
- They must commit to attend the training program and the six-week community campaign.
- If they miss more than two sessions during the training program, they must start over (either when you have another training session, or you can teach them individually if you believe they are still committed).
- Since they will work with young children, they must maintain high morals and standards at all times. If they don't, they will be asked to leave the program.

Each apprentice accepted into the B2F program must have an application form on file. For younger participants as well as apprentices, you should have a permission slip from a parent or guardian granting permission for the young person to be involved in the program. The permission slip can be simple—a statement or two describing the venue and times for the program and stating that the parent or guardian signing the slip understands the nature of the B2F program and consents to have their child present for the meetings indicated.

Ask each potential apprentice to fill out an application form you prepare. Use these questions as guidelines and feel free to add others:

### **Sample apprentice application form**

Name:

Contact information, including address and phone number where possible:

Parents' or guardians' names:

Contact information for parents or guardians:

Birth date:

Number of people in your family:

Grade level:

Favorite subjects in school:

Hobbies you enjoy:

Sports or team activities you do regularly:

Religious or community groups you belong to:

Work experience (where applicable):

Volunteer experience (if any):

Teaching experience with younger children (formal or non-formal, if any):

How will your family/parents/guardians feel about you helping lead a B2F group?

End the orientation session by thanking your guests for coming. Tell them when you will choose the apprentices and how you will let them know.

### Step #3: Selection

As you choose your apprentices, here are qualifications to look for:

- Commitment
- High moral standards
- Leadership potential
- A sense of humor
- Enjoys being with younger kids
- Enthusiastic and teachable

Contact the teenagers you have chosen to be apprentices and let them know when you will begin the program. Be sure to give hope to those who are not chosen; let them know they can apply again for the next session.

### Step #4: Training

Take your apprentices through the six-week program by using the B2F curriculum. Train teenage girls and boys separately. You will see special questions to ask apprentices throughout the curriculum.

Remember that your apprentices are not only learning to teach the material, but they are learning the material themselves because they are very at risk for being trafficked. Mentor them by giving them regular feedback. Recognize what they do well, being quick to catch them in the act of doing something well and affirming them for it. Give constructive criticism as needed to help redirect and correct. You may want to have separate times with your apprentices outside the training sessions, such as special outings or group activities, to help build a team spirit.

### Step #5: Certification/graduation

At the end of the training program, host a graduation ceremony for the apprentices. Involve as much of the community as possible: parents, friends, young children who will attend classes during the B2F community campaign, local officials, and others. Make this as special and significant as possible because this will generate enthusiasm for the six-week campaign.

During the graduation ceremony, give apprentices a certificate and something for them to wear—a badge, sash, shirt, pin, etc. This will also generate publicity for the community campaign and will establish apprentices as role models for the younger children.

During the six-week community campaign, meet with your apprentices on a regular basis. Go over each lesson before they teach it, and also have time for evaluation, feedback, and redirection as necessary. You can also continue your regular fun outings with your apprentices to give more time for you to mentor them.

## The fine line between awareness and fear

As a teacher, you want your students to be aware of the dangers of human trafficking, but you do not want them to live in fear. This is a fine line and as you teach you will have to watch and listen to know what your students are thinking and feeling. Here are suggestions to help you avoid instilling fear in your children as you teach anti-trafficking:

Separate the children by age groups and be particularly careful with the youngest ones. Remember, you don't have to specifically mention trafficking with younger children. We provide "trafficking connection" information for each session if you want to teach that. Otherwise you can simply teach the five behaviors that can prevent them from being trafficked (choices have consequences, etc.)

If children are afraid, talk with them about it. You can meet with them privately or in a group—whatever makes them feel most comfortable. Brainstorm and talk about what specific thoughts are making them afraid. Write down each fear and say you want to work with them to develop a plan they can use to make them feel safe. Go over each fear and ask for their suggestions about what would help them not be afraid. These might include going places using a buddy system, always letting an adult know where they are, not running off to play without telling an adult, carrying safety whistles or cell phones, etc. Your answers will depend on your particular circumstances, the children's ages, and a host of other needs that only you can determine.

When you have to identify or warn of a danger, counter it with something positive such as, "I am so glad to be your mother [or your teacher] to help you through this. You are becoming such a brave person." This is the "reality therapy" approach to counseling and problem-solving. The objects, persons, and circumstances that create fears are real, not imaginary (even if some of the childish reactions seem extreme to adults), so the answers you give must be real as well and must help create an environment of safety, health, and freedom. That's why the Born to Fly anti-trafficking program teaches specific behaviors that can keep children from being trafficked (making wise choices, knowing how to tell a true friend, etc.).

Follow up regularly with children and ask how they are doing and if they are still afraid. Create a safe and regular place where they feel comfortable talking with you about their fears.

## Wordless book plot summary

In preparation for teaching, read through the plot summary at least three times, matching the summary to the wordless book. This is for your background information only; do not read to students. Page numbers are for the *Born to Fly* wordless book.

A version of the *Born to Fly* book told with words is available as an ebook at [www.borntoflybook.com](http://www.borntoflybook.com).

### Short summary

Popi tells Blossom and Max the story of why there is only one remaining Moonbeam Tree in the world—hidden far away in the High Hills where no one has ever gone before. Blossom dreams of finding it, but Popi says she is not ready and must finish school first. Against Popi's wishes, Blossom secretly leaves her village to pursue her dream. In this strange new world she must learn how to tell real friends from the evil Dream Thieves who try to steal everyone's dreams.

At first she can tell the difference, but soon she trusts the Dream Thieves who quickly kidnap her. During her captivity, she realizes the mistakes she made. She realizes (1) choices have consequences, (2) she must know who her true friends are, (3) she is unique, valuable, and worth loving, (4) in following her dream she must be patient, work hard, and wait for the right time, and (5) she is born to fly and must not settle for less. Blossom escapes from the Dream Thieves but is horrified to see wings sprouting from her back. Sadly she returns to her village in shame without the Moonbeam seeds.

Popi tells her she can try to find the Moonbeam Tree again but only after she finishes school. This time she listens and after she graduates she leaves on her second trip well prepared. Once again she encounters friends and foes, but this time she is ready. She conquers the evil Dream Thieves, finds the Moonbeam Tree, and brings back seeds for everyone in her village. Blossom's dream has come true.

### **Full page-by-page summary**

(Page numbers refer to the wordless book)

**Page 4 of wordless book:** Popi serves dinner to Blossom and her brother, Max. Max doesn't like what Popi serves: a bowl of Stick Soup. Blossom and Max help clean up after dinner, and then Popi tells them a story about a time long ago when Moonbeam Trees grew in the land. Every caterpillar was happy because they could eat bowls of Moonbeam Stew for dinner.

**Page 5:** Popi continues telling the story. One winter was very cold and so much snow fell that it covered the trees. There was less and less Moonbeam Fruit to eat.

**Pages 6-7:** Popi explains that the young caterpillars were very hungry. Everyone was so cold that they cut down Moonbeam Trees to burn to keep warm. Ever since that day, a Dark Cloud covered the land; it was almost as if the land was sad. Popi explains that there were no more Moonbeam Trees or Moonbeam Fruit to make stew. Caterpillars had to gather twigs to make Stick Soup. But a Silver Breeze found one Moonbeam Tree that was still alive. He saved a seed from the tree and planted it in the High Hills.

**Pages 8-9:** Week after week, year after year, the tree continues to grow in the High Hills. When the moon is full, the tree blooms and produces Moonbeam Fruit—but there is no one in the High Hills to eat it. Popi finishes telling his story. Blossom and Max are very tired. Blossom tucks Max into bed, and then gets into her own bed.

**Pages 10-11:** Blossom curls up in her favorite blanket and falls asleep. Outside her window, far away, are the High Hills. The Silver Breeze blows softly in Blossom's window and Blossom dreams of going to the High Hills. The Silver Breeze carries her there, to the only Moonbeam Tree in the world. Blossom is very happy to see it. Night after night, the Silver Breeze takes Blossom to the High Hills to see the Moonbeam Tree.

**Pages 12-13:** During the day, Blossom thinks about her visits to the Moonbeam Tree and dreams about bringing back Moonbeam seeds to plant so that everyone can have Moonbeam Stew once again. Each night she wraps her special blanket around herself and thinks about going to the High Hills. Each morning, Blossom folds her blanket, kisses Popi goodbye, and goes to Caterpillar School.



**Page 14:** Blossom tries to pay attention in school, but all she can think about is finding the Moonbeam Tree. The other caterpillars make fun of her. In the afternoon she gathers twigs for dinner—and thinks about going to the High Hills.

**Page 15:** One night after Blossom kisses Max goodnight, she tells Popi how the Silver Breeze takes her to the High Hills. She says she wants to find the Moonbeam Tree and bring back fruit for everyone to eat.

**Pages 16-17:** Popi tells Blossom she must stay in school. She is still young. After she graduates from Caterpillar School, she can try to find the Moonbeam Tree. Popi tells Blossom about other caterpillars who have left the village in the past to try to find the Moonbeam Tree. They promised to return with Moonbeam Fruit, but instead they came back with worthless things that didn't help anyone but themselves.

**Pages 18-19:** Blossom still wants to leave, so Popi takes her to his office and makes her promise not to tell anyone what he will show her. Popi pulls back a carpet, removes an old brick, and reaches inside. He pulls out something very old and hands it to Blossom. She unrolls a scroll with odd writing and drawings on it.

**Pages 20-21:** Blossom and Popi don't know what the pictures on the scroll mean. Blossom looks at the old rag that was wrapped around the scroll and asks Popi if it was his blanket when he was her age. Sadly, he says yes. He wraps it around the scroll and puts it back in the hiding place. Popi tells Blossom that when someone solves the riddle on the scroll, the Dark Cloud will be gone. He warns her about the Dream Thieves outside the village gates. They want to steal everyone's dreams. They will lie to her, trick her, and steal from her.

**Page 22-23:** Popi tells Blossom again to stay in school, and after she graduates she can try to find the Moonbeam Tree—with his permission. Sadly, Blossom goes to her room to get ready for bed. She kisses Max goodnight—and realizes he is very sick. She screams and calls Popi. The doctor comes to the house and gives medicine to Max.

**Pages 24-25:** Blossom tells Popi that Max needs to eat something besides Stick Soup every night. He needs Moonbeam Fruit Stew. She wants to go to the High Hills to find the tree so that Max will get better. Popi says no; Max will take his medicine and get better, and Blossom must stay in school. Late that night, Blossom curls up in her blanket and looks out the window at the High Hills. She knows the Moonbeam Tree is out there somewhere—and she must find it.

Quietly, she goes to Popi's office, takes his scroll, and leaves a note saying she is leaving and will be back soon.

**Pages 26-27:** Blossom steps outside the village gates and begins her long journey. By morning she realizes she forgot to bring food with her, so she gathers sticks to eat. Suddenly she hears a noise. She hides behind a tree stump and looks at two very strange creatures. She wonders if they are the Dream Thieves that Popi warned her about. The two creatures introduce themselves to Blossom. They are Cricket and Tadpole. Blossom is surprised to learn they are also looking for the Moonbeam Tree and waiting for their dreams to come true. Cricket dreams of singing one day and Tadpole wants to jump high. They decide to travel together.

**Pages 28-29:** The friends meet some caterpillars. Cricket asks if they found the Moonbeam Tree, and they say they've found something much better, pointing to all the gadgets they carry. Blossom says the gadgets are useless and reminds them that they left the village to find Moonbeam Fruit to help everyone else. The other caterpillars laugh at her. That night Blossom asks Cricket and Tadpole why they don't have blankets. They confess they had blankets but traded them to the Dream Thieves for worthless things. The next morning they must cross a stream. Tadpole swims across and Cricket jumps from rock to rock. Cricket says there's a bridge upstream where Blossom can cross the stream, and they'll meet her there. Blossom starts walking but quickly gets lost.

**Pages 30-31:** A kind old woman offers Blossom some new shoes. Blossom tries them on but doesn't have any money to pay for them. The woman asks for her scroll or her blanket—and Blossom quickly realizes the woman is a Dream Thief. She takes off the shoes and throws them at the woman, who leaves. Blossom keeps walking until late at night. She doesn't know which way to go. She reads Popi's scroll for clues, but still doesn't understand it. Finally she curls up in her blanket and sleeps.

**Pages 32-33:** The next morning a young caterpillar shows Blossom a map. Blossom thinks she's a Dream Thief, but the caterpillar says the map is from Cricket, and she'll give it to Blossom—for a piece of her blanket. Blossom makes the trade, but soon realizes the map is worthless. Sadly she realizes she believed a lie of the Dream Thief—and lost part of her blanket because of it. Blossom keeps on walking and finally sees the bridge. She crosses it to find Cricket and Tadpole who have been waiting for her on the other side. They show her a real map.

**Page 34:** Cricket and Tadpole let Blossom copy their map on the back of Popi's scroll. The friends agree to meet later, closer to the High Hills. Cricket and

Tadpole continue their journey by water, while Blossom goes by land—this time with a map.

**Page 35:** Day after day, night after night, Blossom travels. She stops to eat along the way and meets many others looking for the Moonbeam Tree, but now she is very cautious in case any of them are Dream Thieves.

**Pages 36-37:** One evening Blossom meets a cat who shows her a twig. He says this is not a twig to eat, but if she waters it, it will grow into a Moonbeam Tree. Blossom is suspicious, but decides to trade part of her blanket for the twig just in case he is telling the truth. The twig quickly dies and Blossom realizes once again a Dream Thief lied to her. Blossom thinks about how foolish she has been to trade part of her blanket for worthless objects. On the back of Popi's scroll, she draws something to remind her. The Dream Thieves keep trying to trick her. She draws something else on the back of the scroll to remind herself to stay strong and not to believe their lies.

**Pages 38-39:** Late one night, a man offers to give Blossom a lantern—and he won't take any money for it. He says someone will give her free oil to fill the lantern. When she follows his directions, however, Dream Thieves surround her, steal her blanket and scroll, and drag her away. The Dream Thieves lock Blossom behind a wall and leave her there. Blossom looks for some way to escape; she digs and digs, then tries to squeeze through a hole in the wall, but it is too small for her. There is no way out.

**Pages 40-41:** Blossom notices a tree inside the wall where she's being held captive. Hanging on the tree are shoes, televisions, cell phones, cameras, and other the gadgets. With no other way out, Blossom climbs the tree. She realizes the gadgets are what the Dream Thieves use to trick and entice her and others.

**Pages 42-43:** Blossom is very tired and wishes she were in her own bed. She doesn't even have her blanket because the Dream Thieves stole it when they kidnapped her. She falls asleep on the branch. She wakes up to find the Silver Breeze—but instead of being happy, Blossom is shocked as he wraps vines with painful thorns around her until she is completely covered by them. The Dream Thieves look for Blossom, but can't find her.

**Pages 44-45:** Inside the vines, Blossom remembers what she did wrong: She disobeyed Popi, who wanted her to stay in school, and she traded pieces of her blanket to the Dream Thieves. Blossom realizes she made many mistakes and wrong choices, and she is very sorry. The Silver Breeze comes and wraps around

the vines where Blossom is locked inside—and returns Blossom’s blanket to her. Blossom waits day after day, and the Silver Breeze is always there.

**Pages 46-47:** One day when the time is right, Blossom begins to leave the vines. She has to kick and push with all her strength because the vines are very hard. When she comes out, she is so exhausted from her ordeal that she falls asleep. She does not notice that she has changed. Blossom wakes up and hears the Dream Thieves coming again. She knows they will find her. Quickly she climbs down the tree.

**Pages 48-49:** Blossom overhears the Dream Thieves saying they want to find her so she can explain the drawings on the scroll. She knows she must escape. She finds the hole in the wall that she tried to squeeze through before. She was too big to get through it then, but she tries again. Just as the Dream Thieves open the door, Blossom squeezes through the hole. Once Blossom is on the other side of the wall, she doesn’t know which way to escape. She doesn’t want anyone to see her wings, so she hides them under her blanket. She walks and walks until she arrives, exhausted, at the stream.

**Pages 50-51:** Blossom looks at her reflection in the stream and is shocked to see what is growing out of her back. She has never seen such things and she cries with shame. When she hears others coming, she hides. Blossom hears them say the Dream Thieves are looking for her. She knows she has a choice: She can try to find the Moonbeam Tree or she can return home to Popi and Max.

**Pages 52-53:** Blossom looks up to the sky and there is no full moon. She knows the Moonbeam Tree blooms only when the moon is full—so she will have to wait. She doesn’t want to go home because she is embarrassed to see Popi after she disobeyed him, but she has no choice. She begins the long walk back home. Finally Blossom arrives at the village gates. She hesitates to go in because she doesn’t know what everyone will say. When the other caterpillars see her, they laugh because she looks so different. Popi, however, runs to greet her.

**Page 54** Popi hugs Blossom. She tells him how she left and asks how Max is. Max is asleep, but she goes to see him. When she kisses him, he wakes up and starts screaming because he thinks she looks strange.

**Page 55:** Popi serves Blossom a bowl of Stick Soup while she tells him about the Dream Thieves. She confesses that she took Popi’s scroll, and the Dream Thieves stole it from her. She describes what she drew on the back of the scroll to remind

her of the important lessons she learned. On a piece of paper, she draws them for Popi and explains each one:

1. Drawing of dead stick (which means “Choices have consequences.”)
2. Cricket and Tadpole (“Know who your true friends are.”)
3. Blossom and jewel (“You are unique, valuable, and worth loving.”)
4. Cocoon (“Be patient, work hard, and wait for the right time.”)
5. Butterfly (She has wings but she doesn’t understand why or what this picture means.)

**Pages 56-57:** The next morning, Blossom and Max are asleep in their beds as something unusual comes through the window: sunlight. Max sees it first and then wakes up Blossom to tell her. They both hurry to tell Popi and then run outside. Everyone is looking at the sun and with joy they realize the Dark Cloud is starting to break up. There is still nothing to eat but Stick Soup, however, and Blossom spends the afternoon gathering twigs and dreaming of the Moonbeam Tree.

**Pages 58-59:** That evening Popi makes Stick Soup for dinner. Blossom tucks Max into bed and he asks about Moonbeam Fruit Stew. Blossom cannot stop dreaming about the Moonbeam Tree. Even at night she dreams of going to the tree and bringing back Moonbeam fruit and seeds for everyone.

**Pages 60-61:** Blossom tells Popi she wants to try to find the tree again. He says she learned important lessons on her adventure and repeats what she told him (page 55)—and tells her they explain the mysterious drawings on the back of the scroll. Popi says when Blossom learned these lessons, she figured out what the drawings meant, which is why the Dark Cloud has begun to disappear. She solved the riddle. Popi promises Blossom that if she waits until she graduates from school, she can try to find the Moonbeam Tree again.

**Pages 62-63:** Blossom works hard in school. Whatever she does, she thinks about the Moonbeam Tree. This time, she prepares by packing her bag with things she will need on her trip. Finally the day comes when she graduates from Caterpillar School. Popi and Max walk Blossom to the village gates and say goodbye to her. This time, she is prepared. She draws a map like the one that Cricket and Tadpole once gave her. This time when she meets Dream Thieves, she does not even talk to them.

**Pages 64-65:** The Dream Thieves never stop trying to trick Blossom. Finally she comes to the same bridge she crossed on her first trip. When Blossom crosses the bridge, she hears singing. She hides behind a rock, but is surprised to see her old friends, Cricket and Tadpole. Cricket’s dream has come true. He can sing.

Tadpole still cannot jump high, however. She tells them how the Dream Thieves kidnapped her.

**Pages 66-67:** Blossom tells Cricket and Tadpole how she was locked inside the vines day after day, and how she looked different when she finally came out. Hesitantly she shows them what she looks like now. She is ashamed but they think she is beautiful. Blossom shows her map to Cricket. They realize to get to the Moonbeam Tree they have to walk past where the Dream Thieves held her captive. They travel at night and they are so close that they can hear the Dream Thieves talking about Blossom. While two of the friends sleep, the other stands guard in case the Dream Thieves find them. Finally when they reach the High Hills, Blossom says she will climb them while Cricket and Tadpole wait for her.

**Page 68:** The friends decide that Blossom will climb the High Hills to look for the Moonbeam Tree while Cricket and Tadpole stand guard. If the Dream Thieves try to go after her, Cricket will sing to warn her. Blossom begins climbing. Finally she reaches a cliff and realizes there is a huge ravine between her and the Moonbeam Tree. She can see it in the distance, but she cannot cross it because it is so wide. She doesn't know what to do. In the distance, she can see the Moonbeam Tree. She is so exhausted that she falls asleep.

**Page 69:** Suddenly Blossom awakes to the sound of the Dream Thieves climbing the High Hills. There is no place for her to escape from them. With nowhere else to go, she takes a deep breath and jumps off the cliff.

**Page 70-71:** Blossom falls until suddenly she starts flapping her wings and realizes she can fly. She flies back up to the cliff where the Dream Thieves are. They are so shocked to see her—and see her flying—that she is able to push them off the cliff. Finally there is no one but Blossom on the cliff. Far in the distance she sees the Moonbeam Tree. She flaps her wings and flies across the ravine and finally, under the full moon, arrives at the Moonbeam Tree.

**Pages 72-73:** Blossom tastes her very first Moonbeam Fruit. She eats more and more, and saves the seeds in her blanket. Finally she falls asleep. In the morning, Blossom wakes up, gathers the seeds in her blanket, and flies back to Cricket and Tadpole. She shares Moonbeam seeds with them and then flies home dropping seeds along the way.

**Pages 74-75:** When Blossom returns home, Popi and the other caterpillars run to greet her. She gives them Moonbeam seeds, which they immediately plant. The seeds begin to grow, and soon there are Moonbeam Trees all over the land.

**Pages 76-77:** Once again there are jars of Moonbeam Fruit in every house and Blossom makes Moonbeam Stew for her family. One day her old friends come to visit her—Cricket and Tadpole, who is now Frog. Cricket's new voice is so beautiful that he sings at a concert. Afterward the caterpillars have a party where everyone eats as much Moonbeam Stew as they want.

**Page 78:** Every young caterpillar studies what Blossom wrote on the back of Popi's scroll so that they understand the important lessons she learned on her adventure. Soon the valley is filled with cocoons, butterflies, and of course Moonbeam Trees.

## Concept posters (Sessions 1-6)

Make posters to use in your summary and review for each session as indicated in the curriculum. Use posterboard or other large paper. On front, write the corresponding session concept below; on the back, write the review questions. If you have limited time, you can use these posters to teach rather than the full curriculum. (These posters are also available at [www.born2fly.org](http://www.born2fly.org).)

Session 1: Choices have consequences.

- How can knowing this keep you safe and keep you from being trafficked?
- How is waiting an important part of making choices?
- What bad choice did Blossom make?

Session 2: Know who your true friends are.

- How can knowing this keep you safe and keep you from being trafficked?
- Can you think of someone you know who may not be a true friend?
- What is unconditional love? How do friends show this?

Session 3: You are unique, valuable, and worth loving.

- What does it mean to be unique? To be valuable?
- What is more valuable—you or a rock? You or a pair of shoes? You or a cell phone?
- How can knowing that you are valuable keep you from being trafficked?

Session 4: Be patient, work hard, and wait for the right time.

- What are you waiting for?
- How are you impatient when it comes to your dream?
- What is the dream you will work hard for?

Session 5: You were born to fly. Don't settle for less.

- What does it mean "to fly"?
- How did Blossom settle for less in the story?
- What is your dream? How have you settled for less?
- Blossom had a dream: to fly. What is your dream?
- What good choices can you make to pursue your dream?



## Trafficking information posters (Session 6)

Make posters to use in your summary and review for each session as indicated in the curriculum, or to display in your community. Use posterboard or other large paper. (These posters are also available at [www.born2fly.org](http://www.born2fly.org).)

### Poster #1

What to do if you are trafficked or taken:

- Fight
- Don't give up.
- Find a way out.
- Find someone you can trust to talk with.

What to do if you feel you are in danger:

- Tell your parents.
- If you can't tell your parents, tell a safe adult or your teacher.
- If you can't find a safe adult, use this contact information to get help: \_\_\_\_\_ . [Add hotline number and contact information for your area:  
You can find it at  
<http://www.state.gov/j/tip/rls/other/2011/168859.htm>.]

### Poster #2

What do traffickers look like?

- Traffickers can look like anyone.
- They do not tell you they will trick you or hurt you.
- They can be young or old.
- They can be someone you already know.
- They can be someone you go to school with—another student.

How can you tell the difference between a trafficker and a real friend?

- A friend doesn't lie to you or make promises they don't keep.
- A friend has your best interests in mind, not their own.
- A friend is someone you can trust with your life.

- A friend has proven you can trust them by their actions, not just by their words.

What are the lies that traffickers tell?

- “I can show you how to get a job as a waitress, model, or nanny.”
- “I have money to educate you in the city.”
- “I can help you get a visa to another country.”
- “You will help your family by listening to me.”
- “I have lots of money and I want to give some to you.”
- “The money you earn will go to your family.”
- “Your friends have money and nice things; why shouldn’t you?”
- “You help me and I’ll help you. You can trust me.”

### Poster #3

What does it mean to live in safety?

- You are free from physical harm.
- No one threatens you.
- You are able to go to school.
- No one hurts you either physically, emotionally, or sexually.
- Freedom does not mean you can do anything you want; there are safety rules to follow and safe adults who can help direct, guide, and befriend you.

What are specific ways a young person might get trafficked or forced into slavery?

- Believing lies that someone tells you.
- If something is too good to be true, it probably is.
- Not investigating offers and claims to see if they are true.

What behaviors or beliefs make it easier for someone to become a slave?

- They make poor choices.
- They believe the lies traffickers tell.
- They believe that traffickers are their friends.
- They want to believe what traffickers say.
- They are impatient for their dreams to come true and are not willing to wait for the right time to make them happen.

## Poster #4

Signs someone may be trafficked:

- Unexplained absences from school for a period of time
- Unable to attend school on a regular basis
- Chronically runs away from home
- Makes references to frequent travel to other cities
- Bruises or cuts
- Tattoos that indicate branding or “ownership” by traffickers
- Is sad or fearful
- Is hungry and not dressed right for weather conditions or surroundings
- Shows signs of drug or alcohol addiction
- Has a sudden change in clothing, behavior, or material possessions
- Speaks a lot about sex and has more sexual knowledge than other kids the same age
- Has a “boyfriend” who is older (10+ years)
- Accompanied by a controlling person or boss and can’t speak for himself/herself
- Lacks control of personal schedule, money, ID, travel documents
- Transported to or from work, or lives and works in the same place
- Debt owed to employer making it impossible to leave job
- Malnutrition, dehydration, or poor personal hygiene
- Untreated illnesses or diseases

## Poster #5

What is human trafficking?

- Forced slavery of children or adults
- Forcing someone to do something against their will
- Can involve slave labor or sex slavery
- Slaves are not free and never can be free unless someone rescues them.
- Children as young as 4 years old are slaves in many parts of the world.
- Learning the Born to Fly material can keep you from being trafficked.

What is life like for a slave?

- Sex slaves may have 20-40 customers per night.
- They are beaten, abused, and kept from their friends and family.
- They do not get enough to eat and have few, if any, possessions.
- They can be forced to take drugs.
- They can never leave, rarely escape, and are brainwashed by their captors.
- They make little or no money.
- They may die early of disease or abuse.

## Session 1: Choices have consequences.

**Supplies and materials list:** Wordless books, leader's guide, butterfly pointer (teacher's sample plus sticks, butterfly lifecycle cut-outs, crayons or colored pencils, glue), concept poster for Session 1

**For apprentice session:** Above supplies plus journals and pens or pencils

**Before class:** Make a butterfly pointer. On a long thin stick or thin wooden rod, glue these objects on it: cut-out of butterfly about four inches from the end, a chrysalis further down, a caterpillar below that and a tiny egg below that. Use this butterfly pointer instead of your finger to point to pictures in the wordless book as you tell the story. You can allow different students to use it to point out things in the book or on the concept posters used in these lessons.

Read the plot to familiarize yourself with the storyline. **Do not read the plot summary to the children.** You (or one of the apprentices) should use the butterfly pointer to point to the pictures, tell the story and direct the children in answering some of the suggested questions below as time allows. Choose the questions you think will be most appropriate for your particular group; you don't need to ask all the questions.

**Session 1 begins:** Introduce yourself and greet all the group participants. Have everyone introduce themselves or you introduce them. Students sit in a circle (in desks or chairs or on floor). Ask if anyone recognizes the items on your pointer. Explain the life cycle of the butterfly briefly using the items attached to your reading pointer. Explain how you'll use the pointer during your Born to Fly ("B2F") lessons.

**Cover** Show the wordless book cover to students and ask:

- Do you know what animal this is? (Caterpillar) What do you know about caterpillars?
- Can you read any of the words on the cover? (Look for the title in your language; if it is not there, write it in your language.)
- What do you think the title means—*Born to Fly*?

**Page 3** Explain that the book you are about to read together is unusual because it has no words. That means everyone can read it, and the group can name characters if they like. Here are suggested questions to ask on each page.

Remember, you do not need to ask all these questions. Adjust for the time you have available. If you find that stopping to ask questions breaks up the storyline, you can read it all the way through the first time, and then ask questions on the second read.

- What is unusual about the middle caterpillar in the picture? (He is old; he never turned into a butterfly.)
- What would you name the caterpillar in the middle? (Let students decide on a name or use the name “Popi.”)
- What would you name the caterpillar on the right? (He has short hair and no bow; it’s a boy caterpillar. Use the name they choose or “Max.”)
- What would you name the caterpillar on the left? (She has a bow; it’s a girl caterpillar. Use the name they choose or “Blossom.”)

**Page 4:** *(This is for your background information only; do not read to students.) Popi serves dinner to Blossom and her brother, Max. Max doesn’t like what Popi serves: a bowl of Stick Soup. Blossom and Max help clean up after dinner, and then Popi tells them a story about a time long ago when Moonbeam Trees grew in the land. Every caterpillar was happy because they could eat bowls of Moonbeam Stew for dinner.*

Point to the pictures that tell the story on this page. Tell students you can “read” the panels on the top row first, from left to right, and then on the bottom row from left to right. (In your language if you normally read from right to left, you will have to help children understand the change in direction in order to follow the wordless book.) Point to the first two pictures and tell the story.

- What are they eating? Are they happy about it? How do you know?
- Tell me about the spider. What should go on that shelf?
- Tell me about the next picture. How do you help with the dishes after your meal?
- Bottom picture: Popi is telling a story. (The “bubble” above his head shows what he is thinking or saying.) Introduce the Moonbeam trees and point out the shelf that is full of jars of Moonbeam fruit.

**Page 5:** *Popi continues telling the story. One winter was very cold and so much snow fell that it covered the trees. There was less and less Moonbeam Fruit to eat.*

- Look at the shelves. What is happening to the Moonbeam Fruit?
- Tell me about the trees and snow in the window. What is happening? (If you don’t have snow in your country, explain what it is.)

**Pages 6-7:** *Popi explains that the young caterpillars were very hungry. Everyone was so cold that they cut down Moonbeam Trees to burn to keep warm. Ever since*

*that day, a Dark Cloud covered the land; it was almost as if the land was sad. Popi explains that there were no more Moonbeam Trees or Moonbeam Fruit to make stew. Caterpillars had to gather twigs to make Stick Soup. But a Silver Breeze found one Moonbeam Tree that was still alive. He saved a seed from the tree and planted it in the High Hills.*

- Top left picture: Make sure students realize the Moonbeam Fruit is gone.
- What would you name Blossom's village? The hills in the distance? (Use the names they choose or "Twig Valley" and "High Hills.")
- Why are villagers cutting down the trees? (Point out the shivering caterpillar and the fire.)
- Bottom pictures: What is happening to the sun and why? (A cloud has covered it. Explain this is the Dark Cloud or name it something appropriate for your language.)
- What are the caterpillars thinking about and why?
- Next pictures: What do you see? (The white swirl is the Silver Breeze or name it something appropriate for your language.) The Silver Breeze saves the last seed.

***Pages 8-9:*** *Week after week, year after year, the tree continues to grow in the High Hills. When the moon is full, the tree blooms and produces Moonbeam Fruit—but there is no one in the High Hills to eat it. Popi finishes telling his story. Blossom and Max are very tired. Blossom tucks Max into bed, and then gets into her own bed.*

- What happens to the tree when the moon is full? (The Moonbeam Tree blooms and produces Moonbeam Fruit when the moon is full.)
- Do you have a younger brother or sister to take care of and make sure they are safe?

**Review: What is a choice?** The word *choice* means to pick one thing out of many, like choosing which shirt or dress to wear. Some choices are very important. The caterpillars of long ago had a choice to make: whether to cut down the Moonbeam Fruit Trees to keep warm or not. When our choices hurt ourselves or others, they are not good choices.

- Do you think those caterpillars made a good choice? Why was it a bad choice? Who was hurt by that choice? (The caterpillars have to go to bed hungry, and the Dark Cloud has come to take away the color in their world.)

***Pages 10-11:*** *Blossom curls up in her favorite blanket and falls asleep. Outside her window, far away, are the High Hills. The Silver Breeze blows softly in Blossom's window and Blossom dreams of going to the High Hills. The Silver*

*Breeze carries her there, to the only Moonbeam Tree in the world. Blossom is very happy to see it. Night after night, the Silver Breeze takes Blossom to the High Hills to see the Moonbeam Tree.*

- Where does the Silver Breeze take Blossom? (High Hills, to the only Moonbeam Tree left)
- How did the one Moonbeam Tree survive? (Review page 7; the Silver Breeze carried it to the High Hills.)
- What is important about the full moon? (It is the only time the Moonbeam Tree blooms.)
- How do you know Blossom is happy in the High Hills? (The Moonbeam Fruit is there, and she dreams of bringing it back to everyone.)
- Look at the moon. What do the changes in shape tell you? (She is visiting the tree night after night, for many weeks.)

*Pages 12-13: During the day, Blossom thinks about her visits to the Moonbeam Tree and dreams about bringing back Moonbeam seeds to plant so that everyone can have Moonbeam Stew once again. Each night she wraps her special blanket around herself and thinks about going to the High Hills. Each morning, Blossom folds her blanket, kisses Popi goodbye, and goes to Caterpillar School.*

- Picture on left: What is Blossom doing? (Blossom has a dream. *Note:* In some languages, the word *dream* is used for night-time dreams as well as our desires and goals. Adjust according to your language.)
- What is Blossom's dream? (To bring back Moonbeam Seeds so the villagers can grow them and eat Moonbeam Stew again)
- Is Blossom's school routine like yours or different?

*Page 14 Blossom tries to pay attention in school, but all she can think about is finding the Moonbeam Tree. The other caterpillars make fun of her. In the afternoon she gathers twigs for dinner—and thinks about going to the High Hills.*

- When Blossom is in school, what does she think about when she looks out the window?

**Review: What is a dream?** Blossom has a very special dream each night, but she also dreams during the day. That means she wants something to happen so much that she thinks about it all the time. What is the difference between what you dream at night and what you dream in your heart? (Adjust this if your language uses the same words or different words.)

- What are some of the differences between Blossom and the other caterpillars? (They're content to eat Stick Soup every night; she is not. She dreams of something more in life; they're content to be where they are.)
- Do you have a dream in your heart?

**Activity time:** Allow children to get up and move around to get materials for this activity. Show students your butterfly pointer. Help students make them (see instructions in “Before class” above.) Review with students the kind of creature Blossom is at this point. Ask if they believe she will ever change and what she might change into. Ask if people go through changes like butterflies do. Ask the children to bring their reading pointers back into the reading circle. Each child can use his/her pointer when asked to point to a picture in the next half of the session to help with the storytelling. As children feel comfortable, invite them to tell the story they see on the page, adding anything they miss.

**Page 15** *One night after Blossom kisses Max goodnight, she tells Popi how the Silver Breeze takes her to the High Hills. She says she wants to find the Moonbeam Tree and bring back fruit for everyone to eat.*

- Who does Blossom tell about her dream?
- Why is the moon full in her dream? (There is fruit on the Moonbeam Tree only when the moon is full; that is when Blossom can gather Moonbeam seeds.)

**Pages 16-17:** *Popi tells Blossom she must stay in school. She is still young. After she graduates from Caterpillar School, she can try to find the Moonbeam Tree. Popi tells Blossom about other caterpillars who have left the village in the past to try to find the Moonbeam Tree. They promised to return with Moonbeam Fruit, but instead they came back with worthless things that didn't help anyone but themselves.*

- Why does Popi want Blossom to stay in school? *Note:* If graduation clothes are different in your culture, explain that in some parts of the world students wear special clothes when they graduate.
- Is Blossom happy about this? How can you tell?
- One caterpillar is not happy about his dream. Why is this caterpillar unhappy? (The caterpillar traded everything he had for junk and didn't get the Moonbeam Fruit.)

**Pages 18-19:** *Blossom still wants to leave, so Popi takes her to his office and makes her promise not to tell anyone what he will show her. Popi pulls back a carpet, removes an old brick, and reaches inside. He pulls out something very old and hands it to Blossom. She unrolls a scroll with odd writing and drawings on it.*

- Who is sharing a secret on this page? (Popi)
- What was Popi's secret? (The hidden scroll with something mysterious on it)



**Review: Why is staying in school important?** Popi loves Blossom and wants her to make a good choice to stay in school. He shares a special secret with her to help her understand why this is important. Popi knows that school is the best way for Blossom to prepare for a life where she is safe. School will prepare her to do something very important for her family and community.

- Why is it so difficult for Blossom to finish school? (She is impatient.)
- What happened to the other caterpillars that left school early? (They did not find the Moonbeam Tree and lost things that were important to them along the way.)
- How could school help someone to be safe from being hurt and also successful? (You learn, you aren't tricked, you become smart.)

**Pages 20-21:** Blossom and Popi don't know what the pictures on the scroll mean. Blossom looks at the old rag that was wrapped around the scroll and asks Popi if it was his blanket when he was her age. Sadly, he says yes. He wraps it around the scroll and puts it back in the hiding place. Popi tells Blossom that when someone solves the riddle on the scroll, the Dark Cloud will be gone. He warns her about the Dream Thieves outside the village gates. They want to steal everyone's dreams. They will lie to her, trick her, and steal from her.

- Do Popi and Blossom understand the scroll? (No, they look confused.)
- Popi knows that solving the riddle on the scroll will remove the Dark Cloud. What is Popi wrapping the scroll in? (His old blanket)
- Popi is warning Blossom about something. (Dream Thieves who will try to take Blossom's blanket and her dream from her.)

**Page 22-23:** Popi tells Blossom again to stay in school, and after she graduates she can try to find the Moonbeam Tree—with his permission. Sadly, Blossom goes to her room to get ready for bed. She kisses Max goodnight—and realizes he is very sick. She screams and calls Popi. The doctor comes to the house and gives medicine to Max.

- What is Popi telling Blossom? (Stay in school, graduate, then he'll let her try to find the Moonbeam Tree.)
- Why does Popi say school is important?
- What 'is wrong on page 23? Why is Max sick?

**Pages 24-25:** Blossom tells Popi that Max needs to eat something besides Stick Soup every night. He needs Moonbeam Fruit Stew. She wants to go to the High Hills to find the tree so that Max will get better. Popi says no; Max will take his medicine and get better and Blossom must stay in school. Late that night, Blossom curls up in her blanket and looks out the window at the High Hills. She knows the Moonbeam Tree is out there somewhere—and she must find it. Quietly, she goes

to Popi's office, takes his scroll, and leaves a note saying she is leaving and will be back soon.

- What does Blossom want to do for Max? What does Popi say?
- Why does Blossom want to leave?
- What does Blossom take from Popi's office? Why does she take it?
- What did she forget to bring? (food, map)

**Review: What is a consequence?** The word *consequence* means the result of an action or a choice. Some consequences are good ones, like studying hard in school and making good grades. Some consequences are bad ones, like disobeying your parents and getting into trouble with them. It's important to stop and think about the consequences of a choice before you make it.

- When Blossom will not listen to Popi, who does Popi warn her about? (Dream Thieves)
- What are some of the things Popi tells her Dream Thieves do?
- What are the choices Blossom can make? (Stay and go to school and obey Popi; or disobey Popi and try to find the Moonbeam Tree)
- What is the choice Blossom makes?
- What influences Blossom's choice? (Max is sick.)
- Do you think the consequences of her choice will be good or bad? Why?

**Trafficking connection:** Tell students that *Born to Fly* is an allegory, which means a story about an animal or non-human that has special lessons for us. *Born to Fly* is an allegory about how to be safe and successful in following your dreams. One of the ways to apply the lessons in *Born to Fly* is to help warn against human trafficking. Ask students if they know what that means. Explain:

- Human trafficking is forced slavery.
- It is forcing someone to do something against their will.
- Slaves are not free.

*Born to Fly* is an allegory to teach what trafficking is and how to avoid it. Staying free from trafficking is about staying safe and free to follow your dreams. Explain that when you are safe:

- You are free from physical harm and no one threatens you.
- You are able to go to school.
- No one hurts you either physically, emotionally, or sexually.

It is very important to be able to follow your dreams, help your family and go to school—as Popi tries to tell Blossom. Ask:

- Why is it important to help your family? What is the best way to do that? (Stay in school and graduate. Getting educated helps you and your family.)

When you are educated, you will get better jobs and make more money, and your children will grow up in a healthier home.)

- Why is staying in school an important part of not being trafficked?

Popi warns Blossom about the Dream Thieves; they are like human traffickers because they can steal your dreams and hurt you. Making a quick, unprepared choice like Blossom did to disobey Popi is a choice with bad consequences.

- Choices have consequences. How can knowing this keep you from being trafficked?

### **Addition to Session 1 for apprentices** **“Learning from choices and consequences”**

*Allow an additional 30 minutes to accommodate this extra material.*

If this is the first training session for teenagers who will later help teach the *Born to Fly* curriculum to younger students, you can begin this session in a special way (sharing a meal, etc.) as explained in the introduction. If so, allow more time than in subsequent sessions.

Give each apprentice a journal (or notebook) and a pen or pencil to record their answers to special questions at the end of each session. Completing this journal will be an opportunity to help them think more deeply about the meaning of the *Born to Fly* story as it relates to their own lives. Ask apprentices to write their names in their journals and draw a picture of a butterfly that represents their own desire to dream and be free and successful someday. Use the crayons or colored pencils from the earlier activity. (Allow five-seven minutes for this.)

Ask apprentices what they think about the session and the book so far. Direct this informal conversation so that each person makes a brief contribution or gives an opinion. Remind apprentices that you know the wordless book is for young children, not teenagers, but they are reading it to prepare them to teach the B2F program to younger children. This will help prevent trafficking.

### **Journal questions for Session 1**

Write out these journal questions on small slips of paper or on a blackboard or whiteboard ahead of time so the apprentices can copy them into their journals. Tell them to write each question at the top of a separate page so they will have plenty of space to answer it. As time allows, have the students write down answers and, if they wish, share and discuss them with the group. Or choose one or two for them to answer during this session and then have them answer the others at home on their own time. In discussion time, be very encouraging; take

time to point out what is positive about each person's responses and share your own answers to these questions from your life and experiences.

- A past choice I wish I could change is:
- What are good questions to ask yourself when making a choice?
- Do you have dream that you are following? How are you following it?
- Are you staying in school? What can you do to learn more to help you in the future?
- What is the worst consequence you've experienced from making a choice? The best consequence?
- What have you learned about making choices that you could share with younger children?
- What have you heard about or know about human trafficking?
- Write two things you want to tell younger children about human trafficking.

**Assignment:** Most youth (and adults) have no idea how widespread trafficking is, so ask apprentices to research about human trafficking in your country and city. In the next session, you'll discuss what they've learned and what they think the answers are for your culture.

## Session 2: Know who your true friends are.

**Supplies and materials list:** Wordless books, leader's guide, teacher's butterfly pointer, teacher's sample of friendship frame, small twigs or lengths of colorful yarn cut into two-inch strips, art paper for each student, crayons or colored pencils, glue, concept posters for Sessions 1 and 2

**For apprentice session:** Above supplies plus journals and pens or pencils

**Before class:** Make a friendship frame sample. (See instructions in the lesson.)

**Session 1 review:** Students sit in a circle (in desks, chairs or on floor). Spend 10 minutes reviewing the *Born to Fly* story so far. Ask different children to add to the review and thank each for contributing. Show and use your butterfly pointer to point to pictures and review the life cycle of the butterfly. Cover each of the main points from Session 1: What is a choice? What is a dream? Why is staying in school important? What is a consequence? (Use the concept poster from Session 1 to summarize.)

**Session 2 begins:** Now we will continue Blossom's story and see what happens next. (Remember, you do not need to ask all the questions below; adjust according to the time you have available.)

**Pages 26-27:** *Blossom steps outside the village gates and begins her long journey. By morning she realizes she forgot to bring food with her, so she gathers sticks to eat. Suddenly she hears a noise. She hides behind a tree stump and looks at two very strange creatures. She wonders if they are the Dream Thieves that Popi warned her about. The two creatures introduce themselves to Blossom. They are Cricket and Tadpole. Blossom is surprised to learn they are also looking for the Moonbeam Tree and waiting for their dreams to come true. Cricket dreams of singing one day and Tadpole wants to jump high. They decide to travel together.*

- Bottom left picture: Why is Blossom so sad? (She forgot to bring her own food. Choices have consequences.)
- Why is she hiding? How do you feel when you meet someone new?
- Who is Blossom meeting? (Tadpole and Cricket) Are they friends or foes? How do you know?
- What is in the bubble coming from Cricket and Tadpole? (They are also going to the High Hills to look for the Moonbeam Tree so they can eat the seeds and follow their dreams.)

- Page 27, lower left: What are their dreams? (If necessary, explain how a tadpole becomes a frog.)
- Why do you think the caterpillars need Moonbeam seeds? Why do others such as Cricket and Tadpole want the seeds?

**Pages 28-29:** *The friends meet some caterpillars. Cricket asks if they found the Moonbeam Tree, and they say they've found something much better, pointing to all the gadgets they carry. Blossom says the gadgets are useless and reminds them that they left the village to find Moonbeam Fruit to help everyone else. The other caterpillars laugh at her. That night Blossom asks Cricket and Tadpole why they don't have blankets. They confess they had blankets but traded them to the Dream Thieves for worthless things. The next morning they must cross a stream. Tadpole swims across and Cricket jumps from rock to rock. Cricket says there's a bridge upstream where Blossom can cross the stream, and they'll meet her there. Blossom starts walking but quickly gets lost.*

- Top left: Who does Blossom meet? (Other caterpillars) What do they carry? Are those things valuable? (Explain that something can be valuable in terms of money, but not be valuable like a person.)
- Why is Blossom's journey more difficult than she was expecting? (She did not plan well; the tree is further away than she thought.)
- Blossom is lost. How does being lost feel?

**Review: Who is a true friend?** Explain to students that they choose their friends. Ask what they look for in a person when choosing a good friend.

- How do you know when a person you meet is a friend? Can you tell by the way they look?
- What is one word you would use to describe your best friend?
- Do you think Max and Popi are worried about Blossom? True friends are concerned about you.

### **Activity time: Friendship frame**

Students will make a "friendship frame" similar to the one of page 3 of the wordless book. Allow students to get up and move around to assemble the materials they'll need for this activity. Show students page 3 of the wordless book. Remind them that some of Blossom's best friends are in her family. Have students draw a large oval on a piece of art paper. Inside it draw several of their best friends; these can be family members or people outside their families. Group them together as on page 3 in the wordless book. They can include themselves in the picture, too, if they wish. Then glue the small twigs or cut yarn pieces to make a friendship frame around these true friends. Show the class the example you have made as you explain. Total time for this activity: 15 minutes. Allow seven-nine

minutes for drawing the picture and four-five for gluing the frame in place. If time allows, have students show their work.

**Review: What value does a true friend place on you?** People can call themselves our friends, but they may not be. How do we know? We can ask an important question: “How does \_\_\_\_\_ treat me?” People can treat you nicely when there are no problems and badly at other times. A true friend always tells you the truth, helps you when you need help, and gives you support as you pursue your dreams.

- What do you think about the caterpillars who wouldn’t help their friends?
- How do you know that Cricket and Tadpole are Blossom’s true friends? (They tell her the truth, help her when she needs help, and want to help her make her dream come true.)

**Pages 30-31:** *A kind old woman offers Blossom some new shoes. Blossom tries them on but doesn’t have any money to pay for them. The woman asks for her scroll or her blanket—and Blossom quickly realizes the woman is a Dream Thief. She takes off the shoes and throws them at the woman, who leaves. Blossom keeps walking until late at night. She doesn’t know which way to go. She reads Popi’s scroll for clues, but still doesn’t understand it. Finally she curls up in her blanket and sleeps.*

- What is Popi warning Blossom about?
- What is a Dream Thief? (Not a true friend; someone who pretends to be, but who tricks you)
- What do you notice about the moon on this page?

**Pages 32-33:** *The next morning a young caterpillar shows Blossom a map. Blossom thinks she’s a Dream Thief, but the caterpillar says the map is from Cricket, and she’ll give it to Blossom—for a piece of her blanket. Blossom makes the trade, but soon realizes the map is worthless. Sadly she realizes she believed a lie of the Dream Thief—and lost part of her blanket because of it. Blossom keeps on walking and finally sees the bridge. She crosses it to find Cricket and Tadpole who have been waiting for her on the other side. They show her a real map.*

- Do you think this caterpillar is a friend to Blossom?
- What does the caterpillar want Blossom to do? (Trade part of her blanket for a map)
- Is this caterpillar a friend to Blossom? What is she? (Dream Thief)
- Are Cricket and Tadpole true friends or Dream Thieves? How do you know?

**Page 34** *Cricket and Tadpole let Blossom copy their map on the back of Popi's scroll. The friends agree to meet later, closer to the High Hills. Cricket and Tadpole continue their journey by water, while Blossom goes by land—this time with a map.*

- Upper left: What is Blossom doing? (Copying Cricket's map on the back of Popi's scroll)
- Why do Cricket and Tadpole have to travel by water? (Because Tadpole must stay in the water. Blossom will meet them later.)

**Review: What is a Dream Thief and what does such a person want to take from you?** How have the Dream Thieves behaved in the story so far? Explain that a Dream Thief is a liar who tries to convince you to do what they want. Dream Thieves trick you over and over again and try to pretend they are your friends.

- Tell about some of the Dream Thieves that Blossom meets.
- Which Dream Thief tries to disguise herself as a friend to Blossom? (All of them)
- How do the Dream Thieves try to stop Blossom?
- What lies do they tell her? (That Cricket told her to sell a map to Blossom)
- When Blossom finds Cricket and Tadpole, what do they give her?
- Do you think Blossom is learning to tell the difference between a Dream Thief and a true friend?
- What is the difference between Cricket and Tadpole and the Dream Thieves?
- How do you think a Dream Thief might talk to you?

**Trafficking connection:** Remind students that *Born to Fly* is an allegory with special lessons about how to stay safe and be successful in following your dreams. Dream Thieves don't just exist in stories. People who are human traffickers are real-life Dream Thieves.

- What do traffickers look like?
- How can knowing who your true friends are keep you safe from traffickers?
- If someone offers you something (like a cell phone or a pair of shoes) for labor or sex, what will you tell them so you can avoid being trafficked?
- How are Dream Thieves and traffickers alike?

**Point out:**

- Dream Thieves can look like anyone—even our friends.
- They do not announce themselves as people who are going to trick you or hurt you.
- They can be young or old.



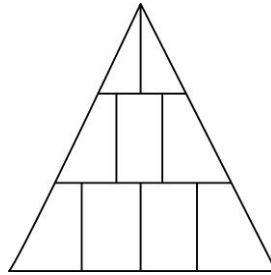
- They can be someone you already know.
- They can be someone you go to school with—another student.

**Addition to Session 2 for apprentices**  
**“Bad, better, and best relationships”**

*Allow an additional 30 minutes to accommodate this extra material.*

Each apprentice should have a journal with entries from Session 1 questions (which may not have been discussed at that time). You can begin this week’s session with an opportunity for them to discuss what they’ve learned so far as they work through the sessions they’ll help teach in the future and also from completing their journal work.

On a whiteboard, chalkboard, or poster, draw this figure for the apprentices to copy into their journals:



The top represents a good friend and the apprentice; apprentices can write the name of that good friend and their own name in the blocks at the top. On the seven other blocks, write traits, characteristics, behaviors, actions, or attitudes they look for in a true friend. As they share answers with the group, these are some of qualities, behaviors, or attitudes that may emerge as important (if they don’t, suggest them): truthful, honest, supportive, constant, warm, loving, fun to be with (always important for teens), reliable, kind, committed to you.

Ask apprentices what one thing a friend could do to destroy a relationship with them. Point out that just as good relationships are built on good character qualities and habits, bad relationships are built on bad character foundations: lying, deception, stealing, hurtful words, using drugs or selling them, etc.

**Journal questions for Session 2**

Use the same format as for Session 1; discuss the ones you have time for now and ask them to complete the rest at home:

- Sometimes your family might encourage you to leave home. Is that always in your best interest?
- Do you have a “safe” or trusted adult you can talk to in your family, school, or community?
- How can you know when it would be all right to leave the safety of your family?
- Which of your possessions means the most to you? Why?
- Is being valuable as a person based on what you do, or is it based on who you are? Why?
- Why do Dream Thieves (traffickers) try so hard to get you to do what they want?
- What can you do to make sure your dreams don’t get taken from you?
- Do you know any real-life Dream Thieves?
- What is the best way for you to handle people who offer you something in exchange for work or sex?

### **Activity**

At the end of Session 1, you asked apprentices to research about human trafficking in your city and country. Ask them to share what they learned and what they think the answers are for your culture. Discuss these statistics:

- 1.2 million children are trafficked each year for sex around the world. (UNICEF)
- The average age of sex workers around the world is 11. Some are as young as five years old. (CIA)
- Within 48 hours of running away, a teenager is approached by traffickers.
- Human trafficking is the second highest-grossing illegal industry on earth after illegal drugs. In some parts of the world it is already number one. (Stop the Traffic)
- Human trafficking generates US\$9.5 billion each year. (FBI)

### Session 3: You are unique, valuable, and worth loving.

**Supplies and materials list:** Wordless books, leader's guide, teacher's butterfly pointer, teacher's sample of thumbprint caterpillars and butterflies for activity time, art paper for each student, three stamp pads in various ink colors (or markers), wipes to clean students' fingertips, crayons or colored pencils or markers, concept posters for Sessions 1, 2, and 3

**For apprentice session:** Above supplies plus journals and pens or pencils

**Before class:** Make thumbprint caterpillars and butterflies. (See instructions below.)

**Session 2 review:** Students sit in a circle (in desks or chairs or on floor). Spend a few minutes reviewing the main points of the *Born to Fly* story. (Use the concept posters from Sessions 1 and 2.) Mention each of the main points from Session 2: Who is a true friend? What value does a true friend place on you? What is a Dream Thief and what does that kind of person want to take from you?

**Session 3 begins:** As we continue Blossom's story today, I wonder what she will do next.

**Page 35:** *Day after day, night after night, Blossom travels. She stops to eat along the way and meets many others looking for the Moonbeam Tree, but now she is very cautious in case any of them are Dream Thieves.*

- How do you know time is passing? (The moon changes.)
- Bottom pictures: Which are Dream Thieves? Which are friends?

**Pages 36-37:** *One evening Blossom meets a cat who shows her a twig. He says this is not a twig to eat, but if she waters it, it will grow into a Moonbeam Tree. Blossom is suspicious, but decides to trade part of her blanket for the twig just in case he is telling the truth. The twig quickly dies and Blossom realizes once again a Dream Thief lied to her. Blossom thinks about how foolish she has been to trade part of her blanket for worthless objects. On the back of Popi's scroll, she draws something to remind her. The Dream Thieves keep trying to trick her. She draws something else on the back of the scroll to remind herself to stay strong and not to believe their lies.*

- What did the cat promise? What actually happened to the stick?
- What was Blossom's choice? What was the consequence?

- What are the lessons Blossom is starting to learn? Is she starting to solve the riddle yet?

**Pages 38-39:** *Late one night, a man offers to give Blossom a lantern—and he won't take any money for it. He says someone will give her free oil to fill the lantern. When she follows his directions, however, Dream Thieves surround her, steal her blanket and scroll, and drag her away. The Dream Thieves lock Blossom behind a wall and leave her there. Blossom looks for some way to escape; she digs and digs, then tries to squeeze through a hole in the wall, but it is too small for her. There is no way out.*

- How did the lantern man trick Blossom?
- Blossom already learned a hard lesson about making trades with the Dream Thieves. Why do you think she took the lantern and oil from them?
- How is Blossom feeling now? (Not valuable; not loved)

**Review: How do you know you are valuable? Do mistakes and bad choices keep you from being valuable?**

Blossom is learning hard lessons about who to trust and about making good choices. She is learning who true friends are and that being impatient (unwilling to wait) can cost you dearly. Every person is unique (one of a kind), valuable and deserves to be treated well. Blossom has a hard time being patient (willing to wait). Every time Blossom is impatient and makes a choice that isn't wise, she loses something and feels bad. The drawings Blossom has made on her scroll help her remember the lessons she is learning. When you have made a bad choice or when people treat you badly, it can be very difficult to remember you are valuable. If Blossom can remember how valuable she really is, that she matters as a person and that her dreams matter, then she can make better choices in the future.

- What has Blossom lost so far? Does she still have her dream or has it been stolen from her?
- Is she having a hard time remembering she is unique and valuable?
- What decision might have kept her in a safe place where she felt valued and loved?

**Pages 40-41:** *Blossom notices a tree inside the wall where she's being held captive. Hanging on the tree are shoes, televisions, cell phones, cameras, and other the gadgets. With no other way out, Blossom climbs the tree. She realizes the gadgets are what the Dream Thieves use to trick and entice her and others.*

- Is the tree real? Why do the Dream Thieves have a fake tree? (It is a counterfeit to the Moonbeam Tree, the only tree left.)
- What does Blossom see hanging on the Dream Thieves' fake tree?

- How do the Dream Thieves use the items on this tree to steal dreams?

**Pages 42-43:** *Blossom is very tired and wishes she were in her own bed. She doesn't even have her blanket because the Dream Thieves stole it when they kidnapped her. She falls asleep on the branch. She wakes up to find the Silver Breeze—but instead of being happy, Blossom is shocked as he wraps vines with painful thorns around her until she is completely covered by them. The Dream Thieves look for Blossom, but can't find her.*

- Top pictures: What is Blossom thinking about? Who is coming? Why?
- Bottom picture: Why is Blossom surprised?
- What do the vines become? Who is inside? What do you think will happen next?
- Why can't the Dream Thieves find Blossom?

**Pages 44-45:** *Inside the vines, Blossom remembers what she did wrong: She disobeyed Popi, who wanted her to stay in school, and she traded pieces of her blanket to the Dream Thieves. Blossom realizes she made many mistakes and wrong choices, and she is very sorry. The Silver Breeze comes and wraps around the vines where Blossom is locked inside—and returns Blossom's blanket to her. Blossom waits day after day, and the Silver Breeze is always there.*

- What is Blossom thinking about? (The bad choices she has made and their consequences)
- Lower right: What is repentance? (Being sorry for something you did *plus* something else—being willing to change)
- What is happening to Blossom? (Use the shapes on your butterfly pointer to review.)
- Top middle: What has appeared inside the cocoon with her? (Blossom's blanket) Who brought her blanket back to her? (Silver Breeze)
- Blossom wants to get out of the vines as soon as possible because they are very painful. Silver Breeze wants her to stay there so she can learn about repentance.
- Is being sorry the same thing as changing? (Repentance means being sorry *plus* being willing to change.)

**Pages 46-47:** *One day when the time is right, Blossom begins to leave the vines. She has to kick and push with all her strength because the vines are very hard. When she comes out, she is so exhausted from her ordeal that she falls asleep. She does not notice that she has changed. Blossom wakes up and hears the Dream Thieves coming again. She knows they will find her. Quickly she climbs down the tree.*

Remind students that breaking out of a cocoon is very difficult, but it helps the butterfly strengthen the muscles in its wings; otherwise the butterfly will never be able to fly.

- What is different about Blossom when she comes out of the vines?
- Top middle picture: Why is Blossom shocked? (Because she now has wings)
- Does she know what wings are for or how to use them?

**Activity time: Thumbprint caterpillars and butterflies**

Allow children to get up and move around to get materials and do this activity. During this activity, keep reminding students that their fingerprints are unique (one of a kind). Fingerprints are a reminder that they are valuable and worth treasuring, different from every other human in the world and able to make special contributions to family and community and world. Use inkpads or markers to create thumbprints. To make caterpillars, press four or five thumbprints in a row; use crayons to draw feet, eyes, etc. To make butterflies, press two thumbprints side by side to make wings; use crayons to draw antennae, eyes, etc. This can be a messy activity, so be sure to offer wipes or cloths (wet in alcohol) to clean fingertips. Have the children name their caterpillars and butterflies. Let them make as many of these creations as time allows. Like Blossom, each student is a one-of-a-kind person with his/her own special dreams and desires. Let students share their unique creations if time allows.

**Pages 48-49:** *Blossom overhears the Dream Thieves saying they want to find her so she can explain the drawings on the scroll. She knows she must escape. She finds the hole in the wall that she tried to squeeze through before. She was too big to get through it then, but she tries again. Just as the Dream Thieves open the door, Blossom squeezes through the hole. Once Blossom is on the other side of the wall, she doesn't know which way to escape. She doesn't want anyone to see her wings, so she hides them under her blanket. She walks and walks until she arrives, exhausted, at the stream.*

- Top middle: Dream Thieves have Blossom's scroll but don't know what is on it. They need her to tell them what it means.
- Why couldn't she escape before, but can now? (Her body has changed.)
- Why does Blossom wrap her blanket around her wings? (To hide them)

**Pages 50-51:** *Blossom looks at her reflection in the stream and is shocked to see what is growing out of her back. She has never seen such things and she cries with shame. When she hears others coming, she hides. Blossom hears them say the Dream Thieves are looking for her. She knows she has a choice: She can try to find the Moonbeam Tree or she can return home to Popi and Max.*

- What is Blossom's reaction when she sees her wings? (Shame)
- Why does she hide from the other caterpillars?
- Bottom picture: What choice does Blossom have to make? What could be the consequences of each choice she might make?
- Top left picture: What does the shape of the moon indicate? (Full moon, so the Moonbeam Tree is already in bloom, meaning Blossom will not be able to get there in time)

**Pages 52-53:** *Blossom looks up to the sky and there is no full moon. She knows the Moonbeam Tree blooms only when the moon is full—so she will have to wait. She doesn't want to go home because she is embarrassed to see Popi after she disobeyed him, but she has no choice. She begins the long walk back home. Finally Blossom arrives at the village gates. She hesitates to go in because she doesn't know what everyone will say. When the other caterpillars see her, they laugh because she looks so different. Popi, however, runs to greet her.*

- What does Blossom decide to do and why? (Return to Twig Valley so she can get better prepared. She knows the Dream Thieves are looking for her, and the moon is not full so the Moonbeam Tree will not be in bloom for weeks.)
- Did Blossom bring back seeds for everyone in Twig Valley like she wanted to do? (No, just like everyone else who had left the village, she didn't do what she promised.)
- Where is Popi and why is he running toward Blossom? What do you think he will do or say?

**Review: What is unconditional love?** Unconditional love means the other person offers you acceptance, welcome, warmth, and respect, no matter what has happened. Unconditional love cannot remove consequences of choices, but it can make you feel safe, valued, and hopeful about your future. Unconditional love is what Popi offers to Blossom. He isn't happy she was impatient and disobeyed him and left, but he's very happy to have her home again with her new wings. Popi sees the promise and hope in Blossom's new wings.

- Who loves you like Popi loves Blossom?
- Would Blossom have known Popi loved her this way if she hadn't turned around and come back home?

**Where is a safe place for you to be loved, valued and protected?** A safe place is a place you can be where you are loved, valued, and protected from harm while you change, grow up, and make mistakes and learn from them. A safe place is where your dreams and hopes are valued and where others help you make good choices so your dreams can come true.

- Blossom has a safe place back at home with Popi and Max. Do you have a safe place like that?
- Who helps you make good choices? Who talks with you about your dreams and hopes?

**Trafficking connection:** Remind students that *Born to Fly* is an allegory with special lessons about how to be safe and successful in following your dreams. Blossom's impatience, leaving to get to the Moonbeam Tree without following Popi's advice about education, means she meets Dream Thieves before she knows how to handle them.

- Can you explain why someone who is impatient might be trafficked?
- Here are some of the lies traffickers tell:
  - “I can show you how to get a job as a waitress, model, or nanny.”
  - “I have money to educate you in the city.”
  - “I can help you get a visa to another country.”
  - “You will help your family by listening to me.”
  - “The money you earn will go to help your family.”
  - “I have lots of money and I want to give some to you.”
  - “Your friends have money and nice things; why shouldn't you?”
  - “You help me, and I'll help you.”
- Why might someone who is impatient believe these lies?
- How can knowing you are loved unconditionally keep you safe from traffickers?
- How can having a safe place to grow up keep your dreams alive?
- Could someone who has been trafficked change and repent like Blossom did and come back home again? Do you know anyone who did that?

### **Addition to Session 3 for apprentices**

#### **“Being protected while you mature”**

*Allow an additional 30 minutes to accommodate this extra material.*

Each apprentice should have a journal with entries from Sessions 1 and 2. Offer students a chance to ask questions that may have occurred to them regarding concepts or ideas in this or previous sessions. Handle journal questions as you did in previous sessions.

In Session 3, Blossom got herself in trouble by listening to Dream Thieves and finally gets abducted. Part of the reason for her difficulties is she didn't stay safe at home with Popi while she matured. When you are immature, it's easy to make mistakes because you lack information about how the world works. Blossom's wings are a sign she is maturing.



- What are some signs you are maturing? These can be physical, mental, or emotional signs. (If you have a blackboard or whiteboard, write the answers on the board as students list them.)
- Blossom returns to Popi to finish maturing on the inside (in her mind and heart) as she has on the outside. Who do you have in your life to help protect and advise you as you are growing up on the inside?

Have apprentices draw a large stop sign on a page of their journals. Ask them to write one thing on the stop sign that they would tell younger, less mature children to warn them about traffickers.

### **Journal questions for Session 3**

Use the same format as for previous sessions; discuss what you have time for now and ask apprentices to complete the rest at home:

- Like Dream Thieves, traffickers seem very confident they can get people to trade their dreams for trinkets. Why are they so confident they can do that?
- How do you think a trafficker might talk to you?
- Have you ever felt trapped as Blossom did inside the cocoon? Was it a good thing or a bad thing to be trapped? What did you learn from that experience?
- There are times when you must not be patient and must not accept what is happening. Can you think of an example?
- Who do you love unconditionally? Who loves you unconditionally (as Popi loves Blossom)?
- What does unconditional love mean to you?
- Why is it so hard to love this way?

### **Activity**

If there's an anti-trafficking task force in your area or law enforcement that specifically fight it, invite them to talk with your apprentices (for this session or an upcoming one).

**Assignment:** Ask apprentices to research the different kinds of human trafficking for your next session.

## Session 4: Be patient, work hard, and wait for the right time.

**Supplies and materials list:** Wordless books, leader's guide, teacher's butterfly pointer, teacher's sample of a "secret scroll" for activity time, art paper (that can be easily rolled). Optional: copies of the coloring page for Blossom's scroll drawing (see page 66), glue, small piece of fabric (8" x 4" or 20 cm. x 10 cm.), and 10"- (or 25-cm.) length of yarn for each student, crayons or colored pencils or markers, concept posters for Sessions 1, 2, 3, and 4

**For apprentice session:** Above supplies plus journals and pens or pencils

**Before class:** Make a secret scroll. (See instructions below.)

**Session 3 review:** Students may sit in a circle (either in desks, chairs or on floor). Review the concept posters from Sessions 1, 2, and 3. Review points: What does it mean to be unique? To be valuable as a person? What is unconditional love? The story ended last session with Blossom learning lots of difficult lessons, getting her new wings, and returning home to Popi but without her dream coming true.

**Session 4 begins:** This week we learn what happens after Blossom returns home. Do you think she'll find out what her wings are for?

**Page 54:** *Popi hugs Blossom. She tells him how she left and asks how Max is. Max is asleep, but she goes to see him. When she kisses him, he wakes up and starts screaming because he thinks she looks strange.*

- What is Popi's reaction to Blossom on her return?
- Why is Max shocked at how Blossom looks?

**Page 55:** *Popi serves Blossom a bowl of Stick Soup while she tells him about the Dream Thieves. She confesses that she took Popi's scroll, and the Dream Thieves stole it from her. She describes what she drew on the back of the scroll to remind her of the important lessons she learned. On a piece of paper, she draws them for Popi and explains each one:*

1. *Drawing of dead stick (which means "Choices have consequences.")*
2. *Cricket and Tadpole ("Know who your true friends are.")*
3. *Blossom and jewel ("You are unique, valuable, and worth loving.")*
4. *Cocoon ("Be patient, work hard, and wait for the right time.")*

5. *Butterfly (She has wings but she doesn't understand why or what this picture means.)*

- The Dream Thieves stole Popi's scroll. Blossom draws for Popi what she drew on the back of his scroll before it was stolen.
- Blossom confesses to Popi that she lost the family scroll. What five things does she draw for him?
- How does Popi react? (He still loves her; he forgives her.)

### **Activity time: Secret scroll**

Allow children to get up and move around to get materials and do this activity. Younger students can color the scroll coloring page first and then glue it onto the longer paper; older students can use the art paper to draw the symbols that appear on Blossom's scroll and add others that have special meaning for them (something that represents a dream they have for themselves or reminds them of a life lesson they don't want to forget). Show them the example you have made. When their secret scrolls are complete, have the students roll their scrolls and wrap the fabric piece (like Popi's blanket) around the scroll and tie it with the yarn.

- Which of the symbols and drawings on Blossom's scroll surprised you the most?
- If you could pick one to help you in your own life, which would it be? Why?

**Review: What is patience and why is it so hard to be patient?** Blossom has learned some things she doesn't ever want to forget, so she made a secret scroll, just as you have. One of her most difficult lessons to learn was being patient (having to wait for something to happen). She learned a little about patience, and now she has to practice it.

- Why is it so hard to be patient?

**Pages 56-57:** *The next morning, Blossom and Max are asleep in their beds as something unusual comes through the window: sunlight. Max sees it first and then wakes up Blossom to tell her. They both hurry to tell Popi and then run outside. Everyone is looking at the sun and with joy they realize the Dark Cloud is starting to break up. There is still nothing to eat but Stick Soup, however, and Blossom spends the afternoon gathering twigs and dreaming of the Moonbeam Tree.*

- Why does the Dark Cloud start to break up? (Someone must have solved the riddle.)
- The Dark Cloud is gone, but what does Blossom still have to do every day?

**Pages 58-59:** *That evening Popi makes Stick Soup for dinner. Blossom tucks Max into bed and he asks about Moonbeam Fruit Stew. Blossom cannot stop dreaming about the Moonbeam Tree. Even at night she dreams of going to the tree and bringing back Moonbeam fruit and seeds for everyone.*

- How is Blossom being patient?

**Pages 60-61:** *Blossom tells Popi she wants to try to find the tree again. He says she learned important lessons on her adventure and repeats what she told him (page 55)—and tells her they explain the mysterious drawings on the back of the scroll. Popi says when Blossom learned these lessons, she figured out what the drawings meant, which is why the Dark Cloud has begun to disappear. She solved the riddle. Popi promises Blossom that if she waits until she graduates from school, she can try to find the Moonbeam Tree again.*

- Blossom has solved the riddle from the scroll; that is why the Dark Cloud is going and color is returning. How do you think Blossom feels?
- What is hanging on the wall? (a calendar that marks the days to graduation)

**Review: Why are your dreams worth working hard for and waiting for?**

Blossom is holding on tight to her dream of visiting the Moonbeam Tree again and coming back with the seeds, but she knows that before she leaves she needs to complete her education. Lots of hard work is ahead of her and she will have to be determined and not let herself get discouraged.

- Have you ever worked very hard to get something you really wanted? (Leader can share a personal example to help students understand hard work/perseverance.)
- Did you get discouraged while you were working so hard?

**Pages 62-63:** *Blossom works hard in school. Whatever she does, she thinks about the Moonbeam Tree. This time, she prepares by packing her bag with things she will need on her trip. Finally the day comes when she graduates from Caterpillar School. Popi and Max walk Blossom to the village gates and say goodbye to her. This time, she is prepared. She draws a map like the one that Cricket and Tadpole once gave her. This time when she meets Dream Thieves, she does not even talk to them.*

- How is Blossom's preparation different from her first trip?
- How do the Dream Thieves try to trick Blossom?

**Pages 64-65:** *The Dream Thieves never stop trying to trick Blossom. Finally she comes to the same bridge she crossed on her first trip. When Blossom crosses the bridge, she hears singing. She hides behind a rock, but is surprised to see her old*

*friends, Cricket and Tadpole. Cricket's dream has come true. He can sing. Tadpole still cannot jump high, however. She tells them how the Dream Thieves kidnapped her.*

- What does Blossom do when she meets a Dream Thief? (Ignores them)
- When Blossom meets her friends again, what is different about them?

**Pages 66-67:** *Blossom tells Cricket and Tadpole how she was locked inside the vines day after day, and how she looked different when she finally came out. Hesitantly she shows them what she looks like now. She is ashamed but they think she is beautiful. Blossom shows her map to Cricket. They realize to get to the Moonbeam Tree they have to walk past where the Dream Thieves held her captive. They travel at night and they are so close that they can hear the Dream Thieves talking about Blossom. While two of the friends sleep, the other stands guard in case the Dream Thieves find them. Finally when they reach the High Hills, Blossom says she will climb them while Cricket and Tadpole wait for her.*

- What is Cricket's reaction when Blossom shows him her wings?
- What do the friends have to pass on the way to the Moonbeam Tree?
- How are Cricket and Tadpole true friends to Blossom? (The friends take turns sleeping and guarding each other.)

**Page 68:** *The friends decide that Blossom will climb the High Hills to look for the Moonbeam Tree while Cricket and Tadpole stand guard. If the Dream Thieves try to go after her, Cricket will sing to warn her. Blossom begins climbing. Finally she reaches a cliff and realizes there is a huge ravine between her and the Moonbeam Tree. She can see it in the distance, but she cannot cross it because it is so wide. She doesn't know what to do. In the distance, she can see the Moonbeam Tree. She is so exhausted that she falls asleep.*

- What is the friends' plan?
- What problem does Blossom face?
- What are the musical notes? (Cricket's warning) Does Blossom hear them?

**Review: Who can help you be strong while you're being patient, working hard, and waiting for the right time to make your dreams come true?**

Blossom has Popi and her true friends to help her be strong and hold on to her dreams and work hard to achieve them.

- Why did Blossom choose to obey Popi? Why was that a smart thing to do?
- Why did Blossom decide to travel with her friends instead of by herself? Why is that important?
- What are some of the things Blossom did to prepare for this trip that she didn't do last time?

**Activity time:** Ask students to take out their scrolls and add a picture or write the names of the people in their lives who can help them be strong as they wait patiently and work hard to achieve their dreams. Remind them that these people are a very important part of their secret plan for staying safe and making their dreams come true.

**Trafficking connection:** Patience and determination are essential to keep from being trafficked. You may have to say “no” to the people who are trying to mislead you over and over again. You may also have to stand up to adults who are not interested in or supportive of your dreams.

- What are some things a young person experiences before becoming a trafficking slave?
  1. They make poor choices.
  2. They believe the lies traffickers tell them.
  3. They believe the traffickers are their friends.
  4. They don’t recognize the difference between unconditional and conditional love. Sometimes, traffickers say they love them, but it’s the wrong kind of love.
  5. They want to believe the promises the traffickers make.
  6. They are impatient for their dreams to come true and don’t want to wait for the right time to act.

#### **Addition to Session 4 for apprentices**

##### **“Putting your dreams into words and working to make them come true”**

*Allow an additional 30 minutes to accommodate this extra material.*

Before class: Leader should prepare his/her own goal-setting activity as described below—for instance, how a personal educational goal was achieved by taking specific steps. Draw the ladder illustration on a whiteboard, chalkboard, or poster. Make the rungs wide enough to write on. Title the ladder “Putting your dreams into words.” On each of the lower rungs, write one of the smaller steps you had to take to reach your goal. Draw a small figure on one side (someone who encouraged you on your journey).

Each apprentice should have a journal with entries from Sessions 1-3. Answer student questions about concepts or ideas in this or previous sessions. Handle journal questions as in previous sessions.

The concepts and storyline covered in Session 4 show students the importance of actually having a real, formulated, written-down plan for making their dreams

come true. Blossom has true friends, a supportive home, and a scroll that documents all the things she's learned. Committing herself to hard work and continued patience is easier for her because she has all this in place.

Have apprentices draw the ladder illustration in their journals. At the top of the ladder, have them name a goal (long- or short-term). This is their dream. Ask them to brainstorm out loud what steps they might have to take to reach their goals. Label each of the lower rungs with one of the necessary smaller steps.

To the side of the ladder have them draw a person who can be a coach or adult encourager to help with motivation and commitment when impatience or discouragement is a problem. Ask students to write the name of that person on the page of their journal. Blossom had Popi to encourage her. Remind them that meeting with an adult encourager (an older friend, a trusted friend of the family, an older family member, someone who has had the same goal in the past and achieved it) can be critical to sticking to their plan to make their dreams come true.

#### **Journal questions for Session 4**

Use the same format as for previous sessions; discuss what you have time for now and ask apprentices to complete the rest at home:

- Describe a time when you had to be patient to get something you really wanted.
- *Persevere* means to keep on working hard even though you may feel discouraged. What kinds of things do you like to hear people say to you or do for you when you're discouraged?
- Are there people or circumstances that put pressure on you to quit school early? What could happen for you if you give in to these pressures?
- Do you know anyone who left school early and did well? Anyone who did not do well?

**Discussion:** At the end of Session 3, you asked apprentices to research the different types of human trafficking. Have them share what they learned. (The main forms are sex trafficking, labor trafficking, and organ trafficking.)

## Session 5: You were born to fly. Don't settle for less.

**Supplies and materials list:** Wordless books, leader's guide, teacher's butterfly pointer, teacher's sample of "butterfly wings" for activity time, two pieces of large poster-weight paper, elastic cord (60 cm or 24" per student), a stapler, scissors, glue, feathers or other embellishments for the wings, pictures cut from magazines, crayons or colored pencils or markers, concept posters for Sessions 1-5

**For apprentice session:** Above supplies plus journals and pens or pencils

**Before class:** On one piece of large poster board, write "I am born to fly!" across the top. With other piece, make your sample of undecorated butterfly wings. (See <http://www.videojug.com/film/how-to-make-your-own-wings> for directions.) Alter the butterfly wing pattern here for scale onto poster board or A-2 board (22" x 28" or 55.88cm x 71.12cm) and make a pattern from which to draw and cut other wings prior to class. Your apprentice teachers can help. For each set of wings, fold the A-2 board or poster board in half and draw the wings; cut them out. Cut two lengths of elastic cord (30 cm or 12"); staple each cord near the top and bottom of the inside of each butterfly wing to form armholes. Decorate wings using glue and embellishments or draw or write on them with markers, colored pencils or crayons. Wear the wings by slipping your arms into the elastic cord armholes.

**Session 4 review:** Students may sit in a circle (either in desks, chairs or on the floor). Spend a few minutes reviewing the concept posters from earlier sessions. Review: What does it mean to be patient? Why are your dreams worth waiting for and working hard for? The last session ended with Blossom completing her education and starting out on a new journey to find the Moonbeam Tree and bring back its seeds to help Max and her whole community. This time, she has a map, a plan, Popi's blessing, and her wings to help her make her dream come true.

**Session 5 begins:** This week we learn what happens when Blossom falls asleep on her journey to the Moonbeam Tree.

**Page 69:** *Suddenly Blossom awakes to the sound of the Dream Thieves climbing the High Hills. There is no place for her to escape from them. With nowhere else to go, she takes a deep breath and jumps off the cliff.*



- Why is one of the Dream Thieves hiding his eyes? (He's afraid of Blossom.)
- Why would a Dream Thief be afraid of Blossom?

**Page 70-71:** Blossom falls until suddenly she starts flapping her wings and realizes she can fly. She flies back up to the cliff where the Dream Thieves are. They are so shocked to see her—and see her flying—that she is able to push them off the cliff. Finally there is no one but Blossom on the cliff. Far in the distance she sees the Moonbeam Tree. She flaps her wings and flies across the ravine and finally, under the full moon, arrives at the Moonbeam Tree.

- What happens when the Dream Thieves force Blossom to jump off the cliff?
- She looks afraid to fly across the ravine; why?

**Pages 72-73:** Blossom tastes her very first Moonbeam Fruit. She eats more and more, and saves the seeds in her blanket. Finally she falls asleep. In the morning, Blossom wakes up, gathers the seeds in her blanket, and flies back to Cricket and Tadpole. She shares Moonbeam seeds with them and then flies home dropping seeds along the way.

- Bottom pictures, page 72: What is Blossom doing and why? (Eating fruit and spitting out the seeds so she can take them back to her family and friends)
- Bottom pictures, page 73: What is Blossom doing and why? (Sharing seeds and dropping seeds so they will grow into Moonbeam Trees)
- How does Blossom show she is a true friend to Cricket and Frog? (Gives them seeds)

### **Activity time: Butterfly wings**

Allow children to get up and move around to get materials and do this activity. Show children the butterfly wings you made and help them make their own (see instructions above in “Before class”). Younger students may need more help from the apprentices to draw their wings on the poster board and cut them out. (For youngest age groups, draw the wings and cut them out ahead of time, leaving the coloring and decoration for activity time.) Students can glue on feathers or pictures they cut out from magazines, or draw pictures or write in words on their wings the answer to this question: *What am I dreaming about being or doing in my life?* Children can help you measure the elastic cord as you cut it and staple onto the wings. Have students share what they put on their wings and have them try them on now or at the end of the session. Be sure to mention this during activity time:

- What meaning do Blossom's wings have? (She was born to fly.)

**Review:** Blossom never gave up on her dream, although she had to learn a lot of hard lessons and had to wait for just the right time to act. Now she has learned a very special lesson: Her wings mean she was “born to fly.”

- What did you think the title *Born to Fly* meant before you read the book?
- Are you like Blossom in any way? How are you born to fly?

**Pages 74-75:** *When Blossom returns home, Popi and the other caterpillars run to greet her. She gives them Moonbeam seeds, which they immediately plant. The seeds begin to grow, and soon there are Moonbeam Trees all over the land.*

- How is Blossom’s second return to Twig Valley different from the first time?
- What do the villagers have to do to make sure the seeds grow?

**Pages 76-77:** *Once again there are jars of Moonbeam Fruit in every house and Blossom makes Moonbeam Stew for her family. One day her old friends come to visit her—Cricket and Tadpole, who is now Frog. Cricket’s new voice is so beautiful that he sings at a concert. Afterward the caterpillars have a party where everyone eats as much Moonbeam Stew as they want.*

- What dreams can you see that have come true? (Frog jumping, Cricket singing, Max healthy, etc.)
- How do you think the villagers feel as they finally get to eat Moonbeam Stew?

**Page 78:** *Every young caterpillar studies what Blossom wrote on the back of Popi’s scroll so that they understand the important lessons she learned on her adventure. Soon the valley is filled with cocoons, butterflies, and of course Moonbeam Trees.*

- Point out all the different things happening on this page. What do you see in the trees? (Use the butterfly pointer to review the life cycle of the butterfly.)
- What has happened to Max and Popi?
- Why are there more butterflies in the village now?
- What is the teacher teaching the young caterpillars?

**Review: What or who can stand between you and your dreams?** In previous lessons students identified Dream Thieves. Ask students to recall those. Their own impatience and lack of belief in their value as persons can steal their dreams, too. Remind them that they have their own “wings” to carry them to their dreams, but those wings take time to develop and grow strong.

**Who can help you make good choices to keep your dreams alive?** Previously students identified people who love them unconditionally and who their true friends are. True friends truly love them, want the best for them, and will be able to help them keep their dreams alive.

- When will be the right time for you to “spread your wings” to fly to make your dream come true?
- Who will cheer you on as you achieve these dreams?

**Trafficking connection:** Remind students that *Born to Fly* is an allegory with special lessons about how to be safe and successful in following your dreams.

- You can be safe while still following your dreams. Being safe doesn’t mean you have to do nothing. It just means you need to remember all the things you learned from Blossom’s story.
- To escape being trafficked, it’s important that you identify a safe adult you can always speak to about fears you have or trouble you are having in your life. Who is that safe adult for you?
- List the things you need to remember so that you can “fly.” (Choices have consequences, etc.)

**Activity:** Show student the poster on which you wrote “I am born to fly!” Have students write their names on the poster (and draw a butterfly to represent themselves if time allows). Help the students slip on their wings. If resources permit, take a group photo and make copies of the photo to give to students at the end of Session 6. If you can’t make individual copies, have the group photo available to display during that session.

**Activity:** Remind students of Blossom’s dream. Have students write their own dreams on a piece of paper illustrating them as desired. Children who want to share them aloud may do so; remind everyone to be respectful and encouraging as others share. Or have children sign and date their papers and then keep them privately as a record of acknowledging their dreams.

### **Addition to Session 5 for apprentices “Building your Dream Team”**

*Allow an additional 30 minutes to accommodate this extra material.*

Each apprentice should have a journal with entries from previous sessions. Offer students a chance to ask questions and handle these as you have in previous sessions.

In Session 5, Blossom learns that having wings means she was born to fly. She

also learns that her wings make it possible for her to defeat the Dream Thieves as well as reach the Moonbeam Tree and bring back the seeds to Twig Valley. Blossom returns home joyfully and the seeds she carries with her bring good changes for everyone she cares about. Waiting for the right timing and having the right kind of support and preparation before trying again to reach her goal made all the difference for Blossom. Discuss:

- Blossom had to escape from the Dream Thieves. What would you do if you were trafficked or taken? How would you escape? (Fight, don't give up, find a way out, confide in someone like a trusted adult, other ideas?)
- What is a "dream team"? (Friends and family who support you and help you so that you can pursue your dream—so you can spread your wings to fly)
- Who is Blossom's "dream team"? (Review characters on pages 76-78 who all support Blossom's dreams.)

Ask apprentices to write the title "My Dream Team" across a page of their journals. Just as Blossom needed an entire team to advise her, teach her, and support her, apprentices do, too. Have them make a list of people who can be a part of their Dream Team, people who care about them, support them and encourage them. These could be a teacher or spiritual leader, a soccer coach, family members, a counselor, or advisor. They can include a special trusted person on that list to contact in case something bad happened or someone tried to traffic them.

### **Journal questions for Session 5**

Use the same format as for previous sessions; discuss what you have time for now and ask apprentices to complete the rest at home:

- What are the things you can do to you make sure you're safe from trafficking?
- Who or what stands between you and achieving the dreams you have for your life? What can you do to deal with these people or obstacles?
- Now that you've read this book, how would you tell children they can be free to follow their dreams but still be safe?

**Discussion:** Ask apprentices to discuss different ways to fight child trafficking. Categorize them under these three areas: prevention (awareness training), protection (rescues, aftercare), and prosecution (changing laws, arresting and prosecuting traffickers and buyers).

## Session 6: Review and commitment

**Supplies and materials list:** Wordless books, leader’s guide, photo of group taken in previous session (either one in a frame for all to see or, preferably, a copy for each student), review game sheets, markers for game (buttons, small circles/squares of paper or fabric), enough candy for at least two pieces for each student, pens or pencils, Trafficking Information Posters (handwritten or printed), concept posters for all sessions, commitment sheets and Born to Fly bracelets

**For apprentice session:** Above supplies plus journals and pens or pencils, and apprentice pins or sashes

**Note to teacher:** Adapt this lesson as appropriate for your culture, community standards, and the age and experience levels of your students, particularly where the information about trafficking is involved. Be much more direct with teenagers than with younger children. Your goal is not to create fear, but to equip them to say “yes” to their dreams and “no” to traffickers (and peers, etc.) who might pressure them to give up those dreams. You can invite the community to attend the commitment portion of this session. Make it a special event, serve refreshments, etc., so students can show off their wings and other art work from previous sessions and their bracelets and commitment certificates. This is particularly beneficial if this project has been part of a community project.

**Commitment bracelets/bands:** If it would be appropriate to your culture, we recommend giving students silicon awareness bracelets (similar to the Livestrong bracelets) in light aqua, the Born to Fly color. Google “awareness bracelets” to find sources. Have them imprinted with “Born to Fly” in your language and the anti-trafficking hotline number for your country (see [Global hotlines list](http://www.state.gov/j/tip/rls/other/2011/168859.htm) at <http://www.state.gov/j/tip/rls/other/2011/168859.htm>).

**Review game:** Students may sit in a circle (either in desks, chairs or on the floor). Remind them that *Born to Fly* is an allegory—a story about an animal or other non-human that has lessons for us. *Born to Fly* teaches how to follow our dreams in a safe manner. We can learn from what happened to Blossom and do not have to make the same mistakes she did. Today students will play a game to review the *Born to Fly* wordless book. Each student gets a review game sheet and a handful of buttons or paper markers. The game is played like Bingo:

- As the leader reads the clue, students look to see if they can find it on the review sheet. As they find the pictures, they cover each with a marker.

- The object of the game is to cover all the squares with a marker and get a prize.
- On the way to covering all the squares, any student who covers two lines in any direction (diagonally, vertically or horizontally) can call out *“Butterfly!”* and receive a prize (a piece of candy). At some point, each student will fill in two rows or columns, so everyone will get a piece, just not all at the same time. There will be a difference in timing because students can choose between two pictures of “true friends” and four of “dream thieves.”
- Have a sample review game sheet marked to show what two diagonal rows, two covered rows, columns, etc. will look like. This will be particularly important for younger students.

**Review game instructions:** After you read each clue, ask the questions and help students with answers and expanding on theirs as necessary to make the review complete. Younger students may need help locating the pictures that match answers. For older students, beyond reviewing the storyline specifically, go deeper into the analogy between Blossom’s interactions with the Dream Thieves and how human traffickers might treat students if given an opportunity.

## Born to Fly review game



## Born to Fly review game clues

**Clue #1 to read to students:** Cover a square that shows what Blossom drew on her scroll to remind herself she was valuable and worth loving.

**Square #13:** Jewel in middle (Each student is unique, valuable, and worth loving, so this is a free space.)

**Review questions to ask students:** Why are you valuable? What makes you valuable?

**Clue #2:** Cover a square that shows what kind of creature Blossom is when the book begins.

**Square #10:** Blossom as a caterpillar

**Review:** Where does she live? (Twig Valley) Why is there a Dark Cloud covering Twig Valley?

**Clue #3:** Cover two squares that show who Blossom lives with. (Tell students to cover two squares for this clue.)

**Squares #4 and 17:** Max and Popi

**Review:** How is she related to them? (grandfather and brother) What do they all eat every day? What happens to Max because he only eats Stick Soup every day? (gets sick)

**Clue #4:** Cover a square that shows who helps Blossom in her dreams every night as she dreams of going to the High Hills.

**Square #8:** Silver Breeze

**Review:** Where else does Silver Breeze come to help Blossom in other places in the story?

**Clue #5:** Cover a square that shows where Blossom goes every day.

**Square #5:** School

**Review:** Does she like to go there? What does getting an education mean for Blossom's future?

**Clue #6:** Cover a square that shows where Blossom dreams about going. It is her life dream to find this and help all the people in Twig Valley.

**Square #14:** Moonbeam Tree

**Review:** What grows on this tree and how can it help Blossom's community? Is Blossom's dream a good one or a bad one?



**Clue #7:** Cover one square that shows one of the dangerous creatures that Popi warns Blossom about. (There's more than one square with these creatures, but choose only one.)

**Square #2, 9, 15, or 23:** Dream Thief (Students can cover any one of these.)

**Review:** What is a Dream Thief? What do they do? Remember, Dream Thieves, don't look just one way; they can look like anyone.

**Clue #8:** Cover one square that shows Blossom's true friends. (There's more than one square, but choose one.)

**Square #7 or 20:** True friends (Students can cover either one of these.)

**Review:** What makes these true friends to Blossom? Remember: We can recognize true friends by the way they love us and tell us the truth and support us.

**Clue #9:** Cover two more squares that show the creatures who try to get Blossom to trade a piece of her blanket for worthless things.

**Square #2, 9, 15, or 23:** Dream Thief (Students can cover any two of these that they haven't already covered.)

**Review:** What do the Dream Thieves do to Blossom? (trick her, steal her blanket and scroll, and drag her away)

**Clue #10:** Cover a square that shows where the Dream Thieves take Blossom.

**Square #25:** Blossom captured/trafficked

**Review:** How does she feel when she realizes what has happened to her? Can she find a way out? Blossom wasn't trafficked into slavery, but she was kidnapped by the Dream Thieves. They tried to convince Blossom to work for them and give up her blanket, her home, and her dream. What could have happened to her if she hadn't escaped?

**Clue #11:** Cover a square that shows what Blossom discovers when the Dream Thieves hold her captive.

**Square #3:** Gadget tree

**Review:** What is on this tree? Are these valuable things? What do the Dream Thieves do with these things? Why does Blossom climb the tree?

**Clue #12:** Cover a square that shows what happens to Blossom while she rests on a branch of the Dream Thieves' tree.

**Square #11:** Cocoon

**Review:** How did this form? (Painful vines wrap around her; she realizes how wrong she was not to listen to Popi; she repents of leaving home; she is surrounded by a cocoon and changes inside it) Who is with her the entire time? (Silver Breeze who brings her blanket to her). How and when does Blossom get

out of the vines? How does she escape from the Dream Thieves?

**Clue #13:** Cover a square that shows what is different about Blossom after she escapes and returns home.

**Square #18:** Blossom's wings

**Review:** How has Blossom changed? (now a butterfly with wings, although she doesn't know what wings are for yet) Is she happy about her wings? What decision does she have to make? (To go back to Twig Valley or not) What does she decide? What happens on her way back home?

**Clue #14:** Cover a square that shows how Popi reacts to seeing the change in Blossom.

**Square #24:** Unconditional love

**Review:** Why is everyone so surprised by her wings?

**Clue #15:** Cover a square that shows what Blossom draws to tell Popi what she learned.

**Square #1:** Secret scroll

**Review:** Blossom didn't have Popi's scroll (the Dream Thieves took it), so where did she draw the pictures of what she learned? What are the lessons on that "Secret Scroll?"

- Drawing of a dead stick ("Choices have consequences.")
- Cricket and Tadpole ("Know who your true friends are.")
- Blossom and jewel ("You are unique, valuable and worth loving.")
- Cocoon ("Be patient, work hard and wait for the right time.")
- Butterfly ("Wings have a special meaning; what is it?")

Because Blossom has learned some of these lessons so well, what happens to the Dark Cloud? (starts to break up and sunlight starts to return to Twig Valley)

**Clue #16:** Cover a square that shows Blossom thinking about her dream every night.

**Square #22:** Blossom keeps on dreaming

**Review:** Does Popi want Blossom to give up her dreams? Popi is not a Dream Thief; he's a true friend who wants to help make sure her dream comes true. He wants her to work hard and prepare to leave at the right time.

**Clue #17:** Cover a square that shows what Popi wants Blossom to do before she can try to find the Moonbeam Tree again,

**Square #16:** Finish school

**Review:** How does Blossom respond? (She works very hard to achieve that goal. This time she leaves Twig Valley with Popi's blessing, with a map and lantern,

and valuable lessons to help her travel to the High Hills and Moonbeam Tree.)

**Clue #18:** Cover one square that shows Blossom's true friends.**Square #7 or 20:** True friends (Cover whichever square not marked before.)

**Review:** How do these friends help Blossom this time? (try to warn her when the Dream Thieves are coming, but she's fallen asleep)

**Clue #19:** Cover one square that shows who does not want Blossom to find the High Hills.

**Square #2, 9, 15, or 23:** Dream Thief (Cover whichever Dream Thief picture doesn't have a marker on it yet.)

**Review:** When Blossom is on the cliff, what does she discover about herself? (Her wings mean she was born to fly.) How does her ability to fly enable her to defeat the Dream Thieves?

**Clue #20:** Cover a square that shows what the Moonbeam Tree looks like when Blossom finally finds it.

**Square #6:** Full moon and Moonbeam Tree

**Review:** How does Blossom reach the Moonbeam Tree? (uses her wings to fly there) What does she do when she reaches the tree?

**Clue #21:** Cover a square that shows what Blossom does with the Moonbeam seeds as she flies back to Twig Valley. '

**Square #12:** Blossom plants Moonbeam seeds.'

**Review:** What does she do with the seeds when she gets home? How will this help her village?

**Clue #22:** Cover a square that shows what Blossom makes with some of the Moonbeam Fruit.

**Square #19:** No more stick soup

**Review:** What changes happen for Blossom and Max as they eat Moonbeam fruit? (No more stick soup means Max gets well) What changes take place in Twig Valley as Moonbeam Trees are planted and fruit is grown and harvested?

**Clue #23:** Cover a square that shows what changes have taken place and dreams have come true for Blossom's true friends.

**Square #21:** True friends, all grown up

**Review:** What do you imagine your life will be like when you have grown up and some of your dreams have come true?

**Trafficking connection review:** This is at the leader's discretion. The first three Trafficking Information posters are more suitable for younger students. The other posters are more explicit, but contain information older students may find very helpful in identifying and resisting trafficking attempts. Allow 10-15 minutes to review this information.

**For apprentices, the focus of Session 6 is "Take a Stand."** Have them copy into their journals portions of the Trafficking Information posters that you think would help them (1) continue to resist human trafficking personally and (2) help younger students to understand the *Born to Fly* concepts in future study groups.

**Commitment:** To help students mark their completion of the *Born to Fly* course, you can arrange a short award ceremony for the end of Session 6. Invite people from the community (family members, teachers or school representatives, community leaders) to help make the project visible and celebrate the importance of the students' accomplishments. Display artwork and posters and have children wear the wings they made in Session 5.

Explain to students:

1. What it means to make a commitment (a pledge or a promise)
2. Their commitment will be to try to remember the five lessons that Blossom learned in *Born to Fly*. Read the words on the certificate to them.
3. Their commitment means they are saying "no" to traffickers and "yes" to their dreams, destiny, and purpose.

Leaders should sign and date commitment certificates ahead of time. During the ceremony, you might need to help younger children sign their commitment certificates. Give blue commitment bracelets to everyone. If apprentices who already have their bracelets are present, have them share what having the bracelet and making the commitment means to them. They can help present certificates and commitment bracelets.

You can also award blue bracelets to apprentices who have not received them yet. You can have a second separate acknowledgement for new apprentices; give them the sash or pin that marks them as apprentices who will serve as leadership assistants in future *Born to Fly* study groups.

**Discussion:** Have apprentices discuss different ways they can continue to fight human trafficking in your city and country now that they have completed the Born to Fly Program. Refer to the ways you discussed at the end of Session 5. Ask if the apprentices would like to continue meeting to encourage each other in

the fight. If your city does not have an anti-trafficking task force, this group can be the beginning of one. Discuss with apprentices different ways that they can get others involved in the fight locally including law enforcement, schools, community organizations, the faith community, media, and others.

## Commitment

I will wear my Born to Fly bracelet to help me remember....

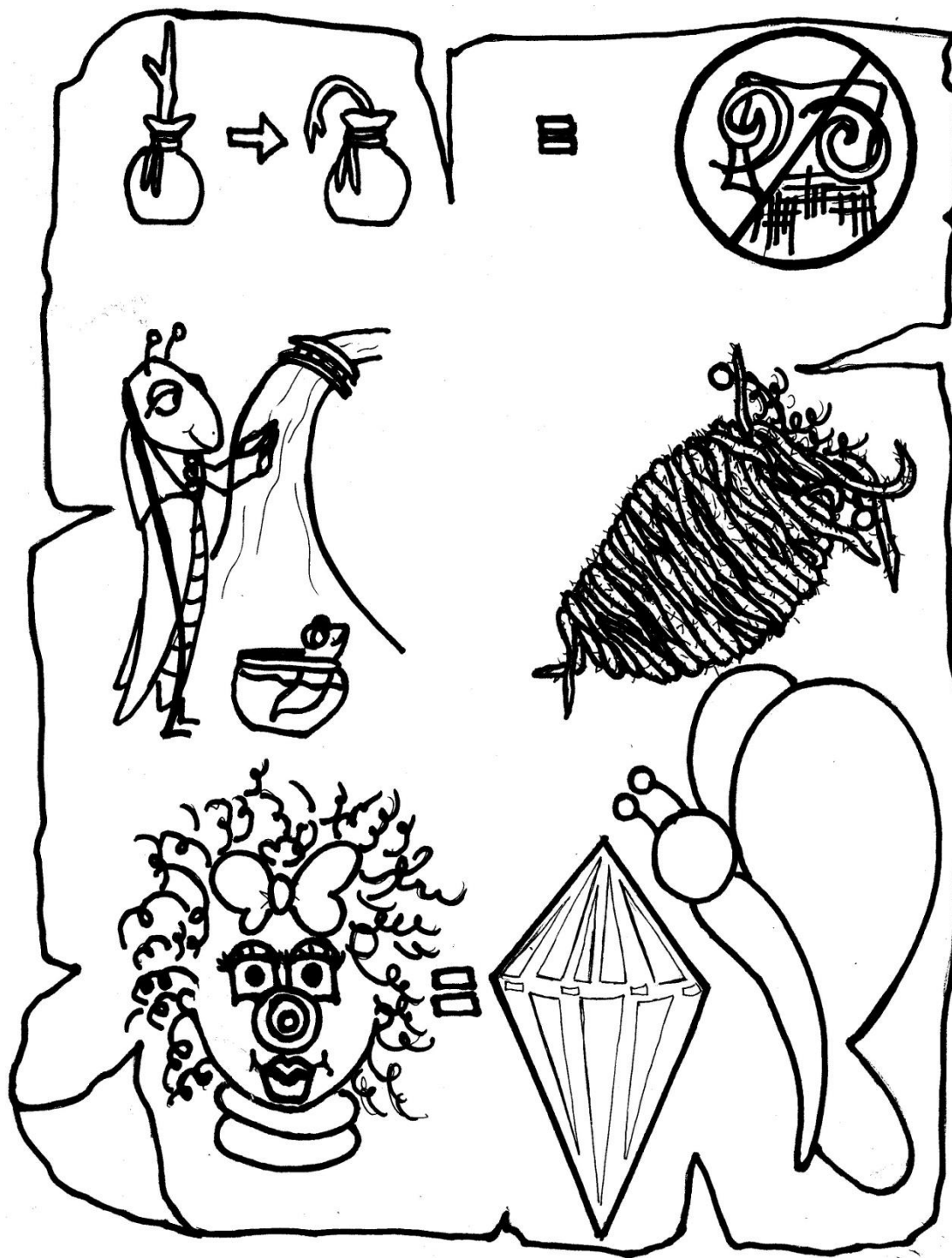
- To choose wisely because every choice has a consequence
- To listen to the wise words and kind encouragement of true friends
- To believe that I am unique, valuable, and worth loving
- To be patient and work hard to make my dreams come true
- That I was born to fly and never to settle for less than that
- To say “no” to trafficking and “yes” to my dreams, purpose, and destiny

Student: \_\_\_\_\_

Leader: \_\_\_\_\_

Date: \_\_\_\_\_

Blossom's scroll (activity for Session 4)



## Evaluation survey for teachers

Thank you for teaching the Born to Fly program to stop child trafficking. We're so grateful for your time and expertise. You've changed many lives! Your feedback and comments will help us evaluate the teaching materials and make them better in the future. Please fill out this evaluation survey and return it to [info@born2fly.org](mailto:info@born2fly.org). You can also fill it out at [www.born2fly.org](http://www.born2fly.org).

1. Where did you teach the Born to Fly program (city and country)?  
\_\_\_\_\_
2. What setting—school, community center, church, etc.?  
\_\_\_\_\_
3. What dates? \_\_\_\_\_
4. Approximately how many students attended? \_\_\_\_\_
5. What were the approximate ages of the students? \_\_\_\_\_
6. What language did you teach it in? \_\_\_\_\_
7. Did you make a written translation of the curriculum in your language?  
 \_\_\_yes; which language: \_\_\_\_\_  
 \_\_\_no  
 \_\_\_curriculum already available in our language
8. Did you follow the six-session format that is in the curriculum?  
 \_\_\_yes  
 \_\_\_no, we had to adjust it for the time we had available.  
 If no, how much time did you have and how did you adjust the format?  
 \_\_\_\_\_  
 \_\_\_\_\_
9. Did you use the model of apprentices learning the program first and then teaching it to younger children?  
 \_\_\_yes  
 \_\_\_no  
 If yes, how many apprentices did you have? \_\_\_\_\_



10. Describe how the students (and apprentices) reacted to the program:

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11. Describe the reaction from the teachers:

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12. Thinking about the young children in your class, how aware were they about the five things Blossom learned (Choices have consequences, etc.) *before* Born to Fly?

- ☐ Not at all aware
- ☐ Somewhat aware
- ☐ Very aware

13. How aware were they *after* Born to Fly?

- ☐ Not at all aware
- ☐ Somewhat aware
- ☐ Very aware

14. Thinking about the young children in your class, if you openly discussed child trafficking with them, how aware were they about child trafficking *before* Born to Fly?

- ☐ Not at all aware
- ☐ Somewhat aware
- ☐ Very aware

15. How aware were they *after* Born to Fly?

- ☐ Not at all aware
- ☐ Somewhat aware
- ☐ Very aware

16. Thinking about the apprentices and teenagers in your class, how aware were they about trafficking *before* Born to Fly?

- ☐ Not at all aware
- ☐ Somewhat aware
- ☐ Very aware

17. How aware were they *after* Born to Fly?

- ☐ Not at all aware
- ☐ Somewhat aware
- ☐ Very aware

18. As a teacher how much do you think the Born to Fly program will help keep your students from being trafficked in the future?

- ☐ Will not help them
- ☐ Will help them somewhat
- ☐ Will help them very much

19. Thinking about yourself and the other teachers who taught Born to Fly with you, how aware were you about child trafficking *before* Born to Fly?

- ☐ Not at all aware
- ☐ Somewhat aware
- ☐ Very aware

20. How aware were you and the other teachers *after* Born to Fly?

- ☐ Not at all aware
- ☐ Somewhat aware
- ☐ Very aware

21. Please share any stories of students and/or teachers who were impacted by the teaching.

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22. Did you add any ideas or activities that we can share with other teachers?

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Your name \_\_\_\_\_

Your title \_\_\_\_\_

Your email \_\_\_\_\_

Thank you again for teaching Born to Fly! We're very grateful to you! You can also fill out this survey at [www.born2fly.org](http://www.born2fly.org).

## For more information

Born to Fly International, Inc.  
PO Box 952949  
Lake Mary, Florida, 32795-2949  
USA  
[info@born2fly.org](mailto:info@born2fly.org)

If you'd like to make a contribution toward our work to stop child trafficking, you may do so on our website. Born to Fly is a 501c3 non-profit organization and all donations in the United States are tax deductible.

[www.born2fly.org](http://www.born2fly.org)  
[www.borntoflybook.com](http://www.borntoflybook.com)