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# READY TO STAND SCHOOL PREVIEW GUIDE



Our mission is to bring prevention education to youth and families to stop human trafficking before it starts.

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# A NOTE FROM THE CEO

Thank you for your interest in The Set Me Free Project's **READY to Stand Curriculum**. This is designed to help empower our youth to value themselves and others as individuals, and to ultimately, keep them safe.

You will find our curriculum is informative, interactive, and flexible – reaching students from 3-12th grades, college age youth, and adults in every facet of our communities. And we are unique in our approach and perspective – using age appropriate curriculum focused on not only defining human trafficking, but also on helping students identify why and how they could be at risk, as well as providing a foundation for all students, regardless of age, to recognize the intrinsic value in every human being.

Human trafficking is defined as the force, fraud, or coercion of a human being for the personal profit and gain of another. The trafficked individual having limited freedoms and receiving little to no pay or compensation. It's now the second fastest growing crime (only second to the drug trade) globally and is a \$150 billion business (including sex and labor trafficking).

The Set Me Free Project is passionate about not only stopping trafficking before it starts, but also to provide youth a safe place to ask questions and find resources. We also believe that there is a big difference between awareness and prevention. Awareness about human trafficking is important, but without the knowledge to prevent it, the problem will continue. Prevention education gives communities the tools to recognize victims of human trafficking and the grooming of potential victims, and to lower and/or eliminate human trafficking in our communities.

So, thank you for joining us in this work! We are **READY** to stand together, and with your help, we can stop human trafficking before it starts.

*Stephanie Olson*



# ABOUT THE SET ME FREE PROJECT

## Our History

We began in the summer of 2014 after much training, research, and education on the evils of human trafficking. As a part of the Omaha school system, we knew this was a subject our children had never been exposed to. We also knew that as parents, we didn't realize that our own children were at risk.

After talking to several educators in the Omaha community, we learned that no Nebraska schools had prevention education on the dangers of human trafficking. It's for that reason we are now serving the community at large by bringing prevention education to students, parents, leaders and educators. In addition, we empower our youth to value themselves and protect themselves from trafficking and social media dangers. The current educators of The Set Me Free Project have been trained to speak in schools for youth of all ages.

Our research, studying, training, and education continues on a regular basis. We have learned that because human trafficking and social media are ever changing industries, we also need to be an ever changing industry. Considering that our curriculum is our own, we can evaluate and evolve as the needs of youth and parents change.

## Our Mission

*To bring prevention education to youth and families to stop trafficking before it starts.*

We do that by offering prevention education to help eradicate sex trafficking. We empower our children and young adults by teaching them to value themselves and give them tools to help protect them from the evils of human trafficking.

## Our Vision

Our vision is see human trafficking eradicated by providing every child, parent, educator, professional, and community member prevention education. It is our goal to provide knowledge and tools required to protect and prevent youth from becoming a victim of trafficking.

## Our Core Values

### 1. A commitment to keeping our youth safe.

We have a clearly stated mission that we follow to keep our goals very focused. We have a commitment to keeping our youth safe through prevention education. We are committed to sharing our message of safety, hope, and value to as many people as possible.

### 2. A commitment to personal and professional integrity.

We deal respectfully, are responsive to, and act with honesty, integrity and openness with the community, grantees and the public at large. We build constructive relationships based on mutual respect, candor, confidentiality, and understanding.

### 3. A commitment to respecting diversity.

We are committed to bring our message of safety, hope, and value to every individual regardless of socioeconomic status, ethnicity, sexual orientation, age, or gender.

### 4. A commitment to continue our professional training and education.

We are committed to receive consistent training and education to stay current on the subject of human trafficking and social media safety.



## ABOUT THIS GUIDE

This is a preview of the READY to Stand curriculum that The Set Me Free Project provides.

This preview is far from complete of all we offer during our presentations. It's our hope that this glimpse will prompt you to bring us to your school, community/parents' night, or business. Our only goal is to educate. We want to prevent trafficking before it starts, and we believe we can do that with the education we provide.

Look through these outlines and decide for yourself if this is a resource that would like to use in your school or community. And then when you are ready request an educator.

## REQUEST AN EDUCATOR

Complete the quick form at: [www.setmefreeproject.net/request-an-educator](http://www.setmefreeproject.net/request-an-educator)



# ELEMENTARY LEVEL 1

RECOMMENDED FOR GRADES 3 & 4

*60 Minute Lesson*

## I. Introduction and Safe Space

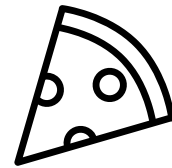
## II. You have value!



1. What does that mean to you?
2. Fingerprint Activity
3. You uniqueness adds value to the world!
4. How to treat others with value

## III. A Slice of Internet Safety

1. Video
2. Who is safe to talk to online?
3. Real and Fake information online
4. Slice of Internet Safety Worksheet



## IV. Trustworthy Person

1. The four characteristics of a trustworthy person
2. Who is a trustworthy person? Are you?
3. Trustworthy Activity

## V. Be READY

1. Be READY for people who are not Trustworthy.

## VI. Be Aware of What you Share

1. Video
- II. What's okay to share online and what isn't?

## VI. Review

## VI. Questions and Thank you!

# ELEMENTARY LEVEL 2

RECOMMENDED FOR GRADES 5 & 6

*60-90 Minute Lesson*

## I. Introduction and Safe Space

## II. You have value!

1. What does that mean to you?
2. Value and flowers
3. You uniqueness adds value to the world!
4. How to treat others with value

## III. Trustworthy Person

1. The four characteristics of a trustworthy person
2. Who is a trustworthy person? Are you?
3. Trustworthy Activity

## IV. Video

## V. Dangers of social media

1. How what you post can affect you
2. The internet is forever!

## VI. Consent

1. What is consent?
2. Consent video
3. Social media and consent
4. You can always say NO

## VII. Be Safe

1. Activity
2. Be READY for people who are not Trustworthy.

## VIII. Be Aware of What you Share

1. What's okay to share online and what isn't?

## IX. Cyberbullying

1. Activity
2. How should we treat people online and offline?

## X. Be an UPSTANDER

1. Don't be a bystander
2. UPSTANDER worksheet

## XI. Are you READY?

## XII. Let's review!

## XIII. Questions and Thank you!



# SEX TRAFFICKING LEVEL 1

RECOMMENDED FOR GRADES 7 -8

*90 Minute Lesson*

## I. Introduction and safe space

1. Safe place and mandated reporters
  - a. Agreement and respect
  - b. Trigger warning

## II. Your value

1. Value activity
2. What does valuable mean to you?

## III. What is human trafficking?

1. Definition

## IV. Force, Fraud, and Coercion

## V. Types of human trafficking

1. Sex Trafficking
2. Labor Trafficking

## VI. Why do we talk about this video

## V. Why do we talk about this?

## VII. Grooming video

## VII. Grooming activity

1. What is grooming?
2. Stages of grooming

## VIII. Vulnerability

## IX. What do traffickers look like?

## X. Consent

1. Video
2. What is consent?
3. Personal bubble
4. Consent and social media

## XI. Do you know this person activity

## XII. Who can you trust?

1. What makes someone trustworthy?
2. Are your friends trustworthy? Are YOU?

## XIII. Trustworthy person

## XIV. Social media and online gaming

1. Is it good or bad? Both?
2. How do you stay safe?
3. How do you know a predator online?
4. Social media is forever

## XV. Are you READY?

## XVI. Choices

1. Choices and consequences
2. Making a bad choice does not make anyone a victim

## XVII. What's your safety plan?

## XVIII. Closing

1. You all have so much value
2. What to do if you need help
3. Resources

# SEX TRAFFICKING LEVEL 2

RECOMMENDED FOR GRADES 9 -12

*90 Minute Lesson*

## I. Introduction and safe space

1. Safe place and mandated reporters
  - a. Agreement and respect
  - b. Trigger warning

## II. Your value

1. Value activity
2. What does valuable mean to you?

## III. What is human trafficking?

1. Definition
3. Why do we talk about this?

## IV. Force, Fraud, and Coercion

## V. Types of human trafficking

1. Sex Trafficking
2. Labor Trafficking

## VI. Are we looking for the wrong thing?

## VII. Fact or Myth activity

## VIII. What does a traffickers look like?

## IX. Trafficker faces

## X. Consent

1. Video
2. What is consent?
3. Personal bubble
4. Consent and social media

## XI. Social media and online gaming

1. Is it good or bad? Both?
2. How do you stay safe?
3. How do you know a predator online?
4. Social media is forever

## XII. Social media now and the future

## XIII. Grooming video

## XIV. Grooming activity

1. What is grooming?
2. Stages of grooming

## XV. Vulnerabilities

## XVI. Who is a trustworthy person

1. What makes someone trustworthy?
2. Are your friends trustworthy? Are YOU?

## XVII. Are you READY?

## XVIII. Potential trafficking warning signs

## XIX. What's your safety plan?

## XVIII. Closing

1. You all have so much value
2. What to do if you need help
3. Resources

# SOCIAL MEDIA LEVEL 1

RECOMMENDED FOR GRADES 7 -10

*90 Minute Lesson*

## I. Introduction and safe space

1. Safe place and mandated reporters
  - a. Agreement and respect
2. If this is the second presentation, review human trafficking

## II. Your value

1. Value activity
2. What does value mean to you?

## III. What social media are you on?

## IV. Social media: the good and the bad

1. How is social media positive?
2. How is social media negative?

## V. Gaming

1. What do you play?
2. Staying safe while gaming

## VI. Social media vs. reality

1. How real are the things we see online?

## VII. Cyberbullying

1. How should you treat people online?
2. Are you READY?

## VIII. Social media and the brain

1. Are you READY?
2. Social media and mental health
3. Social media and the brain

## IX. Social media and human trafficking

1. What's the connection?

## X. Grooming video

## XI. Grooming activity

1. What is grooming?
2. Stages of grooming

## X. What does predator mean

## XI. Intention vs. risk

1. You can't tell intentions online
2. Instagram activity

## XI. What about sexting

1. What is sexting?
2. Dangers of sexting
3. How can sexting make you feel?

## XII. Nudes

1. Dangers of taking and sending nudes
2. No one has a right to your body
3. Video
4. How to say no

## XIII. Consent

1. What is consent?
2. How do we practice consent?

## XIV. Trustworthy person

1. What makes someone trustworthy
2. Are your friends trustworthy? Are YOU?

## XV. Index card activity

1. How can you tell which of your followers want to harm you?



# SOCIAL MEDIA LEVEL 1

*Continued*

## XVI. Social media checklist

1. How can I stay in control online
2. What information can strangers see about me?
3. Privacy and location settings
4. How to get help

## XVII. Digital choices

1. All choices have consequences
  - a. What are some good choices and their consequences? Bad choices?
2. Do your choices mean you choose to be victimized?

## XVIII. Hallway of life activity

1. When you focus, you achieve your goals

## XIX. What is your safety plan?

## XX. Closing

1. You all have so much value
2. What to do if you need help
3. Resources



# SOCIAL MEDIA LEVEL 2

RECOMMENDED FOR GRADES 11 - 12

*90 Minute Lesson*

## I. Introduction and safe space

1. Safe place and mandated reporters
  - a. Agreement and respect
2. If this is the second presentation, review human trafficking

## II. Your value

1. Value activity
2. What does value mean to you?

## III. What social media are you on?

## IV. Social media: the good and the bad

1. How is social media positive?
2. How is social media negative?

## V. How do social media platforms make money?

## VI. Are you stronger than your phone?

## VII. Challenge

## VII. Mental health check

## VIII. Grooming video

## IX. Grooming activity

1. What is grooming?
2. Stages of grooming

## X. The power of a like

## XI. Social media vs. reality

1. Video

## XII. What happens to our information?

## XIII. Posts are forever

## XIV. Social media and privacy

## XV. Online gaming

## XVI. How do you know someone?

## XVII. Meeting IRL

## XVIII. What about sexting

## XIX. Nudes

1. How do you say no
2. Sextortion
3. Ask for help

## XX. Consent

1. What is consent?
2. How do we practice consent?

## XXI. Trustworthy person

1. What makes someone trustworthy
2. Are your friends trustworthy? Are YOU?

## XXII. Are you READY?

## XXIII. Safety plan

# Testimonials from students & teachers

Dear Mrs. Howell,

Thank you for coming + talking to our class! We really appreciate it. We learned a lot + you taught us how to be safe online and out in the real world. Once again, thank you very much!



Sincerely,

Cali R + Grace W 😊

Mrs. Howell Thank you for teaching me about

Human Trafficking. I didn't know that it could effect Boys Too.

Sincerely,

Thomas, Luke, Paul, Jesus,

Kevin

Thank you for taking the time to come out and speak to our class. You really opened up my eyes and made me realize that human trafficking is a real problem and that it's a real thing. Before coming and talking to our class I didn't even know what Human Trafficking was, and I never thought that would be a problem in Lincoln.

Sincerely,  
Tyler

The Set Me Free Project came highly recommended to me from other schools in our district, and I decide to integrate it into my Adult Living curriculum. I had them come to speak to my classes and Sarah did an amazing job of talking about human trafficking in a way that students get. It did not make the students uncomfortable, it just made them interested. I had several students tell me after she spoke that they'd changed the way they go about things on Social Media. The Set Me Free Project had a very positive influence on my students and I look forward to having them back for many years to come.



# STANDARDS

## Health Education Information and Standards

### Mission of Health Education:

The mission of health education is to motivate young people to maintain and improve their health, prevent disease, and avoid or reduce health-related risk behaviors. It is the role of the health educator to provide young people with the knowledge and skills they need to be healthy for a lifetime and to utilize these health enhancing skills as a means for achieving life's goals.

### The National Health Education Standards states:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Health Education is a unique and separate academic discipline. It influences individual, family, and societal development, knowledge, attitudes and behavior and seeks the improvement of individual, family and community health. Health education helps individuals seek that which moves them toward optimal stages of wellness. It means also to aid individuals and families in overcoming the debilitating effects of economic deprivation, the lack of balance, disease and accidents of life.

# WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD



Public health and education serve the same children, often in the same settings. The WSCC focuses on the child to align the common goals of both sectors. The expanded model integrates the eight components of a coordinated school health (CSH) program with the tenets of a whole child approach to education. The Whole School, Whole Community, Whole Child (WSCC) model is an expansion and update of the Coordinated School Health (CSH) approach. The WSCC incorporates the components of CSH and the tenets of the ASCD's\* whole child approach to strengthen a unified and collaborative approach to learning and health. The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as being a part and reflection of the local community.

Schools, health agencies, parents, and communities share a common goal of supporting the health and academic achievement of adolescents. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every young person in every school in every community is healthy, safe, engaged, supported, and challenged.

The WSCC model accomplishes a number of important objectives:

- It combines the “Whole Child” model from ASCD with the CSH approach used by many in the adolescent and school health field.
- It emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both.
- It provides an update to the CSH approach to better align with the way schools function.
- The child in the center is at the focal point of the model; the child is encircled by the “whole child” tenets in green: being “healthy, safe, engaged, supported, and challenged.”
- The white band emphasizes the alignment, integration, and collaboration needed among the school, health, and community sectors to improve each child’s learning and health.
- Represented in the blue, the multiple school components surround the child, acting as the hub that provides the full range of learning and health support systems to each child, in each school, in each community.
- The community, represented in yellow, demonstrates that while the school may be a hub, it remains a focal reflection of its community and requires community input, resources, and collaboration in order to support its students.

# CONNECT WITH US!

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