

Dream Big Campaign

Leader's Guide and Curriculum

By Diana Scimone, Karen Armistead,
Georgia Ana Larson, and Jim Kochenburger

The Born to Fly Project
to stop child trafficking

Dream Big Campaign Leader's Guide and Curriculum

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

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An important note about photocopies, copyrights, and translations

The Dream Big Campaign Leader's Guide and Curriculum is 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 our materials. Simply go to www.born2fly.org where you can quickly register. We'll send you a password to download the 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.

As you teach the Dream Big Campaign, 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. Our curriculums are protected by international copyright law. We are happy to give you our materials without charge as part of our efforts to stop human trafficking, and we ask you to please respect our copyrights so that we can maintain control over our materials. Thank you.

The Dream Big Campaign Leader's Guide and Curriculum is available in numerous languages. If you'd like to translate it into another language, please contact us at info@born2fly.org.

A welcome and thank-you letter from the Dream Big Campaign

Dear community leaders and teachers,

Thank you for wanting to prevent teenagers and young adults in your community from being trafficked. We are so grateful for your time and expertise as you prepare to teach this curriculum. The Dream Big Campaign is specifically for teenagers and young adults. Your role in the campaign is very valuable! You will save many lives by helping to reach at-risk young people in your own community—before the traffickers do.

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

This curriculum is for a six-week program with one-hour sessions, 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 six days, six 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, culture, needs, the age and maturity of your students, 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 or write Born to Fly International, PO Box 952949, Lake Mary, Florida 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 Dream Big Campaign

P.S. We also have an anti-trafficking curriculum for young children called Born to Fly. It is sensitive and age-appropriate. It's available for free download on our website.

The Dream Big Campaign: A partnership

If you want to conduct an effective community-wide Dream Big 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 teachers to conduct the class for teenagers and young adults.

Form a Dream Big Campaign Task Force and hold at least two organizing meetings several weeks before you intend to begin the first Dream Big Campaign (DBC) classes.

The first meeting is a general organizing one for sponsoring agencies and community leaders. The second should be open to parents/guardians of teenagers and young adults who might be a part of the DBC 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/guardians of potential DBC participants should contain this information:

- Explain in a general way what DBC classes will cover.
- Strongly affirm the program goal of empowering families to protect their members against traffickers.
- The actual materials to be used with teenagers and 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 DBC will help keep their teenagers and young adults from being trafficked.
- Mention the sponsoring agencies and endorsing community leaders.
- Include venue, time, and date information.

Overview of Leader's Guide and Curriculum

Each session is approximately one hour, but you can expand it or shorten it according to the time you have.

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?

Session 2: Know whom you can trust.

Session objectives: How can you know whom to trust? Who is a true friend? What value does a true friend place on you?

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?

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?

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?

Session 6: Take a Stand (Commitment time)

Session objectives: Review materials and posters to summarize trafficking information; formal commitment exercise/graduation with certificate and bracelet.

Special note to teachers about "Don't promote trafficking!" discussion questions in each session:

Teenagers can be lured into trafficking as victims, but they can also be lured into it as buyers and sellers. So in each session we give you an opportunity to help your students understand how they may unknowingly promote trafficking by their choices, values, attitudes, and actions. This curriculum is used all over the world, so we have tried to make it as general as possible; in the "Don't promote trafficking!" section you will need to customize it for your own culture by adding specific examples. You may even want your students to help you do this.

How to select and train teachers

As a leader, you will train teachers who will help you teach this course. This is a five-step process: invitation, orientation, selection, training, and certification. We recommend that you have one teacher for every seven teenagers or young adults in the program.

Step #1: Invitation

Invite potential teachers to an orientation session where you will tell them about the Dream Big Campaign and the steps they must go through to be involved. Use this invitation process rather than issuing an open invitation to just anyone to be involved.

Whom should you invite? Being a teacher is an honor, an opportunity, and a great responsibility. In identifying potential teachers, look for people who are honest, reliable, patient, and kind towards teenagers and young adults, somewhat outgoing and enthusiastic, and who have a good sense of humor. We recommend that your teachers be mature adults, either in age or experience. 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 leaders understand that becoming a teacher in the DBC 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 potential teachers you invite feel honored and excited about helping. Here is a sample letter you can use to invite leaders 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 leaders in our community. At the meeting, we will tell you about an exciting community campaign to help stop human trafficking called the Dream Big Campaign (DBC).

After the meeting, we will choose leaders to teach and help with DBC. During the campaign, a DBC team leader will supervise the work and help teachers when they have questions or problems.

DBC teachers will have the chance to do something important for our community, protect our teenagers and young adults, and influence the thinking and actions of people about human 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 human trafficking in your country and community. Discuss how the Dream Big Campaign can help stop children and teenagers from being trafficked by making them aware of the lies that traffickers tell. Explain:

- You are organizing a six-week community campaign to teach teenagers and young adults.
- You are looking for teachers to help.
- There is an application process.
- You will choose teachers based on certain criteria.
- Teachers 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 teenagers and young adults, they must maintain high morals and standards at all times. If they don't, they will be asked to leave the program.

Each teacher accepted into the DBC program must have an application form on file. For each teenage participant, you should have a permission slip from a parent/guardian granting permission for the teenager 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/guardian signing the slip understands the nature of the DBC program and consents to have their teenager participate.

Ask each potential teacher to fill out an application form you prepare. Use these questions as guidelines and add others applicable to your circumstances and culture.

Sample teacher application form

Name:

Contact information, including address and phone number where possible:

Birth date:

Number of people in your family:

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 teenagers and/or young adults (formal or non-formal, if any):
How will your family feel about you helping lead a DBC group?

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

Step #3: Selection

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

- Commitment
- High moral standards
- Leadership potential
- A sense of humor
- Enjoys being with teenagers and young adults
- Enthusiastic and teachable

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

Step #4: Training

Take your teachers through the six-week program using the DBC curriculum. Remember that your teachers are not only learning to teach the material, but they are learning the material themselves. 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 teachers outside the training sessions, such as special outings or group activities, to help build a team spirit.

Every week, emphasize the importance of teachers meeting together outside the set training times to research human trafficking, ultimately encouraging them to form a group to continue fighting trafficking in your area.

This curriculum covers topics that are emotionally difficult and teachers need to be prepared for students who may be traumatized in the classroom. One in three women is a survivor of sexual, physical or emotional abuse, so you will have young survivors in your classes. Talk with your teachers ahead of time about what to do when a youth reacts to the material. It's also important to let teachers know that some of the material might be difficult for them to read and may even cause deep emotional reactions in them if they have survived family or societal abuse. Letting both the teachers and youth know that these reactions exist is important so that re-traumatizing does not occur during the sessions.

Step #5: Certification

At the end of the training program, host a certification ceremony for the teachers. Involve as much of the community as possible: friends, family, teenagers and young adults who will attend classes during the DBC, local officials, and others. Make this as special and significant as possible because this will generate enthusiasm for the six-week campaign.

During the certification ceremony, give teachers a certificate and something for them to wear—a badge, sash, shirt, pin, etc. This will also generate publicity for the community campaign.

During the six-week community campaign, meet with your teachers on a regular basis. You can also continue your regular fun outings with your teachers to give more time for you to mentor them.

At the end of the program, ask all teachers and students to fill out evaluation forms. This is very helpful to evaluate what works, what doesn't work, how the youth responded to lessons, what was talked about, etc. The forms are at the end of this document and also at www.born2fly.org. Please email them to info@born2fly.org so that we can improve our curriculum in the future. If you have a lot of students, you can combine answers into one document to send to us.

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. Teenagers and young adults may hide their feelings more than young children would. Here are suggestions to help you avoid instilling fear in your students as you teach anti-trafficking:

If students show overt signs of fear, talk with them about it. You can meet with them privately or in a group—whatever makes them feel most comfortable. Create a safe place where teenagers and young adults feel comfortable talking with you about their fears. 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 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 with people they do not know well or who have not proven themselves to be true friends, carrying cell phones, safety whistles, etc. Your answers will depend on your particular circumstances, students' 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 teacher and help you through this." This is the "reality therapy" approach to counseling and problem-solving. The objects, persons, and circumstances that create fears are real, not imaginary, 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 Dream Big anti-trafficking program teaches specific behaviors that can keep them from being trafficked (making wise choices, knowing who they can trust, etc.).

Concept posters (Sessions 1-6)

Make posters to use in your summary and review for each session as indicated in the curriculum. Use poster board 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.

Session 1: Choices have consequences.

- What are choices? What are consequences?
- How can knowing this keep you safe and keep you from being trafficked?

Session 2: Know whom you can trust.

- 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? Why do you think this?
- 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?
- Which is more valuable—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 is the dream you are 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"?
- What is your dream? How have you settled for less?
- What is your dream?
- What good choices can you make to pursue your dream?

Trafficking information posters

In Session 1, students will make posters to use in the Trafficking Information section of each session. Display posters in the classroom throughout the course. You can also display them in your community and at the commitment ceremony for Session 6.

Poster #1

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 Dream Big Campaign 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.

Poster #2

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/guardians.
- If you can't tell your parents/guardians, 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 #3

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—even a family member.
- 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."
- "I really love you."

Poster #4

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

- Believing lies that someone tells you.
- Failing to recognize that if something is too good to be true, it probably is.
- Not investigating offers and claims to see if they are true.
- Believe it's their duty to their family.
- Believe there is no other life for them.

How do traffickers act?

- Traffickers take advantage of you.
- They tell lies that make it hard for you not to believe them.
- They act like your friend.
- They try to push you to do things you don't want to do.
- They make you impatient for your dreams to come true and don't want you to wait for the right time.

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.

Poster #5

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

Trafficking information posters for Session 6 review

Use original posters as the answer key.

Review poster #1

What is human _____?

- Forced _____ of _____ or adults
- Forcing someone to do something against their _____
- Can involve _____ labor or _____ slavery
- Slaves are not _____ and never can be _____ unless someone rescues them.
- Children as young as _____ years old are slaves in many parts of the _____.
- Learning the Dream Big Campaign material can keep you from being _____.

What is life like for a slave?

- Sex slaves may have _____ - _____ customers per _____.
- They are beaten, _____, and kept from their friends and family.
- They do not get enough to _____ and have few, if any, _____.
- They can be forced to take _____.
- They can never leave, rarely _____, and are _____ by their captors.
- They make little or no _____.
- They may die early of _____ or _____.

Review poster #2

What to do if you are trafficked or taken:

- _____
- Don't _____.
- Find a _____.
- Find someone you can trust to _____.

What to do if you feel you are in danger:

- Tell your _____.
 - If you can't tell your parents/guardians, tell a _____ or your teacher.
 - If you can't find a _____, 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>.]

Review poster #3

What do _____ look like?

- Traffickers can look like _____.
- They do not tell you they will _____ you or _____ you.

- They can be young or ____.
- They can be someone you already ____.
- They can be someone you go to ____ with—another ____.

How can you tell the difference between a ____ and a real ____?

- A friend doesn't ____ to you or make ____ they don't keep.
- A friend has your best ____ in mind, not their own.
- A friend is someone you can trust with your ____.
- A friend has proven you can trust them by their ____, not just by their ____.

What are the ____ that traffickers tell?

- "I can show you how to get a job as a ____, ____, or ____."
- "I have money to ____ you in the city."
- "I can help you get a ____ to another ____."
- "You will help your ____ by ____ to me."
- "I have lots of ____ and I want to give some to you."
- "The ____ you earn will go to your ____."
- "Your friends have ____ and ____; why shouldn't you?"
- "You help me and I'll ____ you. You can ____ me."
- "I ____ you."

Review poster #4

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

- Believing ____ that someone ____ you.
- Failing to recognize that if ____ is too ____ to be true, it probably is.
- Not investigating ____ and claims to see if they are ____.

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

- They make poor ____.
- They believe the ____ traffickers ____.
- They believe that traffickers are their ____.
- They want to ____ what traffickers say.
- They are ____ for their dreams to come true and are not willing to wait for the right ____ to make them happen.

What does it mean to live in ____?

- You are free from physical ____.
- No one ____ you.
- You are able to go to ____.
- No one hurts you either ____, ____, or ____.

Freedom does not mean you can do ____ you want; there are safety ____ to follow and safe adults who can help direct, ____, and befriend you.

Review poster #5

_____ someone may be trafficked:

- Unexplained _____ from _____ for a period of time
- Unable to attend _____ on a regular basis
- Chronically _____ from home
- Makes references to frequent _____ to other _____
- _____ or cuts
- _____ that indicate _____ or “_____” by traffickers
- Is sad or _____
- Is _____ and not _____ right for weather conditions or surroundings
- Shows signs of _____ or _____ addiction
- Has a sudden _____ in clothing, _____, or material possessions
- Speaks a lot about _____ and has more _____ knowledge than other kids the same age
- Has a “_____” who is _____ (10+ years)
- Accompanied by a _____ person or boss and can't speak for himself/herself
- Lacks control of personal _____, money, _____, travel documents
- Transported to or from _____, or lives and works in the _____ place
- _____ owed to employer making it impossible to leave _____
- Malnutrition, _____, or poor personal _____
- _____ illnesses or diseases

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?

Supplies and materials list: Leader's guide, Trafficking Information Poster #1, concept poster for Session 1, markers, poster board or large pieces of paper, paper, pens or pencils, bottled water or glass of water, journals for students

Before class: Place a water bottle or glass where you can reach it easily as you teach, yet out of reach of students. Choose the questions you think will be most appropriate for your particular group; you don't need to ask all the questions.

Getting to know you

Introduce yourself and greet all the group participants. Have everyone introduce themselves (or you introduce them). Then have students sit in a circle in desks, chairs, or on the floor—whatever is appropriate for your culture. Ask students what they know or think they know about human trafficking. It eases them into the topic and lets them know what will be covered. It also lets you know what the students know and what experiences they may have with the topic. It's a "getting to know your audience" exercise as well as getting the audience comfortable with the topic.

Trafficking: A real victim's story

Reminder: The following story is real and may be difficult for your students to hear, especially if any of them have been abused—and it may be difficult for you to read. Before you share it with the class, please reread the notes under "How to select and train teachers," step 4, about triggers and trauma. Please be sure you have discussed this with program administrators so that you can help students and teachers.

Read: Kim stood on her side of the glass—the one-way window that allowed her Bangkok buyers to look in and look her over while she played with the other girls. The other merchandise. At five years old, Kim wasn't the youngest child in the dank room. The new little girl just brought in this morning claimed that honor—a four year old who was crying in the corner. Kim looked at her blankly knowing it wouldn't be long before all the fight was squeezed out of her. After three or four nights of thirty or forty customers raping her and torturing her tiny body, it didn't take long to realize the only way to endure the horror was to pretend it didn't exist. To check out mentally and emotionally. To keep the smile plastered on your face like this was everything you could possibly want in your five-year-old life. The smile that kept the buyers happy and kept away the cigarette burns and the beatings from Mama. The drugs helped. Night after night of drugs kept the pain away. And the smile on her face. And kept her alive for another day. For what, she wasn't sure.

Kim could barely remember how she got here. Way back in the hazy corners of her drug-laced mind, she remembered being back in her village with her family. She remembered a well-dressed woman showing up in the village. No one had ever seen such clothes before and who wouldn't believe someone of such stature? Auntie Su had lots of cash and gave it out generously, saying there was more where it came from—money to educate little girls in the big city. A kind donor was funding it. Just sign here, she said, and your daughters will have the education you never had.

Some mothers refused to believe such tales but others, like Kim's mother, put a big X on a document they couldn't read and said goodbye to their little girls, knowing they were sending them to a life they could only dream of. An education. A good job. A fine marriage.

Kim knew now it was all a lie. Every night the woman who said she was her new Mama told her she was a good little girl for earning so much money that was going back to her village, but Kim knew her family wasn't seeing a cent of it. The money lined Mama's pockets and bought her more clothes...and more girls. The supply line was never ending. Even when girls died from the trauma to their bodies or the older girls died from endless forced abortions, there were more girls out the back door. And more girls to sit in the window waiting for the horror to begin all over again.

(From *Audacious* by Diana Scimone, used with permission)

- What is your first reaction to Kim's story?
- What wrong choices did Kim's mother make?
- What were the consequences of her wrong choices for Kim?
- Do you have a younger brother or sister that you care for? If so, how do you do this?
- How would you feel if a choice you made led to your child, or younger brother or sister being enslaved or trafficked?

Say: In Dream Big, we are going to talk about human trafficking and slavery. Through this course, you will be educated about trafficking, human slavery, and how traffickers work—things you need to know to be safe from being trafficked. You will also be equipped to keep others safe, including your younger brothers and sisters. The first thing you must learn is the importance of the choices you make, and that they will affect not only you but others as well.

Activity time: Water bottle

Display the water bottle so all students can see it.

Say: When you hear the word *choice*, what is the first thing you think of? (Allow a few responses.) I am going to use this water bottle to teach you about choices and consequences. I have a choice of what to do with this water bottle. And every choice I make leads to consequences. For example, if I choose to drink all the water myself, what is the consequence for me? (I am no longer thirsty.) What is the consequence for you? (You will remain thirsty.) If I choose to give you the bottle to drink and you drink it all, what is the consequence for you? (You will no longer be thirsty.) What is the consequence for me? (I will remain thirsty.) If I choose to share some of the water with you and drink some myself, what is the consequence for both of us?

(Both of us will no longer be thirsty.) All choices we make will have consequences for ourselves or others.

Review

Say: What is a choice? (Allow a few responses.) The word “choice” means to pick one thing out of many, like choosing which shirt or dress to wear. Some choices are very important, like choosing to be nice or mean, or to be honest or dishonest. When our choices hurt ourselves or others, they are not good. When our choices bring good to ourselves or others, they are good. Every choice we make leads to either good or bad consequences.

Discuss these questions:

- What are some examples of good choices? (to be honest, to be loving, to protect others from harm, and so on) Why are these good choices? How do they bring us good? Bring good to others?
- What are some examples of bad choices? (to lie, to steal, to be mean, not protecting others when you can, and so on) Why are these bad choices? How do they bring us harm? Bring harm to others?
- What if a trafficker says he or she will be hurt if you don't do what they say? How do you choose then?

Note to teachers: In terms of trafficking and other power and control, it's important to follow this up with a discussion. Choices that may hurt others include choosing to go against a trafficker who tells you he/she will be hurt if you don't do what she/he says. How do you choose then? Can a choice have good and bad consequences? Yes. It lets the youth know that people trying to control them may manipulate the truth for their own benefit. The manipulation that exploiters use can cause a youth to question whether their choice is bad or good. Youth may not bring this up but it's important for you to know how to respond if asked, especially when talking about people who exert power and control over others.

Review

Say: What is a consequence? (Allow a few responses.) A *consequence* is 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. It's important to stop and think about the consequences of a choice before you make it.

Discuss these questions:

- If you refuse to listen to your parents/guardians, what might the consequences be?
- If you listen to your parents/guardians, what might the consequences be? (Note to teacher: In some cases, parents/guardians may actually be their child's traffickers.)
- Tell of a time when you made a good choice and the good consequences of this.
- Tell of a time when you made a bad choice and the bad consequences of this for you or others.

Review

Say: What is a dream? (Allow a few responses.) To have a dream means wanting something to happen so much that we think about it all the time, day and night. It is something wonderful we want to experience, the ideal person we want to become, or something good we want to achieve.

The name of this lesson series is Dream Big—to have a huge vision or goal for your life. You can choose to dream big. This choice is one of the most important ones you can make in life.

Discuss these questions:

- Why is it so important to have a big dream in your heart? (A dream helps us reach for a better life and good things, keeps us strong, gives us hope, etc.)
- Why do you think dreaming big can protect you from traffickers?
- What big dream do you have in your heart?
- How could bad choices keep you from this dream? How could right choices help you reach this dream?
- No matter what your dream is, some people will want to keep you from it or steal it from you. Without naming particular persons, discuss different ways people have tried to steal your dreams. What can you do about this?

Review

Say: Why is it an important dream to stay in school and get an education? (Allow a few responses.) Going to school to get an education is the best way for us to prepare for a better, safer life. School will prepare us to do something very important for ourselves, our families, and communities.

Discuss these questions:

- How could school help you to be safe from being hurt? Help you be successful? (You learn, you aren't easily tricked, you become educated, etc.)
- What are some bad consequences you could experience if you choose to quit school early? (It could leave us with unsafe lives, keep us from doing something important for our family and community, cause us to be easily tricked, and so on.)

Trafficking connection

Say: The Dream Big sessions will help you learn how to stay safe and be successful in following your dreams. One of the ways to apply the lessons in Dream Big is to help warn against human trafficking. Tell me what you think “human trafficking” means.

After students respond, give the official definition of human trafficking: “The recruitment, harboring, transportation, provision, or obtaining of a person:

- For sex by force, fraud, or coercion, or in which the person is under 18 years of age; or
- For labor or services, through the use of force, fraud, or coercion.”

Make the following points.

- Coercion includes threats of physical or psychological harm.
- Any child under the age of eighteen engaged in commercial sex is a victim of trafficking.
- Human trafficking is forced slavery.

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

Say: Dream Big will teach you what trafficking is and how to avoid it. It will help you stay free from trafficking by staying safe and following your dreams. What does it mean to be safe?

(Allow a few responses.) 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.

Say: It is very important to be able to follow your dreams, help your family, and go to school.

Discuss these questions:

- Why is it important to help your family? What is the best way to do this? (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?

Say: Making a bad choice can lead to bad consequences. Choices have consequences. How can knowing this keep you from being trafficked?

Say: What do you think of this session and Dream Big so far?

Direct this informal conversation so that each person makes a brief contribution or gives an opinion. Communication and engagement with all participants is important.

Review

(Show concept poster #1.) Choices have consequences.

- How can knowing this keep you safe and keep you from being trafficked?

Don't promote trafficking!

Ask: We're learning that your actions are choices, and that choices have consequences. Did you know that some of your actions and choices can actually promote human trafficking and allow it to continue? Can you think of any examples? (Allow responses.)

Examples you can discuss; customize this for your own country and culture:

- Watching pornography. (You may think porn is innocent, but many adults and all children in porn are forced into it. They are not there by their own free will. That means they are being trafficked. So if you are buying or watching porn, what does that mean? You could be buying someone who has been trafficked. You could be promoting human trafficking.)
- Going to a brothel or hiring a prostitute. (Many adults and all children in prostitution are forced into this line of work. They are not there by their own free will. That means they could be trafficked. So if you pay money for a prostitute, what does that mean? You could be buying someone who has been trafficked. You could be promoting human trafficking.)

- Going to a fraternity party or bachelor party with strippers. (Many adults and all underage minors in exotic dancing are forced to do this. They are not there by their own free will. So they could be trafficked. So if you go to a party with strippers, what does that mean? You could be promoting human trafficking.)
- Purchasing goods and products made by slaves. Discuss fair labor, fair trade, products such as chocolate and coffee that are often grown by enslaved adults and children, etc. What alternatives do you have to purchasing these products?
- In the previous session we discussed fair trade. What choices do you make when you purchase products that could have consequences for enslaved humans? How can you promote fair trade with the buying choices you make?
- Ask for other examples. What is the consequence of those actions? How do those choices help trafficking to continue? How do the choices you make have consequences for adults and children who are trafficked?

Optional activity for “Don’t promote trafficking!”: Lead students in a discussion of these quotes and then ask them to create a poster or artwork illustrating one of them:

“When you choose an action, you choose the consequences of that action.”

— Lois McMaster Bujold

“We are free to choose our paths, but we can’t choose the consequences that come with them.”

— Sean Covey

Journal questions for Session 1

Give each student 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 help students to think more deeply about how Dream Big relates to their own lives. Ask students to write their names in their journals and use markers to draw something that represents their own desire to dream, stay free, and become successful someday.

Write out these journal questions ahead of time on small slips of paper or on a blackboard or whiteboard so students can copy them into their journals. Tell students 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 students compare responses and discuss them as a group. 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 a 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 would tell younger children about human trafficking.

Note to teachers: Decide ahead of time if you will collect journals from students at the end of each session or allow them to take them home. Keep in mind that some students may live in traumatic and even abusive situations, and they may write about this in their journals. If parents/guardians who are abusers or even traffickers read the journals, they may react. You will have to be prepared—as will students. If you keep the journals instead of sending them home with students, and you decide to read student entries, let them know ahead of time that you will be doing this. If students write about being abused or even trafficked, you need to know how to respond. Check with your administrator regarding local procedures and laws for reporting abuse and trafficking.

Trafficking information art activity

Distribute markers and poster board to students. Have them create Trafficking Information posters and review posters (see content shown earlier in this curriculum). Display the posters in the classroom. (Do not display the review versions of the posters yet. You will use these in Session 6.)

Read Trafficking Information Poster #1 and answer any questions students may have.

Teachers-only assignment

Most youth (and adults) have no idea how widespread human trafficking is, so research human trafficking in your country and city. Google “human trafficking” or “child trafficking” and the name of your city or country. In the next session, you’ll discuss what you have learned and what students think the answers are for your culture. Consider involving older students in this research.

Session 2: Know whom you can trust.

Session objectives: How can you know whom to trust? Who is a true friend? What value does a true friend place on you?

Supplies and materials list: Leader's guide, teacher's sample of friendship frame, art paper for each student, markers, Trafficking Information Poster #2, concept posters for Sessions 1 and 2, journals, poster board, paper, pens or pencils

Before class: Make a friendship frame sample. (See instructions below.)

Session 1 review: Have students sit in a circle (in desks, chairs, or on the floor). Review each of the main points from Session 1: What is a choice? What is a consequence? What is a dream? Why is staying in school important? (Use the concept poster from Session 1 to summarize.)

Trafficking: A real victim's story

Read: Lori (not her real name) is a teenager who lives in the United States. She is a U.S. citizen, had some college education, and a five-month-old child. Lori needed to fix her car so she asked her friend, a man we'll call Greg, if she could borrow some money. She was slowly paying him back when she got arrested for shoplifting. Greg agreed to loan her money—but said she had to work for him to pay him back.

This is how Greg made Lori pay him back. He posted her picture online and sent her to prostitution calls. He sold her for sex to many men. To make sure she would comply, Greg and his colleagues kept her child while she went on prostitution calls. At the end of the day, she had to give them the money she earned and then they returned her child to her. If she did not give them the money, they would not give her back her child.

Eventually the police detained Lori. When she told them her story and showed them text messages confirming it, they set up a sting operation. The next time Lori met Greg to exchange money for her child, the officers arrested him and the other men, and they rescued Lori's child. Greg and his colleagues were charged with sex trafficking. Lori spoke at Greg's sentencing. The prosecutor asked for five to eight years in prison, but the judge was so moved by Lori's testimony that he sentenced Greg to twelve years.

(From *Audacious* by Diana Scimone, used with permission)

Say: Lori is a real teenager just like you. She thought Greg was a friend. She trusted him. But he betrayed her in one of the worst ways imaginable, selling her into sex slavery. The ability to recognize and know whom you can trust is not just important for staying safe from traffickers, but one of the most important life skills you can have.

Discuss:

- Is it difficult or easy for you to recognize true friends? Why?
- How do you know when a person you meet is a friend? Can you tell by the way they look? Why?
- Read and discuss this quote from an undercover police officer in the U.S. who helps rescue children and teenagers from trafficking:
 “You already know that there are people who are evil or manipulative. You hear people talk about them and you know they’re out there. Don’t think they aren’t around you—in your town or city, near your school. Don’t believe that human trafficking can’t happen to you. Most teenagers we rescue never thought it could happen to them. Human trafficking can happen to anyone.”
- As you read that quote, why do you think it’s important to know whom you can trust?

Activity time: Friend pantomimes

Say: **What does it mean to be a friend?** (Allow a few responses.) Team up with one or two other people and think of how you choose your friends. Then create a pantomime to show how to choose a friend (i.e. sharing a common interest, like football/soccer). (Allow students to act out a few pantomimes.) Now create a pantomime to illustrate qualities we should look for in potential friends (i.e. truthful, encourages you in your studies, and so on).

Rely on your instincts

Read and discuss this quote from a social work student who hopes to work with youth recovering from trauma and abuse:

“You have instincts that tell you whether something might be safe or unsafe, dangerous or not dangerous. Your instincts guide you in knowing who your true friends are. Instincts help you stay away from deceitful people and deceitful friends, and out of dangerous situations like trafficking and abuse. Your instincts are a safeguard and are a part of your unique identity.

“Traffickers try to get you to stop listening to your instincts that alert you to threats—so that they can get you to do what they want you to do. People who act like your friends can do this, too. That is called peer pressure. Your friends want you to go along with what they are doing, and they pressure you by demeaning or ignoring your instincts that are telling you that what they are doing is wrong or unsafe. Listen to your instincts. They are there for your protection!”

- How would you describe your instincts?
- Can you think of a time when your instincts were warning you about danger? Were they right?
- Do you believe your instincts are wrong?
- Do you believe they are untrustworthy?
- Have your friends ever told you to go along with something that you knew was wrong?
- How do you think your instincts can help you tell a true friend from a false one?

Say: If you hear someone promising you something that sounds too good to be true, ask yourself:

- Are my instincts telling me that this person is trying to deceive me?
- Do I feel threatened by this person?

Review

Say: What value does a true friend place on you? (Allow a few responses.) People can call themselves our friends, but they may not be. How do we know? (Allow a few responses.)

Activity time: Trust line

Have everyone stand up. Have them imagine a line that crosses the room. One end of the room represents “yes,” while the opposite end of the room represents “no.” The middle represents “unsure.” Each student should think of their closest friend and move to either yes, no, or unsure as you ask each of the questions below.

Option: If students' close friends are in the same class, it might prevent them from answering truthfully to themselves and the rest of the class. Instead keep this a private activity. Have students draw a line on a piece of paper, with one end representing “yes,” the opposite end represents “no,” and the middle, “unsure.” Ask students to think of someone they know—without naming them—and mark the line on the paper as you ask the questions:

- Does this friend treat you with love and respect?
- Does this friend treat you with love and respect—even when he or she is having problems or stressed?
- Does this friend always tell you the truth?
- Does this friend always encourage you?
- Does this friend always help you when you need help?
- Does this friend protect you or stand up for you when others try to harm you?
- Does this friend ever behave as a Dream Thief—trying to discourage you or hold you back from your dreams?
- Would this friend respond to all these questions about you as you did for them? Why?

Activity time: Friendship frame

Students will make a “friendship frame.” Distribute art paper and markers to students. Have them draw a large square on the paper. Remind them of the qualities of a true friend that they have just discussed. Based on that, ask them to draw several of true friends inside the square. (These can be family members or people outside their families.) They can include themselves in the picture, too, if they wish, and decorate the paper to look like a picture frame. Allow up to ten minutes for students to complete this. If time allows, have students show their work and explain why these are true friends.

Discuss these questions:

- What is one word you would use to describe your true friend? (Students should write this word beside their true friend's picture in their friendship frame.)
- True friends are concerned about you. Which of your friends are most concerned about you? Why? (They should draw a heart beside these friends' pictures in their friendship frame.)

- Without naming a specific person, tell us about someone who pretended to be your friend.
- Did this person trick you into believing they were a friend? If so, what exposed their lie?
- How did this person try to get you to do something bad or something they wanted you to do?
- Did they try to take your dream from you? How?

Trafficking connection

Remind students that Dream Big will help them to stay safe and be successful in following their dreams.

Discuss these questions:

- What do human 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?

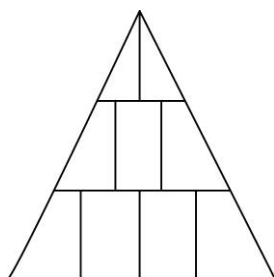
Point out:

- Human traffickers 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.
- They are liars who try to convince you to do what they want rather than what is good or best for you.
- They will lie to you over and over again and try to pretend they are your friends.

Activity time: Bad, Better, and Best Relationships

Each student should have a journal with entries from Session 1 questions. Remind students that journaling is an important part of Dream Big and will help them learn more and apply it to their own lives.

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



The top represents a good friend and the student; students can write the name of that good friend and their own name in the blocks at the top. On the seven other blocks, students should write traits, characteristics, behaviors, actions, or attitudes they look for in a true friend. As they share

their 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, loyal, constant, warm, loving, fun to be with (always important for teens), reliable, kind, committed to you.

Ask students what is 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.

Review

Show concept poster #2: Know whom you can trust.

- 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? Why do you think this?
- What is unconditional love? How do friends show this?

Don't promote trafficking!

Before class: Collect examples from your country of ads, music, TV programs, videos that glamorize the sex industry.

Say: In the last session, we talked about ways we can unknowingly promote human trafficking by our choices.

- Can you think of ways that today's media—music, video, TV, films, and ads—makes trafficking look glamorous? (Allow responses.)
- What about how today's media glamorizes the sex industry? In the last session of Dream Big, we learned that most adults and all children in porn, prostitution, etc. are trafficked. So when we glamorize the sex industry, what are we saying about human trafficking?
- When you look at ads like these (show examples you've brought it), what do you think they say about our culture? These people may not be trafficked themselves, but what do these ads say about the sex industry?
- Do you think the sex industry is as glamorous as these ads try to make it look? (Remind students of the trafficking victim stories you've been studying.)
- What are some modern or slang words in our language that glamorize the sex industry? (For example, in English, words like *pimp* and *ho*.) These words really mean "abuser" and "modern-day slave."
- Before we meet again, make a list of music lyrics, videos, TV or magazine ads you see that glamorize the sex industry.

Optional activity for "Don't promote trafficking!": Lead students in a discussion of these quotes and then ask them to create a poster or artwork illustrating one of them:

"In the end, we will remember not the words of our enemies, but the silence of our friends."

—Martin Luther King, Jr.

“Silence in the face of evil is itself evil. God will not hold us guiltless. Not to speak is to speak. Not to act is to act.”
—Dietrich Bonhoeffer

Journal questions for Session 2

Write out these journal questions ahead of time on small slips of paper or on a blackboard or whiteboard so students can copy them into their journals. (If students bring journals home after each session, have paper on hand to give students who forget to bring their journals to class.) Tell students to write each question at the top of a separate page so they will have plenty of space to answer it. As time allows lead students in comparing responses while discussing them as a group. 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.

- 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?
- Sometimes your family might encourage you to leave home. Is that always in your best interest?
- 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 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?
- What is the best way for you to handle people who offer you something in exchange for work or sex?

Activity time: Human trafficking facts

At the end of Session 1, you were asked to research about human trafficking in your city and country. Share now what you learned and what you think the answers are for your culture. Also, share these statistics and get reactions from students:

- 1.2 million children under the age of 18 are trafficked each year around the world. (ILO)
- The average age of sex workers around the world is 11. Some are as young as 4 years old.
- Both girls and boys are trafficked.
- When a teenager runs away, within 48 hours she or he is approached by traffickers.
- Human trafficking is the second highest-grossing illegal industry on earth after illegal drugs.
- Estimated global annual profits made from trafficking is US\$31.6 billion. (ILO, UNGIFT).
- In 2006 there were only 5,808 prosecutions and 3,160 convictions throughout the world. (US State Department TIP Report, 2007)

Trafficking information activity

Read Trafficking Information Poster #2 and answer any questions students may have.

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?

Supplies and materials list: Leader's guide, Trafficking Information Poster #3, concept posters for Sessions 1, 2, and 3, art paper, markers, ink pad (or paint or any substance students can use to make a thumbprint), journals, paper, pens or pencils

Before class: See instructions below.

Session 2 review: Have students sit in a circle (in desks or chairs or on the floor). Spend a few minutes reviewing the concept posters from Sessions 1 and 2. Ask for a few responses to the main points from Session 2: What does it mean to trust someone? Who is a true friend? What value does a true friend place on you?

Trafficking: A real victim's story

Read: Benji's skin had once been so white and soft and pure. What four year olds' wasn't? But that of course was before the ropes and the duct tape and the chains that held him down. Long before the cameras. Long before the buyers that flew in for the weekend. Long before the drugs. Before the...

Little Benji was too young to even remember anything before those days. He didn't remember his family, the camping trip to the lake the summer before, the way he had wandered off. He was too young to remember his mother's screams when she realized he was gone. Her desperate cries for help. The endless searches that found nothing but his little Teddy bear.

Atlanta was far from the lake. The apartment near the airport was a million light-years away from normal. For Benji, this was the new normal. The woman who clicked away on the laptop in the corner, talking into her cell phone, and arranging playdates for him. The men who flew in to see him. Others who paid online so the camera would send them images of the horror he was enduring. The men who came seemed to Benji like normal people. They told him they were—they were teachers and coaches and youth pastors and businessmen. They looked young enough to be his father—or old enough to be his grandfather.

Day after day, week after week, Benji stayed in the dark room. His white skin grew sallow. Still they came. Day after day, week after week. The woman would give him just enough food to keep him alive and occasionally she'd clean off the blood. After all, everyone wanted a fresh Benji. That milky white skin is what they paid big bucks for. For Benji, the boy in the window.

(From *Audacious* by Diana Scimone, used with permission)

Say: Traffickers consider the people they enslave and sell to be valuable if they bring in money for them. The fact is that every one of you is unique, valuable and worth loving. This is a powerful truth.

Discuss these questions:

- What is your first reaction to this statement: “You are unique, valuable, and worth loving?”
- How can your belief that you are unique, valuable, and worth loving make a difference in your life? In your relationships? Why?

Activity time: Thumbprint affirmations

Distribute art paper and markers to students. Have each student dip their thumb in ink and make a thumbprint in the middle of their paper. Then have students write their names on their paper and one thing just above their thumbprint that they believe makes them unique. If students know each other well, have them write on one another's papers things they love or value most in one another. If students do not know one another well, have them write on their papers what makes them unique, valuable, or worth loving. Explain that each person in the world has a unique fingerprint; no two are alike. Have students compare thumbprints to see how they are different.

Say: Just as each of you has a one-of-a-kind fingerprint, each of you is one-of-a-kind, valuable, and worth loving. What you've all written is just a small sample of that. Each of you also have your own special dreams and desires.

Let students share their thumbprint affirmations if time allows.

Discuss these questions:

- Do you find it easy or difficult to believe that you are unique? Valuable? Worth loving? Why?
- How important is it for you to let others know how unique, valuable, and worth loving they are? Explain.

Review

Say: How do you know you are valuable? Do mistakes and bad choices keep you from being valuable? (Allow a few responses.) Many of us learn difficult lessons about whom to trust and about making good, wise choices. Often we trust people who are not true friends. Remember that making mistakes does not mean you are less valuable. You are unique (one of a kind), valuable, and deserve to be treated well. When you have made a bad choice or when people treat you badly, it can be very difficult to remember you are valuable. If you can remember how valuable you really are, that you matter as a person and that your dreams matter, then you can make better choices in the future.

Discuss these questions:

- After making a bad choice or being treated badly by others, it can be difficult to remember you are valuable and lovable. How should you respond when this happens?

- If you do not believe you are unique, valuable, and worth loving, what difference will this make in your life? In your relationships?
- What choices and decisions can you make that will keep you in a safe place where you feel valued and loved?

Review

Say: What is unconditional love? (Allow a few responses.) Unconditional love means another person offers you acceptance, welcome, warmth, and respect, no matter who you are, what you've done, or what has happened to you. Unconditional love can make you feel safe, valued, and hopeful about your future.

Discuss these questions:

- What is conditional love? (Conditional love is when someone expresses love or affection to you only when you meet certain conditions: you do well, you please them, you give them money or things, etc.)
- When have you experienced conditional love?
- When have you experienced unconditional love? How is this so much better than conditional love?
- Who loves you unconditionally?
- How can the unconditional love of others make you feel safe, valued, or hopeful about your future?

Say: Where is a safe place for you to be loved, valued and protected? (Allow a few responses.) A safe place is where you are loved unconditionally, valued, and protected from harm while you change, grow up, and make mistakes and learn from them. It is where you can trust people. It is where your dreams and hopes are valued and where others help you make good choices so that your dreams can come true. A safe place can be a physical place or a person you feel safe with, such as a good friend. It is somewhere you are loved unconditionally.

Discuss these questions:

- Do you have a safe place? Where?
- How can a good friend make you feel safe?
- Who helps you make good choices?
- Who talks with you about your dreams and hopes?

Trafficking connection: Remind students the lessons in Dream Big will help them be safe and successful in following their dreams.

Discuss these questions:

- Why do you think many traffickers make you feel loved, act as if they care for you, or pretend to be a friend to you? How might they use these approaches to trick you into being trafficked or enslaved?
- What are some lies traffickers tell? (Allow a few responses.) 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."

"I really love you; don't you love me?"

"You can trust me."

- Why would someone seeking love or friendship believe these lies?
- Why would someone who doesn't feel valuable believe these lies?
- How can knowing you are loved unconditionally keep you safe from traffickers?
- How can having a safe place help you to keep your dreams alive and keep you safe from traffickers?
- Trafficking makes people fear for their life, feel unloved and not valuable. Could someone who has been trafficked ever feel safe again? Feel loved and valuable? How? Do you know anyone who has done this? If so, tell us about them.

Activity time: Being protected while you mature

Each student should have a journal with entries from Sessions 1 and 2. Offer them a chance to ask questions about concepts or ideas in this or previous sessions.

Discuss these questions:

- 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.)
- Who do you have in your life to help protect and advise you as you are growing up on the inside?

Have students 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 others to warn them about traffickers.

Review

Show concept poster #3: You are unique, valuable, and worth loving.

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

Don't promote trafficking!

Note to teacher: Customize this according to your own culture.

Say: In each session of the Dream Big Campaign, we're talking about ways we can unknowingly promote human trafficking by our choices and actions. Today we're going to talk about what we value.

- Do you think our values promote trafficking? Can our values hurt people who are trafficked?

- Most (not all) people who are trafficked are women and girls; some men and boys are also trafficked, particularly for labor. What does our culture say about women? About girls?
- Are they valued? Are women valued as much as men? Girls as much as boys?
- What effect does this have on women and girls being trafficked?
- How do you feel about that?
- Do you think women and men are equal? Are girls and boys equal? Can they be different but still equal? What does being equal mean?
- If someone is not equal, is it okay to sell them as a slave? When is it all right to do this? When is it not all right? (It is never okay to sell someone as a slave.)
- How could your belief about the value of women and girls enable trafficking?
- If you believe it's all right to buy and sell women and girls simply because they are not as valuable as men and boys, how does that promote human trafficking?

Optional activity for “Don’t promote trafficking!”: Lead students in a discussion of these quotes and then ask them to create a poster or artwork illustrating one of them:

“Justice will not be served until those who are unaffected are as outraged as those who are.”

—Benjamin Franklin

“Human trafficking is facilitated by acceptance.”

—Linda Smith, founder, SharedHope

Journal questions for Session 3

Write out these journal questions ahead of time on small slips of paper or on a blackboard or whiteboard so students can copy them into their journals. (If students bring journals home after each session, have paper on hand to give students who forget to bring their journals to class.) Tell students to write each question at the top of a separate page so they will have plenty of space to answer it. As time allows lead students in comparing responses while discussing them as a group. 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.

- Human traffickers seem very confident they can get people to trade their dreams for something that seems valuable but really isn’t. Why are they so confident they can do that?
- How do you think a trafficker might talk to you?
- Who do you love unconditionally? Who loves you unconditionally?
- What does unconditional love mean to you?
- Why is it so hard to love this way?
- Do you feel more valuable than you did when we started this lesson? How? Why?

Trafficking information activity

Read Trafficking Information Poster #3 and answer any questions students may have.

Teachers-only assignment: Task force or law enforcement guest speaker

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

Research

Research the different kinds of human trafficking for your next session. (The main forms are sex trafficking, labor trafficking, and organ trafficking.)

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?

Supplies and materials list: Leader's guide, Trafficking Information Poster #4, concept posters for Sessions 1, 2, 3, and 4, art paper, markers, poster board or large sheets of paper, journals, paper, pens or pencils

Before class: Prepare your own goal-setting activity as described below, under "Putting your dreams into words and working to make them come true." For instance, write how you achieved a personal educational goal by taking specific steps.

Draw a ladder 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).

Session 3 review: Have students sit in a circle, either in desks, chairs, or on the floor. Review the concept posters from Sessions 1, 2, and 3. Review these points and ask students: What does it mean to be unique? To be valuable as a person? What is unconditional love?

Trafficking: A real victim's story

Read: Maria was sixteen years old and living in Mexico when a young man promised her the world. She believed the lies and went with him, but instead of a dream life she received nothing but pain. She was raped, drugged and sold for sex. In case she had any thoughts of running away, this is what the men did to dissuade her: "They took a gallon of gasoline and started pouring it over a girl," Maria said. "One of the men told me, 'If you don't do as I say I will do the same to you.' I wanted to look away, but they didn't let me. Even though the girl was on fire they kept hitting her and they were laughing as if they were enjoying what they were doing."

Another young Mexican girl, Rosa, was just fourteen when a man offered her a good job in the U.S. "My parents didn't want me to go, but I persuaded them. A week later, I was smuggled in to the U.S. through Texas to Orlando, Florida. The men told me that my employment would consist of having sex with men for money. I had never had sex before.

"And so my nightmare began. Because I was a virgin, the men decided to initiate me by raping me again and again to teach me how to have sex. Over the next three months, I was taken to a different trailer every fifteen days. I cannot forget what has happened. I was a decent girl in Mexico. I used to go to church with my family. I only wish none of this had ever happened."

(From *Audacious* by Diana Scimone, used with permission)

Say: These are true stories. Maria and Rosa are real teenagers like you. Traffickers count on people making quick decisions, without carefully thinking it through. They say whatever they need to say to take the person, promising immediate money, jobs, and more. It is difficult to be patient, work hard, and wait for the right time, but all of these are keys for staying safe, reaching your dreams and doing something important for you, your family and your community.

Discuss these questions:

- What do you think about Maria and Rosa's story?
- What lies did the traffickers tell them?
- Why do you think the girls believed them?

Activity time: Red light, green light

Have students stand on one end of the room as you stand at the opposite end. Tell them that they will compete to reach you. When you say "green light," they can move toward you, but when you say "red light," they must freeze. The last person to stop moving is out of the game. Make them stay frozen for at least 10-15 seconds. If anyone moves, they are out of the game as well. Say "green light" and "red light" until either one player reaches you, or only one player remains in the game.

Discuss these questions:

- Was it easy to stop and stay frozen in this game? Why?
- In this game, the most patient person won, the one who worked hardest to remain frozen.
- Why are patience and hard work so important in life?
- What are some things that are worth waiting for?
- What are some things worth working hard for?
- How are our dreams worth working hard for and waiting for?

Say: Why is it so hard to be patient? (Allow a few responses.) One of the most difficult lessons to learn in life is patience.

- Why is it so hard to be patient?
- Can we get better at patience? Can it become easier? How?
- How might impatience and the desire to earn money by doing very little work make it easier for someone to steal our dreams? What are some other things we might do that would make it easy for others to steal our dreams? Explain.

Say: Why are your dreams worth working hard for and waiting for? (Allow a few responses.) You will need to hold on tight to your dream to keep it safe. You need to complete your education. Lots of hard work is ahead of you, so you will have to be determined and not let yourself get discouraged.

Discuss these questions:

- Tell us about a time when you worked very hard to get something you really wanted.

- At any point, did you get discouraged as you worked? Explain.
- How can remembering your dream keep you from being discouraged?
- How do human traffickers try to trick you as you work hard and pursue your dream?

Ask: 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?

Discuss these questions:

- How can your obedience to your parents/guardians and older adults you know well and trust help you to be strong? How can they help you to hold on to your dreams and work hard to achieve them?
- How can you help children and those younger than you to be strong? Patient? Work hard to achieve their dreams? How can you help to keep them safe from traffickers?
- How can your friends help you to be patient? Strong? Hardworking? Committed to your dreams?
- How can someone pretending to be your friend keep you from being patient? Strong? Committed to your dreams?

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 believe the lies traffickers tell them.
 2. They believe that traffickers are their friends.
 3. 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.
 4. They want to believe the promises the traffickers make.
 5. They are impatient for their dreams to come true and don't want to wait for the right time to act.
- Think about the stories we read at the beginning of this session about Rosa and Maria.
 1. What are some things they experienced before becoming slaves?
 2. Did they believe traffickers were their friends?
 3. Did they talk with their parents/guardians or a safe adult?

Activity time: Putting your dreams into words

Each student 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 covered in this session will show students the importance of actually having a real, formulated, written plan for making their dreams come true. With a written plan, true friends, a supportive home, and all that they have learned so far, committing themselves to hard work and continued patience is easier.

Have students draw the ladder illustration in their journals. At the top of the ladder, have them name a goal (long-term 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. 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.

Review

(Show concept poster #4.) Be patient, work hard, and wait for the right time.

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

Don't promote trafficking!

Say: In each session of the Dream Big Campaign, we're talking about ways we can unknowingly promote human trafficking by our choices, actions, and what we value.

- What is your definition of pornography? (Remind students of Benji's story in the previous session.)
- Do you think there's a connection between porn and human trafficking?
- Do you think the women and children in porn are there willingly? (Remind students of first session: Most adults and all children in porn are forced to do that. They are not there by their own free will. That means they are being trafficked.)
- So if you are buying or watching porn, what does that mean? (You are buying someone who has been trafficked. You are promoting human trafficking.)
- What does pornography teach us to believe about the men, women, and children in it? About the value of human life?
- How has porn changed? Remember when we talked about our culture's media? How has our media changed? (What was once forbidden is now acceptable and mainstream.)
- How has this discussion changed your ideas about porn?

Optional activity for "Don't promote trafficking!": Lead students in a discussion of these quotes and then ask them to create a poster or artwork illustrating one of them:

"You may choose to look the other way but you can never say again that you did not know."

— William Wilberforce

"Wisdom is knowing what to do next; virtue is doing it."

—David Starr Jordan

Journal questions for Session 4

Write out these journal questions ahead of time on small slips of paper or on a blackboard or whiteboard so students can copy them into their journals. (If students bring journals home after each session, have paper on hand to give students who forget to bring their journals to class.) Tell students to write each question at the top of a separate page so they will have plenty of space to answer it. As time allows lead students in comparing responses while discussing them as a group. 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.

Discuss these questions:

- 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?

Teachers-only assignment

At the end of Session 3, you researched different types of human trafficking. Share with students what you learned. (The main forms are sex trafficking, labor trafficking, and organ trafficking.)

Trafficking information activity

Read Trafficking Information Poster #4 and answer any questions students may have.

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?

Supplies and materials list: Leader's guide, Trafficking Information Poster #5, concept posters for Sessions 1-5, journals, poster board or large sheets of paper, paper, pens or pencils, tape

Before class: On one piece of poster board or paper, draw large butterfly wings and write "I am born to fly!" across the top. Then inside or around the wings write and complete each of the following statements:

My dream is _____.

My dream team is _____.

I was born to fly over these obstacles to my dream _____.

Session 4 review: Have students sit in a circle, either in desks, chairs, or on the floor. Spend a few minutes reviewing the concept posters from earlier sessions. Review the following questions: What does it mean to be patient? Why are your dreams worth waiting for and working hard for?

Trafficking: A real victim's story

Read: When Bill was just two months old, his father died. When he was six, his mother died. An aunt came to his small village and promised him a home and schooling in the capital of Port au Prince, Haiti. He went with her, believing his life was about to turn around.

Instead Bill became a *restavek*—one of Haiti's child slaves. Bill worked for his aunt, who severely abused him, and her family. There was no school for him. He didn't even have a bed. He slept on the floor and was the first one up in the morning and the last one to sleep. He was a slave for the family—at six years old.

Yet Bill had a dream inside him to be a drummer. When he would walk to fetch water in large plastic containers, he'd turn the empty containers upside down and play them like drums. One day a nun discovered him at a market and brought him to a home for boys called St. Joseph's. There he had a place to live and go to school—and people who encouraged his artistic talent. They arranged for him to study at a special program for drummers in the U.S. at Duke University. Eventually he went to Africa where he studied with the finest drummers in the world.

Today he is among them—a world-class drummer who is now the director of St. Joseph's Home for Boys and co-director of the home's community art center and the Resurrection Dance Theatre of Haiti.

(From *Audacious* by Diana Scimone, used with permission)

Say: This is a real story. Bill is a real person. His aunt made him feel worthless, but Bill still knew he was born to fly. He had a big dream in his heart. In his case, there was a happy ending—he achieved his dream.

Discuss these questions:

- The name of our course is Dream Big. What have you learned so far about the importance of dreaming big?
- What does it mean to be born to fly? How are you born to fly? Dream big?
- Why is it so important never to settle for less?
- How did Bill dream big? How did he not settle for less?

Activity time: Obstacle course

Say: We have learned about people who try to keep us from pursuing our dreams. Did you know that you can do this to yourself? Your own impatience and lack of belief in your value as a person can steal your dreams, too. Name things that could keep you from your dreams (impatience, laziness or not working hard, etc.).

As students name these dream obstacles, write each one on a sheet of art paper and attach them or place them on chairs. (If you do not have chairs, use anything that can be stepped over.) Line up the chairs in a straight line, one after the other, keeping them very close together.

Stand beside the chairs and walk in a straight line as you tell students that as they remember these things, they will learn to fly: choices have consequences; know whom you can trust, and so on.

Now stand before the first chair in the row and tell students that if they forget these things, they will face many obstacles that may keep them from their dream. Step up onto the first chair and tell students they were born to fly; that they were born to dream big and live their dreams. Then step to the next chair behind the first and so on until you step over each chair, each time remembering to say, “You were born to fly. You were born to dream big and live your dreams!” If you have time and it is safe to do so, have each student step over the chairs, saying, “I was born to fly. I was born to dream big and live my dreams!”

Review

Say: Who can help you make good choices to keep your dreams alive? (Allow a few responses.) Previously students identified people who love them unconditionally and those who are their true friends. Remind them of this and that true friends truly love them, want the best for them, and will be able to help them keep their dreams alive.

Discuss these questions:

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

Activity time: Flying

Distribute art paper and markers to students. Tell them to draw something with wings on their papers—an airplane, a bird, a butterfly, etc. Write “I am born to fly” across the top. Display your poster with your responses as an example. Then have them write these unfinished statements inside or around the wings on their papers and complete them:

My dream is _____.

My Dream Team include _____.

I was born to fly over all these obstacles to my dream _____.

Say: What is a “dream team” as seen in the second statement, “My Dream Team includes...”?

These are true friends and family members who can support you and help you so you can pursue your dream. So beside that statement, list people who can be a part of your Dream Team: people who advise you, teach you, care about you, support you, and encourage you. This may include a school teacher or spiritual leader, a soccer coach, family member, counselor, or advisor. You can also include a special trusted person to contact in case something bad happens to you or someone tried to traffic you.

If you have time, allow students to present their flying posters to the class.

Say: We are born to fly. We have “wings” that make it possible for us to rise and reach our dreams, and bring good to our families and our community—everyone we care about. These are not physical wings like a bird or plane, but people who constantly lift us up and encourage us to achieve our dreams. With their help and by being patient, working hard, and waiting for the right time, we will reach our dreams.

Trafficking connection

Remind students that Dream Big contains special lessons about how to be safe and successful in following their dreams.

Say: 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 have learned.

Discuss these things:

- 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.)
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, and more)

Review

(Show concept poster #5.) You were born to fly. Don't settle for less.

- What does it mean “to fly”?
- What is your dream? How have you settled for less?
- What is your dream?
- What good choices can you make to pursue your dream?

Don't promote trafficking!

Say: In each session of the Dream Big Campaign, we're talking about ways we can unknowingly promote human trafficking by our choices, actions, and what we value.

- What are you learning about your personal participation and acceptance of trafficking?
- How are your actions changing?
- How do those choices affect your ability to follow your dream?
- How can your choices affect someone else's ability to follow his or her dream? (If you hire a prostitute or watch porn, you are keeping someone enslaved and they can't follow their own dream.)
- Why is it important to help others follow their dreams?

Optional activity for "Don't promote trafficking!": Lead students in a discussion of these quotes and then ask them to create a poster or artwork illustrating one of them:

"If you really want to do something, you'll find a way. If you don't, you'll find an excuse."

—Jim Rohn

"Knowledge is the pathway from slavery to freedom."

—Frederick Douglass

Journal questions for Session 5

Write out these journal questions ahead of time on small slips of paper or on a blackboard or whiteboard so students can copy them into their journals. (If students bring journals home after each session, have paper on hand to give students who forget to bring their journals to class.) Tell students to write each question at the top of a separate page so they will have plenty of space to answer it. As time allows lead students in comparing responses while discussing them as a group. 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.

- What is your dream? How were you born to fly? (Answer using words or pictures.)
- As you pursue your dream, what can you do to 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?
- How would you tell children, teenagers, and young adults that they can be free to follow their dreams and still be safe?

Discuss this question:

- **What are some different ways to fight human trafficking?** Write these on the chalkboard, whiteboard or as a poster. Categorize them under these three areas: Prevention (awareness training such as the Dream Big Campaign), protection (rescues, aftercare), and prosecution (changing laws, arresting and prosecuting traffickers and buyers).

Trafficking information activity

Read Trafficking Information Poster #5 and answer any questions students may have.

Session 6: Take a stand (commitment time)

Session objectives: Review materials and posters to summarize trafficking information; formal commitment exercise/graduation with certificate and bracelet.

Supplies and materials list: Leader's guide, review versions of Trafficking Information posters #1-6, concept posters for all sessions, commitment certificates and Dream Big bracelets, journals, paper, pens or pencils

Before class: Sign and date commitment certificates for each student. Display review versions of the Trafficking Information posters (the version with blanks).

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 human trafficking is involved. Your goal is not to create fear, but to equip students 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 Dream Big has been 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 Dream Big color. (Google "awareness bracelets" to find sources.) Have them imprinted with "Dream Big" 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>).

Activity time: Review scenarios

Read these scenarios to students and discuss the questions. As an option, students can act out the scenarios as you read them. They should act out both the choices and consequences.

Scenario 1: Choices have consequences.

Tia is eleven years old and has begun showing interest in older boys. She dresses as an older girl would, stealing clothes from older friends and stores. This leads to fights with her mother, who tries to forbid her from spending time with boys and wearing the clothes she likes. Instead of attending school, Tia spends time with other kids and teenagers who do not go to school either. One of the friends wants to introduce her to a young man who promises they can make a lot of money.

- What does Tia need to know? (Choices have consequences, she is born to fly, and more.)
- What are some consequences Tia is already experiencing? Which ones might she experience if she continues making bad choices?
- How are her bad choices leaving her vulnerable to human traffickers?

- If you were a friend of Tia's, what would you say to her?

Scenario 2: Know whom you can trust.

Thomas has made some changes lately. He never seems to have time for even his closest, best friends. He has begun spending time with new friends—friends who enjoy getting into trouble, known for beating up younger kids and stealing. He quit his soccer team and has begun missing school. He and his best friend, Martin, planned to play soccer professionally one day, and to attend college to become lawyers. They constantly encouraged one another in their shared dream. But Martin hasn't seen Thomas in weeks. Thomas plans to quit school and work for a new friend—a man who promises him he will make a lot of money.

- What does Thomas need to know? (Who his true friends are, he is born to fly, and more.)
- What are some consequences Thomas is already experiencing? Which ones might he experience if he continues doing what he is doing?
- How are his bad choices leaving him vulnerable to human traffickers?
- If you were a friend of Thomas, what would you say to him?

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

Sara has never felt loved or valued. Her father was a drug addict and he physically abused Sara, her sister and brother, and her mother. Her mother was always critical of Sara, even calling her “ugly,” “clumsy,” and “stupid.” Sara's father died when she was only seven years old. After this, Sara's mother had several relationships with men who treated her and her family very poorly—even beating them. However, one of the men showed kindness to Sara, telling her over and over how pretty she was. But then he raped her. She was only twelve years old. Now the man says he has some friends who want to meet her, that he has a way for her to help her mother support the family.

- What does Sara need to know? (She is unique, valuable, worth loving, born to fly, needs to recognize people who do not want the best for her, and more.)
- How is Sara vulnerable to human traffickers?
- If you were a friend of Sara, what would you say to her? What should Sara do?
- What could be the consequences for Sara if she meets with this man who promises her a way to help her mother support their family?

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

Joe and Cara are the oldest of six brothers and sisters. Each day, they attend school and then look for work to earn money, food, or supplies for their family. Though Joe and Cara would both like to be teachers one day, Joe has been thinking about quitting school to help his father support their family. Their father works hard to provide for them, but even with Joe and Cara's help, they sometimes go a day or two without food and can afford only a small room in another family's home. For more than a month, neither Joe nor Cara has been able to find work. The owner of the house they live in has threatened to force them out onto the streets. As they once again walk through their village seeking work, a merchant they know offers them an opportunity. As they discuss terms with him, an attractive, well-dressed woman approaches them with an opportunity in a village nearby. She promises them more money for one day's work than what they would normally make in a week! After they tell her about their family's difficulties, she smiles kindly

and tells them that if they bring their younger brothers and sisters to work with them, they would make a lot of money and help support their family.

- What do Joe and Cara need to know? (They need to be patient, keep working as hard as they can, wait for the proper time, and more.)
- How are Joe and Cara vulnerable to human traffickers?
- What could be the consequences for them if they go with this woman to a nearby village? If they bring their brothers and sisters?
- If you were a friend of Joe or Cara's, what would you say to them? What should they do?

Say: You were born to fly. Never settle for less.

Review

Say: Who are your true friends, those who want to help make sure your dream comes true? Name those who encourage you to be patient and work hard. Name the friends you can really trust. What do you imagine your life will be like when you have grown up and some of your dreams have come true?

Trafficking information activity

Distribute markers and have students work individually or in teams to fill in all the blanks in the review versions of all five Trafficking Information posters. Check their work using the original posters as the answer key.

Trafficking connection review: Take a stand

Take time to review the Trafficking Information posters with students, encouraging them to take notes in their journals (emphasizing key points you believe are most important).

This will help students: 1) personalize the Dream Big concepts, 2) identify and resist trafficking attempts, and 3) protect others from trafficking attempts.

Don't promote trafficking!

Say: In each session of Dream Big, we have talked about ways we can unknowingly promote human trafficking by our choices, actions, and what we value.

- How has your understanding changed about your role in promoting trafficking through your choices, actions, and values?
- Is there anything specific that you will stop doing as a result?
- How has your understanding changed about your attitude toward sex? Toward women and girls?
- What are your beliefs and values now?
- Do your friends have the same values as you?
- If your values have changed as a result of going through Dream Big, are theirs?
- What will you do about that? How will you confront them?

Optional activity for "Don't promote trafficking!": Lead students in a discussion of these quotes and then ask them to create a poster or artwork illustrating one of them:

“A year from now, what will you wish you had done today?”

—Anonymous

“Greatness is not a function of circumstance. Greatness is largely a matter of conscious choice and discipline.”

—Jim Collins, from *Good to Great*

Commitment award ceremony: Saying “no” to traffickers and “yes” to our dreams

To help students mark their completion of Dream Big, arrange a short award ceremony for the end of this session. Invite people from the community (family members, teachers or school representatives, community leaders, media) to help make the project visible and celebrate the importance of the students' accomplishments. Display artwork and posters. (Consider having students act out some of the scenarios from Session 6 as part of this ceremony.)

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 they learned in Dream Big. (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.

Give blue Dream Big commitment bracelets to everyone. If anyone attending the ceremony already has their bracelets, have them share what having the bracelet and making the commitment means to them. They can help present certificates and commitment bracelets.

Teachers-only assignment

Have teachers discuss different ways they can continue to fight human trafficking in your city and country now that they have completed Dream Big. Refer to the ways you discussed at the end of Session 5. Ask teachers if they 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 teachers different ways they can involve others in the fight locally, including law enforcement, schools, social service organizations, community organizations, the faith community, media, and others. Ask students to join also.

Teacher tip

Decide if students should take their journals with them as they leave this session.

Commitment

I will 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
- To be aware of ways I may unknowingly promote trafficking
- To always dream big

Student: _____

Leader: _____

Date: _____

Evaluation survey for teachers

Thank you for teaching Dream Big. 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. You can also fill it out at www.born2fly.org.

Below is an evaluation survey for students; we encourage you to have them fill it out.

1. Where did you teach Dream Big (city and country)?

2. Name of your organization:

3. What setting—school, community center, church, etc.?

4. What dates? _____

5. Approximately how many students attended? _____

6. What were the approximate ages of the students? _____

7. What language did you teach it in? _____

8. Did you make a written translation of the curriculum in your language?

___yes; which language: _____

___no

___curriculum already available in our language

9. 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?

10. Did you use the model of teachers learning the program first and then teaching it?

___yes

___no

If yes, how many teachers did you have? _____

11. Describe how the students (and teachers) reacted to the program:

12. Describe the reaction from the teachers:

13. Thinking about the students in your class, how aware were they of the five concepts they learned (Choices have consequences, etc.) *before* Dream Big?

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

14. How aware were they *after* Dream Big?

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

15. How aware were they about human trafficking *before* Dream Big?

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

16. How aware were they *after* Dream Big?

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

17. As a teacher, how much do you think the Dream Big 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

28. Thinking about yourself and the other teachers who taught Dream Big with you, how aware were you about human trafficking *before* Dream Big?

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

19. How aware were you and the other teachers *after* the Dream Big program?

- ☐ Not at all aware

- ☐ Somewhat aware
- ☐ Very aware

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

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

22. What did you like about the program?

23. What didn't you like? (You can be honest! We really want to know so that we can improve it.)

24. How can we make Dream Big better?

Your name _____

Your title _____

Your organization _____

Your email _____

Thank you again for teaching Dream Big! We're very grateful to you! You can also fill out this survey and submit it at www.born2fly.org.

Evaluation survey for students

Thank you for being part of the Dream Big Campaign. Your feedback and comments will help us evaluate the materials and make them better in the future. Please fill out this evaluation survey and return it to info@born2fly.org. You can also fill it out at www.born2fly.org.

1. Where did you take Dream Big (city and country)?

2. What setting—school, community center, church, etc.?

3. What dates? _____

5. How old are you? _____

6. What did you like about the program?

7. What didn't you like? (You can be honest! We really want to know so that we can improve it.)

8. Before Dream Big, how aware were you about human trafficking?

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

9. How aware were you *after* Dream Big?

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

10. What did you learn?

11. How will Dream Big help you and your friends?

12. What is your dream?

Your name _____

Your email _____

Thank you again for taking Dream Big! We're very grateful to you! You can also fill out this survey and submit it at www.born2fly.org.

Additional resources

Dream Big With God, additional material for Christian schools. Available in many languages.
www.born2fly.org

Audacious, by Diana Scimone
www.born2fly.org

Born to Fly and *Soaring Higher*, anti-trafficking curriculums for young children. Available in many languages.
www.born2fly.org

Diana Scimone's blog
A blog by Born2Fly president Diana Scimone; includes news and updated information about how to stop child trafficking
www.dianascimone.com

Digital resource library
Updated list of free anti-trafficking resources, all available online (pamphlets, posters, videos, etc.)
www.born2fly.org/Digital-Library.html

For more information

Born to Fly International, Inc.
PO Box 952949
Lake Mary, Florida, 32795-2949
USA
info@born2fly.org
www.born2fly.org

Our website has additional anti-trafficking resources, available for free download in many languages. *Born to Fly* is our anti-trafficking curriculum for younger children. For more information, visit our website.

All are materials are free. We give them away so that you can help teenagers and children in your community stay safe from traffickers. We can do this because of the generosity of our donors. If you'd like to make a contribution toward our work to stop child trafficking, you may donate on our website. Born to Fly is a 501c3 non-profit organization and all donations in the United States are tax deductible.