

Helping to Empower Through Advocacy and Leadership (HEAL) National Training Institute

Adult Curriculum

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Background

In 2020, the Center for Justice Innovation (the Center), in collaboration with Rights4Girls, Courtney's House, and CATCH Court, launched Project HEAL: Helping to Empower through Advocacy and Leadership, an Office for Victims of Crime (OVC)-funded survivor leadership and peer support initiative for human trafficking survivors.

As part of this initiative, an advisory council comprised of national experts and a diverse group of survivors was established to guide the development of the HEAL National Training Institute, a leadership development training program for survivors. To further inform the development of this institute, a national needs assessment was conducted to promote equity and hear from as many practitioners and survivors as possible. This needs assessment focused on how to better understand the leadership and professional development needs of survivors, identify training topics and resources, consider best practices, and offer recommendations for engaging survivors in leadership training.

The HEAL National Training Institute's curriculum and accompanying facilitator guide are a synthesis of these collaborative efforts to create a national leadership training program centered on the unique needs and diverse experiences of survivors.

This project is a partnership of the Center for Justice Innovation (the Center), Rights4Girls, Courtney's House, and CATCH Court. This product is supported by cooperative agreement number 2019-VT-BX-K014, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this product are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Content Overview

Overall Structure

Training topics are organized thematically into modules, and each module is comprised of several individual sessions. The first module provides important context and foundational skills for all subsequent modules, and helps to build community and create a safer space.¹ For this reason, we recommend that every institute begin with the first module and follow that module's sessions in order. The remaining modules and sessions are organized into a suggested order but should be considered as a menu of options rather than a prescription for institute leaders. Not all modules and sessions proposed need be covered, or covered in this order. In the section that follows, we have provided sample curricula tailored to particular leadership and development interests, or "tracks."

Each individual session follows a basic structure that also allows for ample room to adapt to the group's needs. Facilitators will find that some sessions include more detailed proposals for content and activities, while other sessions serve more as guides for incorporating and leveraging community-based resources and experts, or other outside content and guest speakers.

Please keep in mind that flexibility is key: content and modality can always be adjusted to meet the needs and desires of the group and individuals. This includes the length of individual sessions and activities (e.g., some topics may take longer to discuss than others and/or require pivoting to additional topics raised, though we find that sessions are most effective when they are kept to under 90 minutes), as well as the overall meeting structure and time commitment of the institute. See below for more details on how sessions are organized.

Modules and Sessions: Format Overview

Modules

Modules are composed of up to five individual sessions. The introduction to each module provides a content overview, learning objectives, and any general delivery considerations and facilitator tips for that module.

Sessions

Every session includes the following components:

- **Overview and learning objectives.** Learning objectives are meant to set the tone and objectives for the day. Facilitators do not need to go over the learning objectives word for word. Instead, consider writing them on the board before the start of the session. Facilitators might even use them as a discussion opener in their check-in activity of choice.
- **Facilitator/co-facilitator suggestions.** The survivors and experts who informed the development of the institute suggested that certain topics be facilitated or co-facilitated by survivor-facilitators.
- **Check-in and check-out.** Every session begins with a check-in and concludes with a check-out. These can vary in length from 5–15 minutes, depending on the activity and the needs of the group. We have included a list of check-in and check-out activities as a resource at the end of the curriculum. Facilitators should feel free to try different activities to see what works best for their group (ask for feedback!) and to vary up the activities in each session and/or module. Facilitators may also decide that it is best to stick to the same check-in and check-out activity throughout the institute.
- **Facilitator tips.** Marked by a lightbulb icon.
- **Activities.** This includes suggested activities and timing for those activities, plus alternative formats for those activities, where applicable.
- **Virtual adaptations.** Marked by a computer/cloud icon.
- **Additional participant resources.** Certain sessions note additional resources. These materials are offered as optional materials for

those participants who are ready and interested in diving deeper into a given subject.

Some sessions may be broken down into multiple segments depending on your group's time constraints and needs. See the explanations on activities below for ideas how to best break up a session into multiple segments.

Activities

Every session provides suggested activities and timeframes for those activities. Activities are often organized into different **parts** of 30–60 minutes. Parts build on each other, and should be followed in order. You can follow the suggestions in each session to determine how many parts you want to do and whether to try to do them in one longer session or multiple shorter sessions.

Some sessions suggest different activity **options** (e.g., an option for more typical in-class activity facilitated by their regular facilitator or a guest speaker or field trip, for example). Where there are multiple options, feel free to pick one or multiple of these options, and do them in whichever order you like. They are not cumulative.

Additional Resources for Participants

Certain sessions note additional resources. These materials are suggestions for those participants who are ready and interested in diving deeper into a given subject. However, institute leaders can determine whether and what materials they might like to assign to the group. If certain materials are assigned to the group, please ensure they are not onerous, and allow time to review the content. Assignments to be completed outside of session may be overwhelming or unrealistic for certain participants.

All additional resources are organized by module at the end of the curriculum. Consider making these resources accessible to participants via a thumb or online drive, or even printing them to provide as a participant workbook.

Additional Support for Participants

Institute organizers may consider offering coaching/mentorship (peer and professional) to provide additional support to participants during and beyond the institute. See the facilitator guide for more ideas on how to incorporate coaching/mentorship into your institute. It may also be necessary to make warm referrals to local community-based organizations to meet any needs for participants that come up during the group (e.g., housing, education, mental health care).

Facilitator Tips

Facilitators can look to the facilitator guide for general tips and considerations when determining how best to deliver an institute that is tailored to the needs of their participants. Facilitation tips more specific to the curriculum content are noted throughout the curriculum.

Virtual Adaptations

The institute can be adapted to be delivered virtually, in-person, or a combination of both. Tips for virtual adaptation of specific content are found throughout the curriculum for institutes that will incorporate virtual programming. Additional guidance on adapting your institute for a virtual delivery, including tips on creating a trauma-informed virtual environment and considerations regarding digital literacy, can be found in the accompanying facilitator guide.

Preparing to Facilitate

In preparing to facilitate the institute, facilitators should begin by reviewing in detail the modules and sessions they would like to facilitate in order to ensure that they have the required materials and are familiar with the content and structure of the activities. It is particularly important to plan ahead for sessions where there are options to bring in outside content or guest speakers.

Sample Institute Curricula

You may want to tailor your institute to focus on a particular interest related to leadership and advocacy. Below are some examples of content that supports various interests, or “tracks.” We recommend that all institutes begin with the core content followed by the track-specific content.

The Core

Module One

Community Building and Addressing Our Lived Experiences

Session One: Introduction and Community Building

Session Two: Trauma and Resilience

Session Three: The Impact of Trauma on Your Professional Self & What It Means to Be a Survivor Leader and Advocate

Session Four: Self-Care Strategies

Module Two

Professional Empowerment and Development

Session One: Being Your Authentic Self—Managing Professional and Personal Identities

Session Two: Management and Self-Management Skills

Session Three: Effective Communication and Self-Advocacy Skills

Track One:

General Leadership and Advocacy

Module Two

Professional Empowerment and Development

Session Four: Public Speaking and Presentation Skills, Part I

Session Five: Public Speaking and Presentation Skills, Part II

Module Four

Adding to Your Professional Toolkit

Session Two: Social Media Platforms

Module Five

Your Rights, Your Powers: Understanding and Navigating The Systems That Shape Our Lives (Advocacy and Leadership, Part I)

Session One: “Know Your Rights” and Protections

Session Two: Identity, Systems of Oppression and Human Trafficking

Session Three: Government

Session Four: Non-Profits and Boards

Module Six

Advocacy and Leadership Skills for Policy and Systems Change

(Advocacy and Leadership, Part II)

Session One: Leadership and Advocacy

Session Two: Media Literacy

Session Three: Policymaking

Session Four: Community Organizing

Session Five: Leadership and Advocacy Project

Track Two:

Focus on Facilitation

Module One

Community Building and Addressing Our Lived Experiences

Session Five: Introduction to Facilitation

Module Two

Professional Empowerment and Development

Session Four: Public Speaking and Presentation Skills, Part I

Session Five: Public Speaking and Presentation Skills, Part II

Module Five

Your Rights, Your Powers: Understanding and Navigating The Systems That Shape Our Lives (Advocacy and Leadership, Part I)

Session One: “Know Your Rights” and Protections

Session Two: Identity, Systems of Oppression and Human Trafficking

Module Six

Advocacy and Leadership Skills for Policy and Systems Change

(Advocacy and Leadership, Part II)

Session Five: Leadership and Advocacy Project

Track Three:

Focus on Professional Development

Module Three

Career Planning and Job Seeking

Session One: Identifying Your Personal and Professional Goals

Session Two: Networking and Finding a Job

Session Three: Applying for a Job

Session Four: Navigating Interviews and Job Offers

Module Four

Adding to Your Professional Toolkit

Session One: Basic Office Skills

Session Two: Social Media Platforms

Session Three: Writing

Session Four: Financial Literacy

Track Four:

Focus on Public Policy and Policymaking

Module Two

Professional Empowerment and Development

Session Four: Public Speaking and Presentation Skills, Part I

Session Five: Public Speaking and Presentation Skills, Part II

Module Four

Adding to Your Professional Toolkit

Session Two: Social Media Platforms

Session Three: Writing

Module Five

Your Rights, Your Powers: Understanding and Navigating The Systems That Shape Our Lives (Advocacy and Leadership, Part I)

Session One: “Know Your Rights” and Protections

Session Two: Identity, Systems of Oppression and Human Trafficking

Module Six

Advocacy and Leadership Skills for Policy and Systems Change

(Advocacy and Leadership, Part II)

Session One: Leadership and Advocacy

Session Two: Media Literacy

Session Three: Policymaking

Session Five: Leadership and Advocacy Project

Track Five:

Focus On Community Organizing

Module Two

Professional Empowerment and Development

Session Four: Public Speaking and Presentation Skills, Part I

Session Five: Public Speaking and Presentation Skills, Part II

Module Three

Career Planning and Job Seeking

Session Two: Networking and Finding a Job

Module Four

Adding to Your Professional Toolkit

Session Two: Social Media Platforms

Module Five

Your Rights, Your Powers: Understanding and Navigating The Systems That Shape Our Lives

(Advocacy and Leadership, Part I)

Session One: “Know Your Rights” and Protections

Session Two: Identity, Systems of Oppression and Human Trafficking

Session Three: Government

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Module Six

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(Advocacy and Leadership, Part II)

Session One: Leadership and Advocacy

Session Two: Media Literacy

Session Three: Policymaking

Session Four: Community Organizing

Session Five: Leadership and Advocacy Project

Institute Mission Statement

The HEAL Institute provides professional development training and support to trafficking survivors that empowers them to become purpose-driven leaders and effective advocates for change in their own lives and communities.

Community Building and Addressing Our Lived Experiences

Overview

The first module lays the foundation and sets the tone for the entire institute. In these initial sessions, the objective is for participants to become comfortable with each other, the facilitators, and the format of the institute. Together, participants and facilitators will: create basic group/community agreements to guide their work together; share why they are here and what they hope to achieve; discuss and define concepts around trauma, resilience, leadership, and advocacy; and practice tools of self-care to help them navigate and enjoy their institute experiences.

Learning Objectives

- Define clear expectations and outcomes for the institute.
- Build connection and relationships.
- Establish participant buy-in.
- Encourage authenticity and courageous participation.
- Explore the role of trauma and resilience in participants' personal, professional, advocacy, and leadership experiences.
- Build and practice self-care techniques to help build safety and decrease distress.

Table of Contents

This module has five sessions. Most sessions have two parts. Where there are multiple parts to a session, you can do the parts of each session together in one longer session of around 90 minutes or two shorter sessions of around 60 minutes each. The sessions and their parts were designed to be completed in the order presented. Session five is not a core session but can be added for those interested in facilitation.

- **Session One: Introduction and Community Building**
 - *PART A: Common Ground and Community Agreements*
 - *PART B: Overview and Why We're Here*
- **Session Two: Trauma and Resilience**
- **Session Three: The Impact of Trauma on Your Professional Self & What It Means to Be a Survivor Leader and Advocate**
 - *PART A: How Trauma Can Impact Professional Life and Leadership*
 - *PART B: Defining Your Leadership and Advocacy*
- **Session Four: Self-Care Strategies**
 - *PART A: Self-Care Opening Activity*
 - *PART B: Self-Care Defined*
- **Session Five: Introduction to Facilitation**
 - *PART A: Facilitation 101*
 - *PART B: Facilitation Practice*

Facilitation Tips

- The first module aims to create a safer space and community for participants. Therefore, it is highly recommended that survivor leaders co-facilitate these initial sessions.
- The first few sessions include general facilitation tips that can be helpful resources for the entire institute. Please read these carefully and refer back to them throughout the institute as needed.
- In preparing to facilitate this and other modules, facilitators should begin by reviewing in detail the sessions they would like to facilitate in order to ensure that they have the required materials and are familiar with the content and structure of the activities. It is particularly important to plan ahead for sessions where there are options to bring in outside content or guest speakers.



The first module aims to create a safe space and community for participants. Therefore, it is highly recommended that survivor leaders co-facilitate these initial sessions.

The first few sessions include general facilitation tips that can be helpful resources for the entire institute. Please read these carefully and refer back to them throughout the institute as needed.

Introduction and Community Building

Overview

The primary objectives of this first session are for the facilitators and participants to connect with one another, and for participants to become more comfortable with the purpose and format of the institute. We begin by asking participants to reflect on their goals and motivations for participating in the institute, including the topics and skills they hope to learn throughout.



Session to be co-facilitated by a survivor leader.

This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.



The icon to the left represents a note on how to adapt content for a virtual program. There are specific notes throughout this curriculum on how to adapt content for a virtual training. More general tips about how to facilitate virtual trainings are located in the Facilitator Guide.

Learning Objectives



Learning objectives are meant to set the tone and objectives for the day. Facilitators do not need to go over the learning objectives word for word. Instead, consider writing them on the board before the start of the session. You might even use them as a discussion opener in your check-in activity of choice.

- Establish participant buy-in.
- Foster community amongst participants.
- Create community agreements.
- Discuss motivations and goals for the institute.
- Refine program design according to those goals.

Introductions (15 minutes)

- Welcome the group and provide brief overview of group.
- Participants introduce themselves (name, pronouns, a fun/interesting/surprising fact about themselves) and answer the following icebreaker question:
 - *What brought you to this group?*
- Facilitators should model introductions and provide some background about what brings them to this work. The facilitator might share why they do this work, how long they have been doing the work, how they themselves benefit from the work, etc.

Part A: Common Ground and Community Agreements (40 minutes)

Common Ground (20 minutes)



Virtual adaptation for this activity = use breakout rooms.

- Split the group into pairs and instruct them to talk, get to know each other, and try to find three things in common (5 minutes). They should try to pair with someone who they do not already know.
- Split the group into two groups and instruct them to try to find two things in common (5 minutes)
- Have the group come together and instruct them to find one thing in common (5 minutes).
- Discussion (5 minutes):
 - *What did you learn about each other?*
 - *What surprised you?*
- Transition point to be made: Sometimes, especially when we're just getting to know one another, it can be challenging to find common ground. We just learned some aspects about each other, and we hope in this group that we can continue to learn more about each other, be open to sharing our authentic selves and supporting each other in our learning and leadership journeys.

Community Agreements (20 minutes)



Virtual adaptation for this activity = use Zoom whiteboard or Jamboard.

- Using flipchart paper, think up a list of community agreements using the framing question:
 - *What are some basic agreements you think we should have for this community? (i.e., things we should do/not do to help you learn and feel safer)*



To make this activity more active/interactive, facilitators may choose to pass out post-it notes to each participant and ask them to spend a few minutes, on their own, writing down different things that will help them learn and feel safer in the group. They then post their notes on a large flip-chart or board. The facilitator then leads the group in a discussion about whether the different proposed agreements should enter into their community agreement. Acknowledge where participants had similar ideas and ask the group to consolidate those ideas into a single, representative point of agreement.

- Some examples to share/add to the group ideas:
 - *Treating everyone with respect*
 - *No name-calling, yelling, or hurtful comments*
 - *One person talking at a time*
 - *Confidentiality—i.e., what's shared here, stays here.*
 - *Mutual respect*
 - *Listen with curiosity*
 - *Be curious, ask questions*
 - *Keep an open mind*
 - *Assume goodwill*
 - *Be physically present throughout the session and give full attention. Note that being physically present can also mean being aware of and acknowledging your triggers, and taking care of yourself as needed, including stepping out.*
 - *Avoid assumptions of the experiences of everyone in the space.*
 - *Not all identities are visible. We all have different identities based on our ethnicity, race, religion, sexual orientation, gender identity, communities we live in and life experiences. Reminder to respect those identities in their responses throughout the training.*

- *No judgment*
- *Support each other*



Note: It is expected that not everyone will agree on all the community agreements. Where there is disagreement, it is important to discuss why. Community agreements create a living document that we will continue to revise together, where needed, throughout the program. Where there is disagreement that cannot be resolved here, you can include that in the agreements for now and revisit the issue at a later time.

Consider posting the flipchart paper in the room for the duration of the institute or a shared drive/in the chat for participants if virtual or hybrid program.

- Continue the discussion:
 - *Why do we have community agreements?*
 - *What happens if someone is not following or does not agree with the community agreements?*



Note: Institute leaders will presumably already have some guidelines of participation in mind and idea of what actions may be taken in response to violation of those guidelines. This is a chance to share, discuss, and come to an understanding on this point.

Activities

Part B: Overview and Why We're Here (25–40 minutes)

- You can explain that we're going to start by giving a brief overview of how this program was designed, its goals, and the range of potential topics we can learn together. We'll then discuss your learning goals and interests.
- Review overall goals of the institute at a high level, including (5 minutes):
 - *Goals of program*
 - *The HEAL Institute provides professional development training and support to survivors that empowers them to become purpose-driven leaders and effective advocates for change in their own lives and communities.*
 - *Note that the goal is not to rush them to become leaders and advocates at any point but is, instead, to equip them with tools they can draw from if and when they do want to embark on a leadership or advocate path.*
 - *Explain the design:*
 - *Survivor-designed program. Explain that the institute was developed by consulting with survivors and experts in the field.*
 - *Participant-designed program. Role of participants in customizing content and direction to make it most relevant to them.*
- Then broadly review curriculum content, including the modules and the main topics within the modules. Feel free to use the table of contents and/or the individual module overviews for this. You can even provide the table of contents to the participants to use as a reference for the discussion that follows. (5 minutes)
- Have participants pair up to discuss the following (10 minutes):
 - *What's your reason/motivation for being here?*
 - *What topics resonate most/least with you?*
 - *Is there anything else you want to learn (hard and soft skills)?*
 - *What motivates you to meet your goals?*



Pairing up participants is a great way to have discussions where participants may be shy or would prefer to first share with a partner rather than the larger group. You can ask partners to report back to the group on behalf of their partner or to help support their partner in their own report back, as needed. In doing so, participants build the skill of advocating for others.

Throughout the curriculum, feel free to break down large-group discussions into smaller group or paired discussions, depending on the group's engagement.



Virtual adaptation for this activity = use breakout rooms.

- Ask for volunteers to report back on their discussions.



This is an important time to note to the group that we respect and understand that everyone's experiences are different, which means that everyone's motivations and interest in being here will also be different. This diversity of experiences can provide us with a great opportunity to learn from each other.

- Then continue the discussion with the following (5–15 minutes):
 - *How can the facilitation team and fellow group members support you in your role as a participant?*
 - *Optional: Introduce the possibility of using fidgets and sensory tools throughout the program (below).*
- Discuss options for providing feedback to program (i.e., during program check-out or debrief, email/phone after class, written evaluations throughout, comment box).



Fidgets & Sensory Tools

Another way facilitators can support participant learning is through the use of fidgets and sensory tools. A fidget is typically a small object that someone can hold or manipulate with their hands while they're working or listening in session. Some people find that fidgets help calm their body and focus their mind.

This would be a good time to introduce the concept and perhaps even work together to build a fidget/sensory tool kit.

Discussion and Activity

1. Discuss/define what a fidget and/or sensory objects are (think about the 5 senses: hearing, touch, sight, smell, and taste)
2. Ask what, if any, sensory experiences/fidgets they enjoy or dislike. Remind them that everyone has unique preferences!
3. Discuss and provide examples of possible sensory materials that could be helpful to have available during sessions. Examples include: fidget toys, a comfortable space/items in the room, mints/gum or other snacks and drinks, putty or play dough, relaxing photos, headphones with music, make-your-own, etc.
4. Determine how and when certain sensory materials can be used and add those to the community agreements. For example, consider: sharing; taking care of the objects; limiting use to calming the body/mind vs. distraction, and whether some materials may be too distracting during learning activities and best reserved for break times.

Following this discussion, facilitators can build a fidget/sensory kit to bring to the following sessions. This may be particularly helpful to begin using in the next session on trauma and resilience.

The content and benefit of this kit can be revisited and refined throughout the program as needed. Check-outs would be a good time to raise any questions that may come up during session related to the use of such kit.

■ Some final administrative points (5 minutes):

- *Discuss options for providing feedback to program (i.e., during program check-out or debrief, email/phone after class, written evaluations throughout, comment box).*
- *Finally, ask if and how they would like to stay connected as a group throughout the program (i.e., WhatsApp, listserv, phone list).*

Check Out (5–15 minutes)



Every session provides time for a check-out. Check-outs can help reinforce learning, provide a space to debrief and process the day's activities, and provide feedback on the direction and content of the institute to you in real time. Check-outs can take 5-15 minutes. We have provided a resource list of check-out activities you can choose from at the end of the curriculum. In addition to this list, consider using the check-out time to practice a grounding technique or self-care activity (ideas for these activities are found at the end of the curriculum in "Additional Participant Resources"). Try different check-out activities or stick to the same set of questions for consistency depending on what works best for your group.

The check-out provides a place to provide regular feedback, which is particularly important in the pilot phases of the institute. Regardless of the check-out activity you choose for a session, always try to leave room for questions and feedback. We've included suggestions to hold a longer debrief at the end of each module. For additional feedback, you can also create surveys for each module and/or the institute as a whole so that participants also have a chance to provide feedback anonymously.

Some check-outs may reveal the need for further learning or debriefing on topics raised. In those instances, facilitators might consider organizing additional sessions/debriefs or even re-organizing institute sessions to respond to issues and questions that can arise in this space. Be flexible in meeting the needs of the group.

As you progress through the institute, consider having participants lead check-outs to help them build their facilitation and leadership skills.

Suggested Check-Out Activity

Discuss:

- *How are you feeling about this first session?*
- *What are you most excited about for the program? What are you nervous about?*



Comment Box

If your institute has opted to include a comment box for ongoing feedback, now is a good time to introduce what the comment box is and how to use it. Your comment box might be physical wherein participants can leave feedback notes anonymously on paper (if they choose) or it might be virtual. There are programs online that can help you create anonymous, virtual comment boxes: <https://smallbusiness.chron.com/implement-virtual-suggestion-box-34844.html>

Additional Resources



Certain sessions note additional resources. These materials are suggestions for those participants who are ready and interested in diving deeper into a given subject. However, institute leaders can determine whether and what materials they might like to assign to the group. If certain materials are assigned to the group, please ensure they are not onerous, and allow time to review the content. Assignments to be completed outside of session may be overwhelming or unrealistic for certain participants.

Trauma and Resilience

Overview

The purpose of this session is to provide a foundation for participants on trauma and resilience. First, participants will discuss what they need to show up courageously and authentically to the group and identify potential factors needed to support that. Next, through mini lectures, student-led learning, videos, and interactive discussion, participants will discuss trauma and learn how resilience can lead to healing and recovery. The session will end with a brief explanation of grounding exercises, and an opportunity to practice one: belly breathing.



Session to be facilitated by a survivor leader.

Learning Objectives

- Encourage authenticity and courageous participation.
- Foster community amongst participants.
- Define trauma.
- Understand resilience and identify survivorship in the context of resilience.
- Practice grounding techniques to help build safety and decrease distress.

Check In (10 minutes)



Every session begins with a check-in (with the exception of the first session) and concludes with a check-out. These can vary in length from 5–15 minutes, depending on the activity and the needs of the group. Sometimes we include suggested check-in activities relevant to the session's content. We have also included a list of check-in and check-out activities as a resource at the end of the curriculum. Feel free to try different activities to see what works best for your group and to vary up the activities each session and/or module. Not sure what's working? Ask for feedback! You may also decide that it is best to stick to the same check-in and check-out activity throughout the institute.

Check-ins are also a good time to do active recalls of what they learned in the previous session or module. We've included suggestions for an active recall at the beginning of each module, but you may want to make this a practice at the beginning of every session. The point is to assess and reinforce learning, and to identify where additional clarification or support might be needed. To reinforce learning and facilitate the active recalls, the group might find it helpful to designate note takers for each session/module. These notes can then be shared with the entire group.

As you progress through the institute, consider having participants lead check-ins to help them build their facilitation and leadership skills.

Suggested Check In Activity

Ask:

- *What kind of a day have you had so far?*

- *Anything that came up for you after last session?*

Trauma: Opening Discussion and Definitions

(15 minutes)



Before we jump in, start by saying that we will be talking about trauma today and in the next session, but no one will be asked to share their story (gently redirect if this occurs). This is a good time to also remember our community agreements. For example, while the group may have discussed the importance of active participation as part of their community agreements, sometimes it is okay not to participate. In this instance, hearing about trauma even in a general way can be uncomfortable, so please take care of yourselves and feel free to leave the room, if needed. Let's also remember that what's said here, stays here, but what's learned here, leaves here. We will be available after the group if anyone needs extra support and wants to chat.

This is also a place explain to participants *why* we are talking about trauma. This institute is focused on professional development—it is not a therapeutic program, and is intended to build on healing and therapy work that they are doing (and have already done) outside this program. For the institute, it is important for us to have a shared, baseline understanding of what trauma is so that we can recognize and respond to it if/when reminders and effects of it shows up on in our lives as we move forward in this institute and in our professional journeys. We are also talking about trauma here because, as future advocates, leaders, public speakers, trainers, etc., it is important to have an understanding of trauma and how it is related to human trafficking to better discuss and address the needs of survivors through our work.



Virtual adaptation for this activity = use Zoom whiteboard or Jamboard.

Discuss for a few minutes:

We hear the word “trauma” a lot. What does it mean?

Define **Trauma**.

- Write this on a flipchart/board: **An emotional and body-based response to an experience that involves the threat of, or actual, serious injury, sexual violence and/or death.**



Consider creating a *Glossary of Terms* for each module where unfamiliar terms, or other terms for which participants would like to have shared definitions, can be noted as they arise.

Discuss:

What do you think of this definition? What rings true for you? What would you change or add?



There is not one single definition of trauma. Your (and our) understanding of trauma can encompass a much wider range of definitions and experiences. So, when we talk about trauma, let's keep in mind that we are not all working from the same definition.

- *What are some kinds of potentially traumatic experiences?*



If facilitators need more examples or would like to add to the examples given by the group, they can refer to this resource that breaks down the different types of trauma—developmental (Adverse Childhood Experiences, or “ACEs”), vicarious, racial, historical, intergenerational (25 minutes)
<https://yourexperiencesmatter.com/learning/trauma-stress/types-of-trauma/>

- *Who experiences trauma?*



Note that almost everyone has experienced at least one traumatic event in their lifetime but everyone's experiences are different.

Resilience (30 minutes)

Introduction and Set-Up (2 minutes)

Start off the discussion on a positive note: recovery after trauma is possible! We can heal and we can grow. We are more than our trauma—it does not define us. **Our ability to recover and be even stronger following difficult experiences is what we call “resilience.”**

Let's watch a video about one person's journey of resilience.

Resilience: Video (15 minutes)

Time permitting, facilitators can show the TEDx video, “What Trauma Taught Me About Resilience” (15 minutes):
https://www.youtube.com/watch?v=3qELiw_1Ddg

Discussion (10 minutes)

Following the video, discuss:

- *Can you relate to what Charles shared about trauma and resilience? Why or why not?*
- *Do you think everyone's experience with trauma and resilience is the same, why or why not?*



This question gets at identifying survivorship and the idea that, while trafficking can be defined, individual experiences are very different. This is a point worth iterating.

Continue the discussion:

- *Do you think being a survivor and being resilient are related?*
- *What factors have helped you be resilient in your life?*



This discussion may raise questions around resilience fatigue (“the exhaustion that comes from attempting to be motivated, positive and strong for a prolonged period”—Dr. Vaile Wright) or the pressure to be resilient. Validate and encourage this discussion. Being resilient is not about forcing yourself to be motivated and positive all the time. It’s about being you, feeling and acknowledging all your feelings, and sometimes letting things fall apart. Resilience is not the problem, but pretending like there are no problems can be.

Note that there are many ways to combat resilience fatigue, and that we will be discussing and working on different techniques throughout our program, including at the end of this session.

Resilience: Final Points (3 minutes)

Convey the following points:

The idea behind resilience is that, despite adverse experiences, people can heal and move forward with the right support, love, guidance and feeling of safety.

- You can think of resilience as the ability to “bounce back” after challenges or setbacks.
- Our past adverse experiences CAN influence—but they *DO NOT* determine—who we are and what we do today.
- No one who’s experienced significant adversity is irreparably damaged.

Check Out (10 minutes)

Suggested Check-Out Activity: Introduction to Grounding Techniques

- Introduce grounding techniques as simple strategies that can help us stay in the present moment and reconnect with our body during distressing or emotionally overwhelming moments (e.g., anxiety, anger, sadness, self-harm). It is one way to slow down the process, understand your feelings, and remind your body that safety and support are available. Although grounding does not solve the problem that is contributing to your unpleasant emotions, it does provide a temporary way to gain control over your feelings and prevent things from getting worse.² Also, a particular grounding exercise may not work for everyone or each situation, so it's important to develop a toolbox of personally tested strategies.
- Note that we will dive deeper into grounding techniques and other self-care activities in the following session, but that today we are going to do a simple breathwork exercise called belly breathing.³

- Here is a video that describes belly breathing and can be used to guide participants through the exercise: https://www.google.com/search?q=belly+breathing+exercise&sxsrf=AJOqlzXclHPedORHltamXJUvYe54_e5TvQ:1678992405123&source=lnms&tbn=vid&sa=X&sqi=2&ved=2ahUKEwjy9oyPjuH9AhU2TKQEHcRIDdsQ_AUoAXoECAEQAw&biw=1440&bih=789&dpr=1#fpstate=ive&vld=cid:28bb7027,vid:OXjLR4mXxSk
- As an alternative to the video, a facilitator can guide the group following the below instructions or, if this exercise does not seem like a good fit for your group,⁴ we have included additional grounding exercises in the participant resources to choose from.
 - *Close your eyes if you are comfortable or lower your gaze.*



Virtual adaptation for this activity = feel free to turn cameras off.

- *Focus your attention on the center of your belly, behind your navel. Put your hand on your belly to feel your breath go in and out.*
 - *Breathe in and out, deeply and slowly a few times. Pull the air all the way down into your belly. Breathe in to a count of 4 and breathe out to a count of 5.*
 - *Keep breathing, deeply and slowly. Follow your breath as it flows in through your nose, down your throat, into and through your lungs, and into your belly. Keep following it as it flows back and out again. (You won't actually pull air into your belly, of course, but it will feel that way.)*
 - *Try saying a relaxing word or phrase aloud (or in your mind) as you breathe out.*
 - *Continue breathing this way for four to five minutes.*
 - *Stop and notice what you experience in your body.*
- Go around the room and have everyone share one word about how they are feeling (provide immediate debrief support for anyone who needs it and identify additional program supports as needed).

Additional Resources

General information and resources on human trafficking:

- <https://www.youthcollaboratory.org/resource/human-trafficking-basics-0>

Types of trauma:

- <https://yourexperiencesmatter.com/learning/trauma-stress/types-of-trauma>

Grounding techniques:

- See Additional Participant Resources, Module One for tips and resources.

Resiliency strategies:

- Promoting Resiliency: <https://www.futureswithoutviolence.org/promoting-resiliency-infographic>
- APA (10 strategies): <https://positivepsychology.com/resilience-activities-worksheets>
- Echo Training: <https://www.echotraining.org/how-to-survive-trauma-reminders>

The Impact of Trauma on Your Professional Self and What It Means to be a Survivor Leader and Advocate

Overview

This session is a continuation of the previous session and explores how trauma can impact participants' professional, leadership, and advocacy experiences. It starts off with a check-in exercise meant to further build connection amongst participants by allowing them to share something important from their lives. Next, participants will engage in a group discussion around the ways trauma and survivorship can create challenges and opportunities in the workplace. The session then invites discussion around what it means to be a survivor leader and advocate in efforts to combat human trafficking and beyond. Finally, steps for managing trauma reminders are suggested.



Session to be facilitated by a survivor leader.

This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Establish participant buy in.
- Foster community amongst participants.
- Discuss trauma reminders.
- Identify how trauma can impact one's professional self and leadership/advocacy experiences and how to respond in an empowering way.
- Define for themselves what it means to be a leader and advocate.
- Practice grounding techniques to help build safety and decrease distress.

Check In (5–15 minutes)

Suggested Check In Activity:

- Ask everyone to go around and share how they are feeling (can do a 1–10 rating or ask participants to drop an emoji in the chat that represents their mood).
- Ask participants to include one bad thing that happened that week and one good (good way to open up for conversation/break the ice).

Suggested Check-In Activity (to prepare for following session): Show and Tell

As a way for participants to continue getting to know one other, invite them to bring something small to the next session that's an important part of their life. It could be a picture, an object, a cultural memento, etc.

Activities

Part A: How Trauma Can Impact Professional Life and Leadership (40 minutes)

Discussion, Part I: Impact of Trauma and Trauma Reminders (15 minutes)

- *How can past trauma impact your professional life?*

Acknowledge that one's personal life can affect one's work life and vice versa, and that everyone's experience is different.

Facilitators can add to the discussion with some additional examples of how past trauma might impact current relationships, skill development, knowledge, feelings/experiences in the workplace, etc.:

- ☐ *Difficulty managing emotions*
- ☐ *Physical illness*
- ☐ *Mental health*
- ☐ *Distrust*
- ☐ *Difficulty accepting criticism*
- ☐ *Difficulty using your voice/speaking up*
- ☐ *Sleep problems*
- ☐ *Hypervigilance*
- ☐ *Low self-esteem/confidence*
- ☐ *Hard time focusing*

Communicate that one way trauma can show up in a survivor's life is through trauma reminders. *So, what are trauma reminders?*

Define trauma reminders:

Trauma Reminders are exactly what they sound like—**reminders of a traumatic event**. They are a sensory reminder of trauma that often leads to intense emotions and physical stress; can be a memory/ thought or something you feel, see, hear, touch, etc. Some are easy to recognize and some are subtle. Trauma reminders can cause your body to react without much warning. Simple reminders of your traumatic experience, such as seeing or hearing something similar to your actual experience, can cause intense physical reactions. This in turn can increase stress. Even thoughts about your trauma that come without warning can cause a strong physical response.⁵

Why are we talking about trauma reminders? Communicate that trauma reminders can show up in our personal lives and also in our professional lives. They can also show up in the work we'll be doing in this institute. They are completely normal. We'll be talking more about all this throughout the institute, but now it's important to note that, when/if you're experiencing a trauma reminder, it can be helpful to:

1. Relax take a moment to breathe;
2. See if you can identify the reminder and understand it as a reminder and not the real event; and
3. Decide how you want to respond (i.e., excuse yourself for a break, or try a brief grounding exercise).

Remind participants to take care of themselves throughout this and other sessions as needed and let them know that we are going to be building and practicing skills throughout the institute (like the belly breathing exercise from the last session) that will help us to be better able to recognize and respond to trauma as well as other uncomfortable feelings or stress.

- *How do you think professional or advocacy spaces, including this space, can better support survivors of trauma?*



Consider adding relevant elements to the community agreements if the group is in agreement.

Discussion, Part II (15 minutes)

Discuss:

- *What does it mean to be a survivor? Victim?*
- *What does it mean to be a victim/survivor of human trafficking, more specifically?*

Acknowledge that one's personal life can affect one's work life and vice versa, and that everyone's experience is different.



Note that Charles talks about this distinction in his TEDx talk that we watched during the last session. The word “victim” is a legal term, which suggests that the person has experienced criminal harm, whereas the word “survivor” emphasizes that the person is strong and can recover (Office for Victims and Crimes—Training and Technical Assistance Center, 2018). When we talk about a “victim” of human trafficking in the legal sense, we are referring to someone who has been forced, tricked, or coerced into sexual acts or who has been made to work against their will (and any person under 18 in a commercial sex act is considered a victim). This is a good time for facilitators to write out and add the definition of human trafficking to their *Glossary of Terms*. One definition might be: **“Human trafficking involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act.”**

Please note that we will go more into more legal definitions and frameworks around trafficking later in the institute (Module Five, Session One) but that they can ask if there's anything else they want to know for the moment. Also ask them what they think about this definition.

Then continue the discussion:

- *What do you think it means to thrive vs. surviving?*
- *What does one need to go from surviving to thriving?*

Participants will likely have a good discussion here, but you can help explain the difference as needed. One way to think of it is that surviving is doing what is necessary to live or just get by. Thriving is not being satisfied just surviving, but actually going beyond survival to flourish and grow.

- *Which term do you prefer and why? Is there another term you prefer—e.g., lived experience expert? Which term do you prefer and why?*

Again, remind the group that everyone's experiences are different, and the way they see themselves and name their experiences will be too, and all are accepted.

- *Are there other ways to frame this part of your experience?*

Discussion, Part III (10 minutes)

Continue the prior discussion:

- *What skills and knowledge and strength does being a survivor (or thriver, or lived experience expert, etc.) give you?*
- *How can it help you as a professional? As a leader or advocate?*
- *What other unique experiences do you bring to a professional space?*



Validate comments and suggestions as strengths and highlight the importance of survivor leadership in the anti-trafficking movement. Lived experience experts and survivor leaders are critical to this work. Lived experience can provide individuals with insight and experiences that can help others, particularly in advocacy and nonprofit work. They have unique insight into how programs and policies should be shaped in order to best serve survivors in crisis and have so much more to offer than just their story (often only reason called upon to help). Empowering survivors to lean into their leadership and advocacy skills is the purpose of this program.

These final questions transition us into the second part of the session and the central themes of the institute: leadership and advocacy.

Part B: Defining Your Leadership and Advocacy

(30–45 minutes)



This first activity is divided into three parts. Each part of the activity centers around discussions about what it means to be a leader and an advocate, providing an important foundation for the remainder of the institute. We recommend doing the parts in order, either in one longer session of 90 minutes or breaking the parts down into two sessions.

Defining Leadership and Advocacy, Generally: Discussion (15 minutes)

Facilitators can lead a large-group discussion on the following questions, noting participant responses on the visual aid of their choice as they go:



Virtual adaptation = use Zoom whiteboard or Jamboard to track responses.

- *Who is a leader you admire (could be anyone—athlete, community member, politician, family member, historical figure, etc.)? What are the qualities of this person?*
- *What other qualities do you think are important in a leader?*

Feel free to add leadership qualities that may not have come up in the group, such as: honesty, imagination, delegation, communication, authenticity, confidence, commitment, positive attitude, listening, creativity, inspiration, compassion, vision, critical thinking, courage, integrity, strategic planning, adaptability, cooperation, empowering others to reach goals, etc.

Before moving on to the next questions, facilitators can note that there is no “correct” definition for a leader. Every leader is unique in their leadership style, skill set, and impact.

- Some people define advocacy as “the process of taking action to support a cause.” *Can you think of any advocates you admire? What or whom do they advocate for? What are the qualities of this person?*

As with leadership, facilitators can note that there is not one “correct” definition of advocate. Advocacy can take on many forms. Facilitators may add to the discussion by distinguishing different forms of advocacy:

- Self-advocacy: speaking up for yourself.
- Individual advocacy: speaking up for individual persons.
- Systems advocacy: speaking up to change institutional policies and practices.

Ask:

- *Why might it be important to have survivor leaders and advocates in the movement to end human trafficking?*

Remind participants that one can also be a leader or advocate outside of counter-trafficking efforts.

You as a Leader and Advocate: Past, Present, Future (15 minutes)

Work in Pairs (5 minutes)

Have participants pair up and discuss:

- *Has there been a specific time or instance in the past where you felt like you really made a positive impact? Describe.*
- *Which qualities of a leader and advocate do you feel you already have?*
- *Which of these qualities would you like to further develop in yourself? How might you go about doing that?*



Virtual adaptation for this activity = use breakout rooms.

Report Back (5 minutes)

Ask everyone to quickly share one quality about their partner that makes them a good leader or advocate. This can help generate discussion where participants are shy to volunteer, and it also gives participants a chance to practice the important leadership skills of presenting and listening.

Optional Activity: Leadership Surveys/Quizzes (10–15 minutes)

Time permitting, this can be a good time to have participants work individually to complete some leadership quizzes or assessments. They can do these online on their phones or you can print out the quizzes for them to complete in advance, depending on the format. If there is not time during the session, suggest and share these as resources they can complete on their own before the next session. The results can be discussed with their mentor, if they have one, or during next session's check-in.

Some Options:

- "What's Your Leadership Style?": <https://www.mindtools.com/pages/article/leadership-style-quiz.htm>
- Leadership Style Assessment: <https://eml.usc.edu/leadership-style-quiz>
- "What Sort of Leader Are You?" <https://www.skillsyouneed.com/quiz/325444>

Discussion Wrap-Up (5 minutes)

- *Why is it important to you to become a leader and/or advocate?*
- *What would you like to learn about becoming a leader and/or advocate?*

Check-Out (5–15 minutes)

Suggested Check-Out Activity: Progressive Muscle Relaxation



Virtual adaptation = feel free to turn cameras off.

Progressive Muscle Relaxation is another grounding exercise. What happens to our bodies when we become anxious or stressed? Answer: they tense up. This exercise trains our bodies to relax our muscles by specifically tensing different areas and then releasing them. As you move through the exercise, notice the difference between the tension and relaxation.

Exercise: <https://www.youtube.com/watch?v=HpGqacz9Bhs>

Script: <https://www.therapistaid.com/worksheets/progressive-muscle-relaxation-script>

Go around the room and have everyone share one word about how they are feeling (provide immediate debrief support for anyone who needs it).

Additional Resources

Book recommendations:

- *The Body Never Lies* by Alice Miller
- *What Happened to You* by Oprah Winfrey and Bruce Perry
- *What My Bones Know: A Memoir of Healing from Complex Trauma* by Stephanie Foo

Self-Care Strategies

Overview

This session will introduce self-care strategies through various activities and videos that give insight into what it is and how to practice it. This session will include self-care strategies that are low in cost, while explaining the benefits of implementing self-care into personal routines.



Session to be co-facilitated by a survivor leader.

This session is divided into two parts, which should be followed in order. You should try to do them in one session. If time is short, skip the warm-up activity.

Learning Objectives

- Define self-care.
- Distinguish the types of self-care.
- Practice self-care.
- Identify how to incorporate self-care into personal routines.
- Evaluate self-care practices.

Check-In (5–15 minutes)

Suggested Check-In Activity: Show and Tell

As a way for participants to continue getting to know each other, facilitators invited participants to bring something small to this week's session that's an important part of their life. It could be a picture, an object, a cultural memento, etc. Allow each participant to share (facilitator too).

Part A: Self-Care Opening Activity (15 minutes)

Instructions

- For this activity, facilitators should prepare a fun self-care activity that can be quickly and easily done during session and ensure they have the appropriate materials in advance. This can be an activity that facilitators enjoy doing and that they feel comfortable leading the group in doing in session. Ideas for activities could include journaling, drawing, dancing to a favorite song, making a craft, stretch/yoga, etc. If you need some activity ideas, see the self-care resources at the end of this session.



Virtual adaptation = Take a poll (list activities and rank). Please note that on some platforms, like Zoom, you must set up the poll in advance. You can also consider using chat for this activity.



Please note that just as everyone's experiences are different, self-care also looks different for everyone, and that some activities can be triggering for some. Remind them to take care of themselves and that they have the option of abstaining from the activity.

Part B: Self-Care Defined (45 minutes)

Discussion

- Start off by saying that we just practiced a “self-care” activity.
- Then ask participants to share what they define as “self-care.”
- Facilitators can add to the discussion with the following video:
 - *What is Self-Care? | Mental Health Literacy:* <https://www.youtube.com/watch?v=LY4i5CSn7AA>
 - *What is Self-Care & Self-Compassion?:* <https://youtu.be/bzxDYwTarzw>

Discussion continued

Split group members into breakouts and have them discuss and answer the following questions with one another, then come back to the large group and share a summary of what the smaller groups discussed.



Virtual adaptation = use breakout rooms.

Discussion questions:

- *How do you feel about the practice of self-care?*
- *Do you already practice a form of self-care? If so, what? If not, what would you like to try?*
- *How do you think self-care is/could be beneficial in your life?*

Mini Lecture

Introduce/talk about the different components of self-care (mental, physical, social, emotional).⁶

- Social self-care means removing individuals, peers, or friends from your life that feel harmful (e.g., these individuals may call you names, often judge you, not be truthful with you, make you feel bad or mad) and cultivating relationships with safe, healthy, and supportive people. A few more social self-care strategies include: praying, engaging in self-reflection, and reaching out to a trusted friend or loved one.
- Mental self-care: This form of self-care focuses on the mind. The mind can be affected by stress and anxiety. Doing things such as taking a break from activities, listening to a podcast, or taking small moments to think about things you're grateful for can help calm the mind.
- Emotional self-care: This form of self-care focuses on how you feel. Allowing yourself to release thoughts and feelings by crying, journaling, talking to a therapist or participating in forms of art (drawing, painting, or coloring) can allow yourself to express the emotion through art by drawing or painting the emotion felt.
- Physical: This focuses on the body. Running, eating healthy, staying hydrated/getting enough water, and getting adequate sleep for you are all ways to practice self-care for the body.

Discussion, continued

- Ask participants which category (social, mental, emotional, or physical) they think the self-care activity we did earlier aligns with. Note that the grounding techniques we introduced and have been practicing here are forms of self-care.
- Also note that self-care can be for anyone regardless of age or identity—it's about doing things that make you and your body feel good and healthy. Add that self-care does not have to be done alone or cost any money.
- Have participants say one self-care strategy or activity they feel best aligns with them and identify those strategies as physical, mental, etc.
- Ask what other strategies they think they would like to learn in this program.
- Lastly, ask if participants have ever heard of the concept of community care.⁷ How would they define community care? How might this group create a culture of community care?



Virtual adaptation for this activity = comment in chat.

Check-Out (5–15 minutes)

Suggested Check-Out Activity:

To demonstrate another form of self-care, ask everyone to participate in a 5-minute meditation (if they feel comfortable): 5-Minute Meditation You Can Do Anywhere: <https://youtu.be/inpok4MKVLM>



Virtual adaptation = feel free to turn cameras off.

Note: this may be a good time to engage interest in the following and final session of module one, which is optional and specifically dedicated to facilitation.

Additional Resources

Self-Care Resources and Activities:

- <https://www.utoledo.edu/studentaffairs/counseling/selfhelp/copingskills/selfcare.html>
- <https://www.youthcollaboratory.org/resource/self-care>
- <https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>
- <https://www.therapistaid.com/worksheets/self-care-tips.pdf>
- [SelfCare-wheel.pdf \(buckner.org\)](#)

Introduction to Facilitation

Overview

This optional session provides interested participants with basic facilitations skills and the opportunity to discuss and determine how they might facilitate or co-facilitate portions of the institute.



This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Identify effective facilitator characteristics.
- Determine effective facilitation techniques and manage facilitation challenges.
- Determine the roles of facilitators and the various uses of facilitation in training.
- Define and practice effective facilitation techniques.
- Practice applying effective facilitation techniques.

Check In (5–15 minutes)



As you have seen, every session begins with a check-in, which can vary in length from 5–15 minutes, depending on the activity and the needs of the group. Sometimes we include suggested check-in activities relevant to the session's content. Where there is not a suggested check-in activity, such as here, we have included ideas for check-in activities and questions at the end of the curriculum. Feel free to try these or different activities to see what works best for your group and to vary up the activities each session and/or module. Not sure what's working? Ask for feedback!

Activities

Part A: Facilitation 101 (45 minutes)

Why Facilitate?

Introduce the idea of program co-facilitation by participants: how it works, why it's important (e.g., practice and develops leadership and advocacy skills—communication skills, public speaking, etc., plus it's an additional opportunity for participants to be involved in the institute content and direction). Stress that the idea here is not to make them perfect facilitators, but to give them the chance to learn, practice, and build confidence.

Facilitation Skills 101 (15 minutes)

Discuss:

- *What is the role of a facilitator? Co-facilitator?*



Virtual adaptation = use Zoom whiteboard or Jamboard to track responses.

Some examples:

- Leader
- Mentor
- Team player
- Evaluator
- Joint facilitation = working together and helping each other (respect, trust, support), maximizing individuals' strengths
- Cultivate safe discussion environment
- Encourage comments/conversation
- Keep participants “on track” with directions

Discuss:

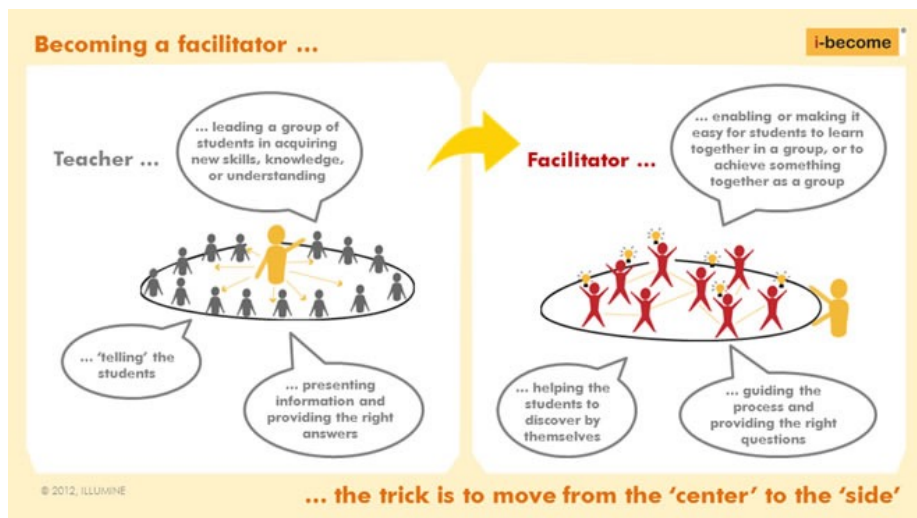
- *What makes a good facilitator?*

Provide some examples:

- Excellent, empathetic listener
- Attentive
- Inclusive
- Flexible but firm
- Respectful
- Actively involved but invisible in process

Discuss:

- *How is facilitating different from teaching?*
- You can share the below image⁸ and/or relay some points from it:



Discuss: *Does everyone learn the same way? Why or why not?*

Some points to discuss:

- Everyone learns differently.
- Some learn best by hearing, some by seeing and some by writing notes. We know that some people like to sit back and reflect thoughtfully while others learn by doing and talking. We sometimes refer to these as audio, visual, kinesthetic and combined learning styles.

Discuss:

- *How can you reach different learning styles when facilitating?*
- When facilitating, try to include interactive elements of learning and varied activities (e.g., individual, group, writing, visual, audio, etc.) to keep it engaging and reach as many different kinds of learners as possible.

Activity : Beach Ball Challenge (30 minutes)

This interactive activity asks participants to anticipate challenges they might face as facilitators and to think quickly on their feet about how they might respond.



Virtual adaptation = after you say the challenging statement, randomly choose another group member to respond.

Before getting started, discuss and note:

- *What are some things people might say or do when you're training on the topic of human trafficking that could be hurtful, offensive, or triggering?*

E.g., could be that a participant is completely checked out on their phone, or calls trafficking victims “prostitutes,” for example. Note these are some examples that they can draw from for the exercise, or they can add other examples.

- *How do you respond to challenges? Note examples.*

Some ideas to share, if not raised by the group:

- ☐ *Before session—anticipate triggers*
- ☐ *Use empathetic listening*
- ☐ *STOP—Do not respond immediately*
- ☐ *Briefly explore context of comment*
- ☐ *Divert—Ask other participants for comments 1st—buys time, gives ideas*
- ☐ *Limit applicability of challenging point*
- ☐ *Never argue in front of audience—suggest additional discussion privately*

Then present a helpful way to analyze and respond to challenges, which we will practice during the activity:

■ **Analysis:**

- *Action—What is the problem behavior?*
- *Reason—Why is she/he doing it?*
- *Response—How can it best be handled?*

Instructions

1. For this activity, you'll need some sort of ball that can be easily passed around from one participant to another. An inflatable beach ball is a good option.
2. Either seated or standing, everyone should arrange themselves in a circle formation.
3. Explain that the ball will be passed around the room. When someone has the ball, they'll need to:
(1) analyze and respond the challenging statement or behavior of the person who passed them the ball (use the analysis questions above); and (2) create a new challenging statement or behavior to then pass on to another participant to manage.
4. The facilitator(s) should go first by modeling a challenging behavior/statement and having another facilitator analyze it.

Debrief

After about 10 minutes of activity, debrief:

- *Anything come up for you during this activity?*
- *What, if any, fears or apprehensions do you have about facilitating?*

Part B: Facilitation Practice (35+ minutes)

Facilitation Skills: Practice (30 minutes)

Instructions

- Break the group into pairs.



Virtual adaptation for this activity = use breakout rooms.

- Have them pick a topic they'd like to present on—this can be something one of them is really knowledgeable or passionate about.
- For 5 minutes, have them determine:
 - *Types of activities they could do with the group on this topic.*
 - *Logistical considerations—what do they need to prepare in advance and/or what supplies/technology might be required?*
 - *Anticipate participant/group challenges and what would do to respond to them.*
- Have the pairs report back to the group on the above questions.
- Regarding logistical considerations, facilitators can ask participants to consider, if not already answered:
 - *What else might they need to know (e.g., about the meeting space, participants, content, etc.) or create to successfully implement this segment*
 - *How to set up room, tables and chairs for activities?*
 - *Use flip chart/board?*
 - *Handouts and exercise materials?*
 - *Using video or computer to show things?*
 - *Breaks?*
- Ask if any pairs want to volunteer to facilitate their topic. This is a low-pressure activity. They can stop to ask for guidance from facilitators and the group.

- Following the facilitations, facilitators can lead the group in constructive feedback.
 - *How might you provide training about trauma and trafficking to others?*
 - *What else would you need to feel supported in delivering a training like this?*

Participant Facilitation/Co-Facilitation of this Institute (5 minutes)

Provide the institute outline to participants and have participants think about any sessions they would like to co-facilitate. You can ask them to rank the top five topics they're interested in (maybe because they know a lot about that topic or, conversely, maybe they'd like to learn more about that topic). Discuss how to prepare to co-facilitate sessions and make a plan to further discuss their preparations with an institute facilitator.



Virtual adaptation for this activity = use breakout rooms.

Check-Out & Module De-Brief (15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!



In addition to the regular check-out, facilitators may want to take time at the end of each module to reflect and provide feedback on the module as a whole. This may also be a time for participants to complete module surveys.

Finally, if the group has been creating a glossary of terms for the module, this might be a good time to distribute those to the group.

Additional Resources

- Tips on trauma-informed training and training on human trafficking:
 - [5-hour virtual training on human trafficking](#)
 - <https://www.innovatingjustice.org/publications/dv-training-your-community>
 - <https://www.kcsdv.org/wp-content/uploads/2019/05/3-1-TI-Training-Facilitation.pdf>
 - <https://www.sessionlab.com/blog/facilitation-tips-martin-gilbraith/>
- Adult learning:
 - <https://www.youtube.com/watch?v=3LdEwYDDJBg> / <http://www.gerardfriel.com/instructional-design/adult-learning/>

Footnotes

1. Note the use of “safer” space instead of “safe.” Facilitators cannot guarantee safety for participants because their needs and definitions of safety may differ from each other and there may be seemingly innocuous things that serve as trauma reminders for participants. Facilitators should do their best to create a respectful, inclusive, and open space and create community agreements to govern the environment.
2. Winona State University. Resilience. Retrieved from <https://www.winona.edu/resilience/Media/Grounding-Worksheet.pdf>. Originally adapted from *Seeking Safety* by Lisa M. Najavits (2002).
3. Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Las Vegas: Central Recovery Press.
4. Note that some participants may have trauma or other medical issues associated with their breath, so before beginning the belly breathing activity, it's important to describe it to the group and check in about whether or not they are open to trying it. If not, please see Additional Participant Resources for alternative grounding exercises.
5. <https://www.sutterhealth.org/health/teens/emotions-mental-health/coping-with-memories-triggers-reminders>.
6. <https://www.utoledo.edu/studentaffairs/counseling/selfhelp/copingskills/selfcare.html>.
7. <https://mashable.com/article/community-care-versus-self-care> and <https://www.healthline.com/health/when-self-care-becomes-community-care>.
8. <https://annamary93.weebly.com/about-me.html>.

Professional Empowerment and Development

Overview

This module provides a space for participants to explore and get to know themselves in a professional setting and on a personal level. Importantly, participants will develop ways to manage both without losing sense of authenticity. Discussion and activities will introduce concepts of imposter syndrome and self-management, and how to overcome related challenges that can impede them in their professional development. Participants will also develop and practice the skills of effective communication, boundary setting, and self-advocacy. The final two sessions will equip participants with the basics of public speaking and provide them with the confidence and tools to get started.

The activities for each session in this module are divided into two parts. The parts are designed to be done in order, as they build upon each other. You can do them together in one longer session (~90 minutes total) or two shorter sessions (~60 minutes each) as needed.

Learning Objectives

- Explore how to show up as their authentic selves in their private and professional lives.
- Develop skills for managing thoughts, feelings, and behaviors.
- Determine effective communication skills.
- Establish boundaries and advocacy styles.
- Identify and practice the fundamentals of public speaking.

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- **Session Four: Public Speaking and Presentation Skills, Part I**
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 - *PART B: Public Speaking in Practice*
- **Session Five: Introduction to Facilitation**
 - *PART A: Public Speaking Tips*
 - *PART B: Public Speaking Practice*

Facilitation Tips

- Sessions to be facilitated and/or co-facilitated by survivor leaders.
- Please refer to some tips from the first module regarding recurrent curriculum elements, such as check-ins, check-outs, and other resources for participants (e.g., self-care activities, grounding exercises).
- In preparing to facilitate this and other modules, facilitators should begin by reviewing in detail the sessions they would like to facilitate in order to ensure that they have the required materials and are familiar with the content and structure of the activities. It is particularly important to plan ahead for sessions where there are options to bring in outside content or guest speakers.

Being Your Authentic Self—Managing Professional and Personal Identities

Overview

In this first session of module two, participants will start to explore and get to know themselves in a professional setting and on a personal level. In addition, participants will develop ways to manage both without losing their sense of authenticity. In this session, participants will also unpack what imposter syndrome is and how it can impact a survivor in different areas of their life.



This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions.

Learning Objectives

- Explore how to show up as their authentic selves in a professional setting.
- Discover tools that allow for self-exploration.
- Define and determine strategies to address imposter syndrome.

Check-In & Active Recall (5–15 minutes)

Active Recall

The beginning of a new module is a good time to do an active recall of what they learned in the previous module. Questions may include:

- Review a few main takeaways from each session and/or the module in general.
- *What's something that stuck with you from the last module?*
- *Something you'd like more information on or help with?*
- *Is there anything that came up for you after the last module?*
- *Other questions?*

Suggested Check-In Activity: Four Words

Participants are asked to generate four nouns about themselves that best describe them on a personal level. These could include personal interests, personality traits, etc. After a few minutes, encourage participants to share why their set of words are representative of their personalities and their backgrounds.

This icebreaker can help participants open about each other and start recognizing traits in one another.

Activities

Part A: Being Your Authentic Self (30 minutes)

Discussion

- *What does it mean to be one's authentic self?*
- *In what ways have you ever felt like you were struggling to find your identity in the real world and/or in the professional world?*
- *In what ways have you ever had difficulty trying to balance (or navigate the lines between) your professional and your personal identities? How so?*



Virtual adaptation for this activity = use Zoom whiteboard or Jamboard.

Showing Up Authentically—Tools for Being Your Authentic Personal and Professional Self

Ask:

- *How can we work to show up as our authentic selves, personally and/or professionally?*

Convey that an important step towards feeling empowered to show up as our authentic selves is to build a stronger foundation of **self-knowledge**. In other words, we learn more about ourselves: our needs, wants, goals, strengths, and weaknesses. We will be doing a lot of that throughout this program.

- Part of building self-knowledge is cultivating emotional intelligence. *What is emotional intelligence? How can it help us show up as our authentic selves?*

Show this short clip (3:42) and discuss the above questions again: <https://youtu.be/n9h8fG1DKhA>

Summarize some key points if not discussed:

- Focusing on emotional intelligence can help you know yourself better.
- Emotional intelligence, sometimes referred to as “EQ,” has nothing to do with our ability to solve problems, use logic, or communicate complex ideas.
- EQ is about our ability to recognize emotions within the self and others. In other words, having self-awareness, being able to manage your emotions, being socially aware, and managing relationships.

Optional Activity: Personality Test

Another way to explore and find out more about yourself is by quizzes and assessments related to personality traits. These can give us a raw blueprint of some of these traits. Keep in mind that over time these might change due to our values, age, maturity levels, experiences, etc.



There are many kinds of personality tests and assessments available online. Note to the group that these are not determinative of who we are, but can clue us in to some generalizations about ourselves.

The group can take 15 minutes to complete a personality assessment:

- MBTI Test: <https://www.16personalities.com/free-personality-test>
- Enneagram Personality Test: <https://www.truity.com/test/enneagram-personality-test>
- For fun: <https://www.horoscope.com/zodiac-signs>

After completing, discuss:

- *What seems true for them?*
- *What's not true for them?*
- *Anything surprising?*
- *What, if anything, do these results tell us about our professional identities?*

Part B: Professional Identities: Overcoming Imposter Syndrome (30 minutes)

Imposter Syndrome: Intro Video and Discussion (20 minutes)

Show the following video (4:22), “Women of Color Share Their Imposter Syndrome Stories”:

<https://youtu.be/-aqOX9ir9-s>

Discuss:

- *What are your thoughts on their stories?*
- *Could you relate with them? In what ways? If not, why not?*
- *These women are sharing their stories of what we sometimes call imposter syndrome (IS). Drawing from their examples or your own experience, what do you think imposter syndrome means?*

Definition to share with the group:

“IS refers to an internal experience of believing that you are not as competent as others perceive you to be. This definition is usually narrowly applied to intelligence and achievement, it has links to perfectionism and the social context. To put it simply, IS is **the experience of feeling like a phony—you feel as though at any moment you are going to be found out as a fraud—like you don’t belong where you are, and you only got there through dumb luck**. It can affect anyone no matter their social status, work background, skill level, or degree of expertise.”¹

For example, “I don’t deserve to have a good job and good life because of the way I was earning money before.” Another example could be why am I co-facilitating a group like this? What do I know? I don’t hold a degree! I’m not an expert.”



Time permitting, this is a good place to talk about the ways in which structural racism, sexism, classism, heterocentrism, and ableism play a role in imposter syndrome. Imposter syndrome is not always just in someone’s head but is instead imposed by one of these systems of oppression.

Here are a few articles with a lot of talking points to draw from. If there’s time, consider reading and discussing the articles with the group:

- <https://www.universityworldnews.com/post.php?story=20210531104710417>
- <https://hbr.org/2021/02/stop-telling-women-they-have-imposter-syndrome>
- <https://www.cosmopolitan.com/uk/worklife/careers/a37129614/imposter-syndrome-woman-of-colour>

Continue the Discussion:

- *What are your thoughts on these definitions?*
- Raise your hand if you have ever felt or thought like this.
- *Why do you think we're talking about IS?*



Virtual adaptation = take a poll.

Convey that this is a leadership and advocacy institute. IS can impact anyone. Recognizing and addressing IS when it comes up is important to developing and empowering your professional self.

Ask:

- *How can IS show up in our professional lives?*

This is a good place for facilitators to share their own experiences with IS here.

Here are some other examples they can share:²

- An inability to realistically assess your competence and skills.
- Attributing your success to external factors.
- Berating your performance.
- Fear that you won't live up to expectations.
- Overachieving.
- Sabotaging your own success.
- Setting very challenging goals and feeling disappointed when you fall short.
- IS can be used as motivation to excel and do well. For example, you were prepping hard for a few days for a job interview, and you got the job. You think you got the job because you prepped and not because of the skills you already possess and that are highlighted in your resume.

IS can appear as (write these on a flip chart/board):

- **Perfectionists** are never satisfied and always feel that their work could be better. Rather than focus on their strengths, they tend to fixate on any flaws or mistakes. This often leads to a great deal of self-pressure and high amounts of anxiety.
- **The superhero:** Because these individuals feel inadequate, they feel compelled to push themselves to work as hard as possible.

- **The expert:** These individuals are always trying to learn more and are never satisfied with their level of understanding. Even though they are often highly skilled, they underrate their own expertise. The natural genius: These individuals set excessively lofty goals for themselves, and then feel crushed when they don't succeed on their first try.
- **The soloist:** These people tend to be very individualistic and prefer to work alone. Self-worth often stems from their productivity, so they often reject offers of assistance. They tend to see asking for help as a sign of weakness or incompetence.

Ask:

- *Do you relate to any of these identities?*

Imposter Syndrome: Tips for Overcoming (10 minutes)

Ask:

- *How can we cope with all these feelings, thoughts, and beliefs we hold for ourselves?*

Some ideas to share if not raised by the group:³

- **You can share your feelings with others about what you are feeling.** Talking about it can help these feelings go away slowly rather than being buried and engraved in our psyche.
- **Assess your abilities.** If you have long-held beliefs about your incompetence in social and performance situations, make a realistic assessment of your abilities. Write down your accomplishments and what you are good at and compare that with your self-assessment.
- **Take baby steps.** Don't focus on doing things perfectly, but rather, do things reasonably well and reward yourself for acting. For example, in a group conversation, offer an opinion or share a story about yourself.
- **Question your thoughts.** As you start to assess your abilities and take baby steps, question whether your thoughts are rational. Does it make sense that you are a fraud, given everything that you know? Must I be perfect for others to approve of me? Do I believe I am worthy of love as I am? Am I just thinking this or is it a system of oppression greater than me (e.g., systemic racism) at work?
- **Stop comparing.** Every time you compare yourself to others in a social situation, you will find some fault with yourself that fuels the feeling of not being good enough or not belonging. Instead, during conversations, focus on listening to what the other person is saying. Be genuinely interested in learning more.
- **Use social media moderately.** We know that the overuse of social media may be related to feelings of inferiority. If you try to portray an image on social media that doesn't match who you really are or that is impossible to achieve, it will only make your feelings of being a fraud worse.
- **Stop fighting your feelings.** Don't fight the feelings of not belonging. Instead, try to lean into them and accept them. It's only when you acknowledge them that you can start to unravel those core beliefs that are holding you back.
- **Refuse to let it hold you back.** No matter how much you feel like you don't belong, don't let that stop you from pursuing your goals. Keep going and refuse to be stopped!

Check-Out (5–15 minutes)



As you have seen, every session ends with a check-out, which can vary in length from 5–15 minutes, depending on the activity and the needs of the group. Sometimes we include suggested check-out activities relevant to the session's content. Where there is not a suggested check-out activity, such as here, we have included ideas for check-out activities and questions at the end of the curriculum. Feel free to try these or different activities to see what works best for your group and to vary up the activities each session and/or module. Not sure what's working? Ask for feedback!

Check-Out Activity Suggestion

Let's continue our work on overcoming imposter syndrome.

Ask:

- *What is something you could tell yourself or someone else when imposter syndrome shows up?*

Facilitators can start by providing some examples and asking participants to build on those:

- You belong in every room you walk into.
- I am enough.
- I believe in myself and my ability etc.

Additional Resources

- Personality Assessments:
 - *MBTI Test:* <https://www.16personalities.com/free-personality-test>
 - *Enneagram Personality Test:* <https://www.truity.com/test/enneagram-personality-test>
 - *For fun:* <https://www.horoscope.com/zodiac-signs>
- Imposter Syndrome:
 - <https://youtu.be/-aqOX9ir9-s>

Management and Self-Management Skills

Overview

In this session, participants will explore and discuss the concept of self-management. They will define what it is, why it's important, and what it means for them in their private and professional lives. Next, participants will learn tips for self-management and practice applying new skills in a series of role plays.



Session to be facilitated or co-facilitated by a survivor leader.

This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Understand self-management in a personal and professional context.
- Discuss the importance of self-management.
- Develop skills for managing thoughts, feelings, and behaviors.
- Apply self-management skills to real-life workplace scenarios.

Check-In (5–15 minutes)

Suggested Check-In Activity: Rose, Rose, Thorn, Bud

- **Two Roses:** Start your group by having everyone share two roses—something positive or something that's going well in their life right now, something that's making them happy or what they can be grateful for.
- **Thorn:** Then ask them to share a thorn. These are challenges or issues they are facing. They can be work or non-work related.
- **Bud:** Finish with a bud. A bud is what they have got to look forward to. These can be new ideas that have blossomed, new things they are going to try, or experiences they want to have.

Part A: Introduction to Self-Management (30 minutes)

Intro: Self-Management Activity (15 minutes)



We're going to start off our discussion of self-management with an interactive activity that brings up uncomfortable feelings and thoughts, and asks participants to recount the strategies they used to cope with them during the activity. This segues into further activities on self-management.

For this exercise, you will need ice cubes and napkins.



If someone does not have ice, ask them to grab their toe or flex their feet as tight as possible and hold it for as long as they can. Instruct them to pay attention to their breath as it comes in and out, and to notice how the sensation in their hands and fingers changes throughout the time.

- Explain that we will begin our discussion of feelings with a mindfulness activity (5 minutes) that is designed to help them become more aware of their thoughts and feelings around an uncomfortable or stressful event and to develop techniques to help them better cope with uncomfortable feelings.
- Inform participants that they are going to be asked to hold an ice cube in their hand. Before they take an ice cube, ask participants to first focus on their breathing for about a minute. Everyone should be silent during this time. Instruct the group to simply take a moment to become still and try to pay attention to their breath as it comes in and out. Then have them take an ice cube and hold it in the palm of one hand for a minute or two.
- While they are holding the ice, ask them what they are feeling (emotions, body sensations). You can write these on the board.
- After a couple minutes, tell them they can stop holding the ice.
- Then lead the group in a debrief, posing the following questions (10 minutes):
 - *What are some of the physical sensations you had while holding the ice/flexing your feet? Was it comfortable holding the ice/flexing your feet?*
 - *What were you feeling while holding the ice? If you were instead flexing your feet, how long did it take for those feelings to change after you released your grasp?*
 - *What choices did you make in response to the discomfort?*
 - *What were some thoughts you had had while you were holding the ice? Would you say those thoughts were negative? Positive?*
 - *How did you feel after you finished holding the ice?*

These questions transition us into today's focus on self-management.

Self-Management: What Is It and Why It's Important (15 minutes)

Intro

Facilitator can then share some thoughts on the activity and relate it to today's focus on self-management:

- Holding an ice cube in your hand for a minute can be physically and mentally uncomfortable, but (most of) you were able to sit through the discomfort and observe how it made you feel.
- We all experience uncomfortable feelings and negative thoughts every day in our lives. But just like with the ice cube activity, we have the ability to acknowledge those uncomfortable feelings and negative thoughts without acting impulsively on them.
- So, why are we holding ice cubes in our hands and talking about it? Because today we're talking about **self-management**.

Discussion

Ask:

- Remember our discussion about emotional intelligence in the last session. *Who can remind us what it means to have emotional intelligence?*

You can remind participants of the definition: EQ is about our general ability to recognize emotions within ourselves and others, have self-awareness, and to manage our emotions and our relationships.

- *Who has heard of self-management?*
- *What do you think it means?*

Share this definition: Put simply, **self-management is our ability to manage our behaviors, thoughts, and emotions in a conscious and productive way**. For example, how we manage our impulsivities when something doesn't work out or we become angry, or how we manage when something causes a chain of triggers. Or how you handle holding a cold ice cube in your hand. **Self-management is key to having emotional intelligence.**

- *What do you think self-management looks like in a professional setting?*

State that, in a professional setting, self-management refers to both your ability to manage your emotions and the ability to get things done without being prompted, reminded, or managed.

- *Why do you think we're talking about self-management?*

Communicate the following:

- As you move forward in your professional path, you are bound to encounter stressful or uncomfortable situations, and even triggering situations and trauma reminders.
- Developing stronger self-management skills can help you successfully navigate these challenges and reduce the probability of being let go or replaced.
- Better self-management = less stress, better time management, learning how to roll with changes and challenges, calmer emotions and thoughts, taking control of situations that may have felt out of control in your past, and more health, amongst other things.

In the next part we'll explore some tools to improve our self-management skills, particularly in a professional setting.

Part B: Self-Management Tools and Practice

(35 minutes)

Tools for Self-Management (15 minutes)

The previous activity is a reminder that sitting with and observing our uncomfortable feelings without acting on them can be difficult. This is where self-management skills come in.

Discussion (5 minutes)

Ask and note responses on a flipchart:

- *What are some things you already do (or have learned in this program) to help you manage uncomfortable or difficult thoughts and feelings (or even trauma reminders) that come up when you face a challenging or triggering situation in your everyday life?*

Self-Talk (10 minutes)

Communicate that some of these things they are already doing show good self-management skills. We are now going to take a look at another helpful self-management skill that they may or not already be using: **self-talk**.

Ask:

- *Who has heard of self-talk?*
- *What do you think it means?*

Define self-talk as **the way you talk to yourself, or your inner voice. It can be positive or negative**. Add that positive self-talk can help you manage stress and be more productive and successful at work.

Provide a simple example:

- **Negative self-talk:** I failed and embarrassed myself.
- **Positive self-talk:** I'm proud of myself for even trying. That took courage.

Communicate to the group:

So, how can we practice self-talk? One way you can learn to practice positive self-talk is by pretending that you are talking to a friend or colleague, someone you care about. Imagine that they are in the very situation that is troubling you. How would you talk to them? What would you say?

Let's practice this and other self-management skills.

Self-Management in Action (20 minutes)

For this activity, participants will test and practice what we've learned about self-management by discussing how they would respond to some hypothetical scenarios. We'll start by focusing on the self-management skill of positive self-talk.

Instructions:

1. Start by asking the group:
 - *What fears or hesitations do you have (or that someone could have) about starting a new job? Beginning a new study program, or taking a subject you don't think you're strong in? Write these on the board/flip chart.*
2. Then break out into pairs for a few minutes and discuss the following:
 - *What might your (or someone else's) inner voice be saying in one of these scenarios?*
 - *Now imagine that a dear friend or colleague is in the very situation that is troubling you. How would you talk to them? What would you say?*
3. Reconvene the large group and ask:
 - *Did you notice any differences between your inner voice/self-talk and how you talked to a friend or colleague in that same situation?*
 - *Then communicate that one way you can learn to practice positive self-talk is by pretending that you are talking to a friend or colleague, someone you care about. Is this a tactic that could work for you?*
4. Let's continue working on our self-management skills. Ask the group:
 - *Have you experienced or observed particularly stressful situations in a professional setting? What are some examples?*
 - *Some examples: someone said something to you or about you that upset you; you were worried you weren't up to the task being asked of you or you didn't think you could finish your work on time –e.g., you had a deadline you didn't think you could meet.*
 - *If they are comfortable, ask those who shared examples to describe the situation: how they were feeling, what they were thinking, and how they reacted.*
 - *Then ask them:*
 - *What are some examples of positive self-talk that would be helpful in this situation?*
 - *What are some other strategies or skills that you could use to help you better manage your feelings and thoughts in this situation?*

Facilitators can share some additional self-management tools⁴ (consider providing the following tips and tools in a handout) that support professional development to the list if not raised by the group. If offering example relevant to the situation being discussed, ask the group their thoughts on how this tool could help.



Self-Management Tools

- **Self-care:** meditation, sleep, exercise, therapy, take breaks, etc.
- **Setting measurable goals** (note we'll go much more in depth on goal setting in module three)
- **Stress Management:** In your day-to-day working life, you will encounter difficult situations. From irate clients or customers to outraged managers, there will be days when your blood pressure feels constantly raised. Grounding exercises like those we've done in this program so far can help!
- **Time management** is working out how long a piece of work might take and ensuring you allocate a large enough part of your day to it—but equally not spending too much time working on unimportant tasks. Time management also involves planning ahead (e.g., creating checklists).
- **Focus on what you can control.**
- **Accountability/deliver what you promise:** The ability to deliver what you have promised when you said you would. Being able to own up to your mistakes and shortcomings, using the experience to further your learning and deliver better the next time.
- **Greater self-awareness/EQ:** It is the ability to view how your actions and words affect those around you, including those that you either report to or manage. An employee with a strong sense of self-awareness is also adaptable—self-awareness of their behavior's consequences allows them to behave in different ways in different situations.
- **Know who you are and have confidence in your strengths:** This is something that comes naturally to some people however, that doesn't mean it can't be learned. Focusing on things you do well in your work and life, such as exercising a skill you are good at, will gradually help bring a more positive and optimistic mindset.

Check-Out (5–15 minutes)

Suggested Check-Out Activity: Finger Tracing Exercise

This exercise can be done anywhere and at any time, and it's an intuitive exercise for beginners who don't know yet how to slow their breathing. It's a grounding/mindfulness technique, and a tool for self-management.

- Participants take one hand and fan it out as if they were trying to trace it on paper.
- Then, using their other hand, they trace slowly along, one finger at a time.
- Starting with the thumb, trace the outside and inhale, then trace the inside of the thumb and exhale.
- Repeat the process for the remaining four fingers.

Effective Communication & Self-Advocacy Skills

Overview

In this session, we will explore effective communication styles, setting boundaries, and self-advocacy. There will be opportunities for participants to explore how they can set boundaries and advocate for themselves in both their private and professional lives.



Session to be co-facilitated by a survivor leader.

This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Determine effective communication skills.
- Assess different communication styles.
- Establish boundaries and advocacy styles.
- Practice ways to navigate situations that confront your personal boundaries in your personal and professional life.

Check-In (5–15 minutes)

Suggested Check-In: Gratitude Prompts

Individually, and then volunteers can share with the group:

- Identify 3 things that you feel grateful for and/or appreciate about your life.
- Identify 3 things that you appreciate about yourself.

Part A: Effective Communication (35 minutes)

Discussion (5 minutes)

Start off the activity by asking and discussing the following:

- *What do you think it means to be a good communicator?*
- *How can being a good communicator help you in your personal relationships? Professional?*

Facilitators can bolster the above conversations with the following points⁵ as desired or if not raised by participants:

- Communicating effectively is one of the hardest things to do as a society. Oftentimes, we are not taught at home or school how to do this.
- While we often express what we think and how we feel, we are not always careful about how we are communicating to the other person and what impact we might be having on that person.
- If we are not careful about how we say things, it might be difficult for the other person to understand what we are trying to say or, even worse, we might end up hurting them or pushing them away.
- It can be easy to ignore someone, tell them to mind their own business, or simply block them on your phone. Sometimes, depending on the situation, we can do this and it might work for us. However, after a while it may not be effective, and we may have relationships we want or need to preserve, such as with work colleagues or a boss.
- Good communication skills can give you the confidence to speak up for and fully express yourself, which is particularly important for people who have been taught to stay silent and have doubted the power of their own voice.
- The goal is not only to be able to speak in such a way that the listener can understand how you think and feel, but to also communicate in a way so that the listener feels heard and understood. This is communicating effectively and with respect.

Video and Discussion (15 minutes)

Let's watch a short video that explains different communication styles (4 minutes):

<https://www.youtube.com/watch?v=mC5DkqnMVC4>

Now let's review some of the communication styles⁶ covered in the video. *Either facilitators or participants should provide an example for each communication style.*



Facilitators can draw out a “road diagram” to create a visual to explain different communication styles. Simply draw a horizontal road. In the middle of the road is “assertive” while on either side of the road you write “passive” and “aggressive.” Explain that, when communicating, the goal is to stay on the road—i.e., assertive, and not wander off the road into passive or aggressive communication.

- **Passive communication:** soft/quiet spoken, lacks confidence, allows others to take advantage/overpower the conversation, does not express needs or wants, provide low to none eye contact, prioritizes needs of others, avoids conflict.
- **Aggressive communication:** frustrated easily, speaks loud/overbearing way, unwilling to compromise, criticize, humiliate, dominate, interrupts, doesn’t listen, disrespectful to others.
- **Passive-aggressive:** sarcasm, subtle sabotage, pretending to be cooperative while subconsciously doing tasks incorrectly, mumbling to themselves instead of confronting the person, emotional withdrawal, talking behind someone’s back and quitting unexpectedly with no explanation. There’s a disconnect between what a passive-aggressive person says and what he or she does.
- **Assertive communication:** Expressing needs clearly, respectfully, and appropriately, “I” statements, active listening- listening without interrupting and reflecting on what you’ve heard, speaking calmly, good eye-contact, relaxed body posture, feeling in control and empathy. It does not mean being aggressive (blaming, name calling, etc.), nor does it mean being passive (e.g., not respecting or expressing your own needs)—it is somewhere in the middle.

Then ask and discuss:

- *Which style of communication do you typically use?*
- *What are the pros and cons of using each communication style?*

Some examples to share:

- **Passive**
 - *Pros: avoid hurting someone’s feelings, deescalate a situation*
 - *Cons: can lead to anxiety, aggressive outbursts, decreased sense of self-worth; makes communicator feel alienated*
- **Aggressive**
 - *Pros: express your thoughts and emotions*
 - *Cons: can make others feel fearful, intimidated or generally uncomfortable; can make others feel alienated*

- Passive-aggressive
 - Pros: *can reveal anger, shift blame*
 - Cons: *can lead to confusion and frustration*
- Assertive
 - Pros: *can clearly state feelings while also keeping the feelings of others in mind. Can get our needs met without harming others.*
 - Cons: *may feel unfamiliar and challenging if we're used to using the other communication styles.*
- Which style of communication do you think is most effective? Why?

It's important to note that there's no wrong way to communicate—most of us use all these different communication styles depending on the circumstances, but it can be helpful to explore other ways of communicating as we think about what it means to advocate for ourselves and others. Assertive communication is believed to be the healthiest form of communication because you can better advocate for yourself without alienating others.

Some additional points⁷ to share with the group about why assertiveness is generally the best form of communication, if not already raised:

- **You get better communication**, less risk of being misunderstood.
- **Less stress develops in your life.**
- **You become more confident ultimately** as you learn to express your feelings and needs.
- **Assertive communication creates an environment of mutual respect.**
- **Assertive communication lets you feel good about yourself and others.** When you put forward your voice for your and others' rights, it suggests that you value your opinion and you do not let others manipulate you. This builds self-esteem.
- **Helps build relationships.**
- **Effective for self-advocacy.**

Activity: Communication Styles in Action (15 minutes)

This activity will ask participants to continue modeling different communication styles, this time through a couple of roleplay options.

Activity instructions:

- Ask for two volunteers.
- Each volunteer will be given a different scenario:
 - *You are working on creating new social media campaign as an intern at an anti-trafficking organization. You are really excited about the project but you're partnered with a colleague who has no previous trafficking experience and who seems to spend more time criticizing the project than actually working on it. You're not sure how you can keep working together.*
 - *There is a local political candidate who has made addressing human trafficking in your community a central part in her campaign. You are supporting her campaign efforts by going to door-to-door to educate potential voters about the candidate and their intentions to address human trafficking. One voter is friendly but tells you that human trafficking is not really a problem in your community and is not an important issue for them in this election.*
- Have each volunteer briefly describe how they would react (or not) to the situation *according to each communication style*. They can pretend that they are communicating directly with the other person in the scenario.
- After they've finished, ask for feedback from the group about what approach worked, what didn't, and how they could improve their communication or best communicate in a situation like that.

Activities

Part B: Self-Advocacy and Boundaries (30 minutes)

Self-Advocacy (10 minutes)

Watch the following video: <https://youtu.be/cDVfZG4CzLY> (5 minutes)

Then discuss:

- *What is self-advocacy? Is this something you've heard of before?*

Provide the definition from the video: **Self-advocacy is the “ability to stand up for yourself, ask for what you need and want, and to make decisions about your life based on your person values, interests, and needs.”⁸**

- *Why is it important to advocate for yourself?*

Share this from the video if needed: Being able to advocate for yourself empowers you to take ownership of your life and create the life you want.

- *How are some ways you can advocate for yourself?*

Examples from the video to share with the group:

- Use your voice: express what you're feeling.
- Ask for what you need and want (including setting boundaries).
- Make decisions based on your values.
- Know when it's time to step away from a situation or relationship.

Then note that, thinking back to the first part of this session on communication skills:

- *What role do you think having good communication skills plays in self-advocacy?*

The video talks about setting boundaries as an example of self-advocacy. We're going to take a closer look at that now.

Setting Boundaries (10 minutes)

Ask:

- *What does it mean to have personal/professional boundaries?*
- *What are some examples of boundaries?*

A few important points⁹ to communicate about boundaries before we move on:

- Boundaries are imaginary lines that help you protect yourself—like a fence with a gate.
- Boundaries can be physical or emotional.
- The fence helps protect you or distance you from whatever's on the other side.
- Boundaries are not static: you can choose to move your fence (boundaries) with different people, in different contexts, and over time.
- It is important to accept and respect that everyone has different boundaries.

Let's think about boundaries in the context of work environments:

- *What are some things you would and would not talk about at work?*

Examples you can provide: knowing that you don't like to talk about family problems at work is your boundary, even though your co-workers feel ok doing that. Or it could be the level at which you want to disclose your survivor status.

- *How do we know what's appropriate for work or not?*
- *When might disclosing something personal about ourselves at work help us? Hurt us?*

Some guiding questions and thoughts to share with the group that can help them figure out whether something is appropriate or would be helpful to share:

Before revealing anything about yourself, consider the goal of doing this.

- Would revealing this thing build trust and collaboration?
- Will it help your job?
- Will your co-workers get a better understanding of your thinking and rationale?

If not, you might want to save the story for a coffee date with friends. If your goal is simply to develop rapport with employees, you can find safer ways to accomplish that—such as bonding over a beloved sports team, a new movie, or a favorite restaurant.

Strategies for Communicating Boundaries at Work (10 minutes)

Start by saying that, as humans, we are naturally curious and want to get to know one another. Sometimes questions that we are asked are inappropriate. Some people realize this, and others do not. Let's discuss a few strategies to avoid inappropriate questions without causing any conflict.

Ask the group:

- *How would you respond if someone at work asked you to talk about your lived experience in the life?*
- *What reactions might you have (or want to have) and how would you manage your reaction (remember self-management?)?*

After a few minutes of free discussion, communicate that we're going to model some helpful strategies for responding to inappropriate questions at work through quick role plays.

Instructions:

- Decide on the question that a hypothetical colleague might inappropriately pose to them at work.
- Then, for each strategy below, have a different participant ask the question while the facilitator models the response strategy. If time only allows for a few strategies, be sure to offer the other strategies as examples.



Time permitting, role play different scenarios with additional participants and employ all the different strategies.

- Strategies:¹⁰
 - **Answer the original question with another question** (*"I am wondering, why do you want to know that?"*). *This allows for more control.*
 - *Depending on the question you can respond with a joke.*
 - **Redirect the question to a topic that you do feel comfortable discussing:** *Think of politicians when dealing with the media and involve answering the question you wish that you had been asked.*
 - **Begin your answer by saying the word "No":** *Simply say "No, I won't answer that." Then pretend you are answering a call or text on your phone.*
 - **Play for time:** *"I'm not sure what you mean." Pretending, for example, that you don't understand the question causes the person asking to experience some level of discomfort and the need to explain further. This gives you extra time to think about how much information you wish to reveal.*
 - **Ignore the question and continue the conversation as though it were never asked:** *A simple but highly effective strategy. The person asking the question will have no option other than to wave goodbye to their probing questions.*

- **Play hard ball:** *If someone is being particularly aggressive or persistent in their line of questioning, you may need to turn the tables and fire back personal questions of your own. This quickly places that person on the back foot and distracts them from their original agenda. It also establishes hard boundaries that they will not easily cross in the future.*
- **Don't answer the question at all:** *A zero response is the most difficult strategy to execute. But if you can hold your nerve and maintain eye contact long enough for the person questioning you to lose their nerve, it is also the most effective.*
- **Anything else anyone can think of?**

Conclude by asking (this final question will transition us to check-out):

- *What thoughts or feelings came up for you during the roleplays?*



Facilitators can conclude by talking about how school or workplace settings and colleagues can sometimes inadvertently or even intentionally re-traumatize or bring up trauma reminders for survivors. While it may not always be possible to avoid these situations or control how others interact with you, some of the ways you can personally help prepare yourself for these situations is by learning and practicing a variety of tools to help you proactively address future trauma reminders as they come up. This includes some of the skills we're learning here, such as self-care, self-management, selfadvocacy, boundary setting, etc.

Check-Out (5 minutes)

Suggested Check-Out Activity

It might seem a little bit strange, but most of us don't listen to our bodies with the attention they deserve. This activity helps us slow down and reconnect with our physical vehicle.



Virtual adaptation = feel free to turn cameras off.

- To begin the body scan," the group will find a comfortable position, such as laying on the floor or sitting in a chair. The position isn't important, but it should be comfortable to hold for 5+ minutes.
- You can close your eyes if that's comfortable for you.
- You can notice your body seated wherever you're seated, feeling the weight of your body on the chair, on the floor.
- Take a few deep breaths.

- And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply.
- You can notice your feet on the floor, notice the sensations of your feet touching the floor. The weight and pressure, vibration, heat.
- You can notice your legs against the chair, pressure, pulsing, heaviness, lightness.
- Notice your back against the chair.
- Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath.
- Notice your hands. Are your hands tense or tight? See if you can allow them to soften.
- Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.
- Notice your neck and throat. Let them be soft. Relax.
- Soften your jaw. Let your face and facial muscles be soft.
- Then notice your whole-body present. Take one more breath.
- Be aware of your whole body as best you can. Take a breath. And then when you're ready, you can open your eyes.

Additional Resources

Communication:

- Tips for Healthy Boundaries: <https://www.therapistaid.com/worksheets/healthy-boundaries-tips>

Self-Advocacy:

- <https://youtu.be/cDVfZG4CzLY>

Public Speaking And Presentation Skills, Part I

Overview

In this session, we will be doing the first part of “Public Speaking and Presentation Skills.” Speaking to any size group can be intimidating and nerve wracking. This session is meant to equip participants with the basics of public speaking and provide them with the confidence to get started.



The sessions on public speaking present a great opportunity for guest speakers to co-facilitate this topic and to talk about their experiences in public speaking. Ideally, you would invite a survivor advocate or trainer whose work involves public speaking.



This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Determine the importance of public speaking skills.
- Identify their public speaking type and/or interests.
- Observe and describe effective public speaking skills.

Check-In (5–15 minutes)

Suggested Check-In Activity: Continuous Story¹³

Each person speaks for anywhere from 20 seconds to a minute to start telling a story. When their time is up, the next person has to continue the story. The goal of this is to make the story make sense. This activity helps participants engage in listening and serves as a warmup to the public speaking activities to come.

Activities

Part A: Public Speaking Intro (30 minutes)

Why Public Speaking? (15 minutes)

Discuss:

- *Why are public speaking skills important?*
- *When might you have to do public speaking at work, or as a leader/advocate?*

Continue the discussion:

- *What is the first thing that comes to mind when you think about public speaking? Thoughts? Feelings?*
- *Do you see yourself doing public speaking? Why or why not?*
- *What would it take for you to do this at some point in your life/career?*

Identify Your Public Speaking Type (15 minutes)

Time permitting, participants can take a quiz that can give them some ideas about what kind of public speaker they might be.

- Quiz: Public Speaking Quiz: What Kind of Speaker Are You? - Big Impact HQ
<https://bigimpacthq.com/quiz/speaker-blueprint/>

Then discuss:

- *What did you think of your results?*
- *What is a topic you would be interested in speaking about in the future? It might be a topic you feel passionate about, interested in and have some knowledge about.*

Activities

Part B: Public Speaking in Practice (30 minutes)

One way to learn public speaking is to watch some examples of how it's done right. TED Talks provide excellent examples of professional presentations on a wide range of topics.

Explain that we're going to watch an example of a TED talk and discuss it afterwards. As you watch their talk, take mental notes of things you think they do well or could've done better.

Here are several TED talks to choose from:

Human Trafficking-Related TED Talks

■ “Human Trafficking is All Around You. This is How It Works” (18 minutes):

https://www.ted.com/talks/noy_thrupkaew_human_trafficking_is_all_around_you_this_is_how_it_works

- *Description: Behind the everyday bargains we all love is a hidden world of forced labor to keep those prices at rock bottom. Noy Thrupkaew investigates human trafficking—which flourishes in the US and Europe, as well as developing countries—and shows us the human faces behind the exploited labor that feeds global consumers.*

■ “Escaping the Pain of Human Trafficking” (10 minutes):

https://www.ted.com/talks/markie_dell_escaping_the_pain_of_human_trafficking

- *Description: Markie Dell, human trafficking survivor, recounts her experience and her journey healing through the trauma. After trying to reclaim her life, it was the unusual advice from a friend that lead to her healing. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.*

■ “Three Ways Businesses Can Fight Sex Trafficking” (12 minutes):

https://www.ted.com/talks/nikki_clifton_3_ways_businesses_can_fight_sex_trafficking

- *Description: Sex buying doesn't just happen late at night on street corners in the shady part of town—it also happens online, in the middle of the workday, using company equipment and resources. With this problem comes an opportunity, says attorney Nikki Clifton, because it means that the business community is in a unique position to educate and mobilize their employees to fight sex trafficking. In an honest talk, Clifton outlines how businesses can help, from setting clear policies to hiring survivors.*
- *Themes: sexual violence, slavery*

■ “The Fight Against Sex Slavery” (12 minutes):

https://www.ted.com/talks/sunitha_krishnan_the_fight_against_sex_slavery?language=en

- *Description: Sunitha Krishnan has dedicated her life to rescuing women and children from sex slavery, a multimillion-dollar global market. In this courageous talk, she tells three powerful stories, as well as her own, and calls for a more humane approach to helping these young victims rebuild their lives.*

- “I Was Human Trafficked for 10 Years. We Can Do More to Stop It” (8 minutes): https://youtu.be/U_kXuQHZmWs
 - Description: Barbara Amaya ran away at the age of 12 after being abused by family members. She was taken in on the streets of Washington, DC by a couple who seemed nice, but ended up selling her into human trafficking. She was used for months and then sold to a man named Moses who took her to New York and continued to traffic her for many years. Now Barbara fights for other victims of human trafficking and to change policies that treat victims as criminals.

Additional TED Talks

- https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
 - Description: In an engaging and personal talk – with cameo appearances from his grandmother and Rosa Parks – human rights lawyer Bryan Stevenson shares some hard truths about America’s justice system, starting with a massive imbalance along racial lines: a third of the country’s black male population has been incarcerated at some point in their lives. These issues, which are wrapped up in America’s unexamined history, are rarely talked about with this level of candor, insight and persuasiveness.
- “The danger of a single story.” (18 minutes) by Chimamanda Ngozi Adichie: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en
 - Description: Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice – and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.
- “The danger of silence.” (4 minutes): https://www.ted.com/talks/clint_smith_the_danger_of_silence?referrer=playlist-before_public_speaking&autoplay=true
 - Description: “We spend so much time listening to the things people are saying that we rarely pay attention to the things they don’t,” says poet and teacher Clint Smith. A short, powerful piece from the heart, about finding the courage to speak up against ignorance and injustice.
- “Why I live in mortal dread of public speaking.” (12 minutes): https://www.ted.com/talks/megan_washington_why_i_live_in_mortal_dread_of_public_speaking?referrer=playlist-before_public_speaking&autoplay=true
 - Description: Megan Washington is one of Australia’s premier singer/songwriters. And, since childhood, she has had a stutter. In this bold and personal talk, she reveals how she copes with this speech impediment—from avoiding the letter combination “st” to tricking her brain by changing her words at the last minute to, yes, singing the things she has to say rather than speaking them.

After the video, discuss the following:

- Reactions? Thoughts?
- Do you think _____ is an effective public speaker? Why or why not?
- What does their body language and overall appearance convey?
- How well did they know their material? Audience?

End by saying that, in the following session, we’re going to learn tips about public speaking and practice public speaking ourselves.

Check-Out (5–15 minutes)

Discuss:

- *What are your thoughts about this session?*
- *Anything that came up for you during session?*
- *How are you feeling about practicing public speaking in the next session?*

Additional Resources

- TED Talks: <https://www.ted.com>
- Toastmasters: <https://www.toastmasters.org>

Public Speaking And Presentation Skills, Part II

Overview

This session is part two on “Public Speaking and Presentation Skills.” In this session, we will discuss and explore the steps to getting ready for a presentation. We will also look at ways to reduce anxiety and practice public speaking.



This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Describe the elements of an effective presentation.
- Practice anxiety-reducing techniques for public speaking.
- Practice public speaking and providing feedback.

Check-In (5–15 minutes)

Suggested Check-In Activities: My Friend’s Fictional Life¹²

For this activity, you will introduce another participant. If doing this in person, the person doing the introductions gets up in front of the group. However, instead of introducing the other person in a traditional way, you make up a fictional life for them.

For example, you can say, “Hi, this is Jane Smith, and she actually moonlights as a jazz pianist for the underground mafia.” You talk about her life, whatever it may be in your fictional account.

This is meant to be a fun activity that draws on creativity and helps everyone become more comfortable speaking in public.

When the activity concludes, ask people how they felt about speaking in front of the group:

- *Were they nervous?*
- *Did they have fun? Etc.*

Activities

Part A: Public Speaking Tips (30 minutes)

Video and Discussion (10 minutes)

So how can we become a better, more confident speaker? Let's watch a video with some ideas on this subject.

Show the following video (4 minutes): Be a More Confident Public Speaker—YouTube

<https://www.youtube.com/watch?v=JjhXAgfe4rl>

Then discuss:

- *Thoughts? Impressions?*
- *What are some of the tips mentioned in the video?*
- *Anything that is coming up for you?*

Public Speaking Tips (10 minutes)

Building on tips suggested in the video, provide additional public speaking tips. Suggest each of the following elements, if not already raised, and ask them what they think might be important to think about regarding each element below. If they get stuck, ask them to think back to the TED talk they watched for examples.

- Know your material. *How can you know your material better?*
- Be familiar with your presentation space. *Why is this important?*
- Know your audience. *Why is this important?*
- Practice. *How? Why?*
- Embrace your mistakes. *What does this mean? Why is it important?*
- Dress code. *What are you wearing? Why does it matter?*
- Body language and eye contact. *What are our hands/arms doing? What are our legs doing? Where are we looking?*

Facilitators, add to the discussion with the below tips¹⁴ which you can also provide as a handout.



Handout: Public Speaking Tips

■ Know Your Material

When you're drafting your speech, make sure you do not skimp on the research. If you put in the effort in these beginning stages, then you will naturally absorb the information as you've been handling it for quite a while. This foundation of knowledge will be beneficial to you when it comes to the moment of truth. If you are well-versed in your topic, then you will be able to speak on it confidently, which will show your audience that you are well prepared. If a topic is complex, make it simple.

■ Be Familiar with Your Presentation Space

To deliver a successful presentation, familiarize yourself with the room you will be in and the space you will have to work with. You can use this information to tailor the way you will physically interact with your audience. For example, if you are in a room with a lot of space, you will be able to move around during your presentation. However, if you do not have a lot of room, that tells you that you might need to rely more on facial expressions and hand motions to engage the crowd. If you have no way to familiarize yourself with the space before the day of your presentation, try asking your mentor to verbalize it for you.

■ Practice, Practice, Practice

One of the best ways to prepare for your speech is to practice (even if you feel you know the material). The number of times that you need to practice beforehand is dependent on the content and length of your speech. When you practice, you should try to deliver your presentation just as you would for the actual moment. This means that you should include hand motions, facial expressions, eye contact and other physical movements every time you run your speech to ensure that you are geared towards success. If you are unsure how to incorporate these movements, play around with them in front of a mirror to see what feels natural for you. As a part of your practice, you should also time yourself to get a gauge of how long your presentation will take. This will be especially important if you have a strict time limit. Practice with a friend, a coworker or anyone else you might feel comfortable with.

■ Embrace the Mistakes

We are all human, and humans are not all perfect. Even seasoned speakers make mistakes during their presentations. The key to avoiding any awkwardness is to not show that you made a mistake. Remember, the audience doesn't know what your presentation was supposed to be like. Therefore, as long as you don't pause dramatically, apologize, or show disappointment on your face, then no one will be any the wiser. If you make an error that is much more noticeable, such as mispronouncing a word, simply correct yourself and move on. Do not dwell on the mistake or drag it out.

■ Dress code

Something to keep in mind is to remember how your audience might perceive you. Sometimes, audience will remember and distracted by someone's appearance, more than what the speaker is saying. There are things that we can think about that would help choosing what to wear. Think about who your audience is, their age, gender, where are you presenting. For example, you are presenting at an agency that works with young girls ages 14-24 vs presenting at a co-ed community college students and staff. Doing this homework ahead of time is key.

■ Body language

Bodies give off a lot of nonverbal signals that sometimes we might not realize. If done through Zoom, are we slouching? Is the camera on but blocked where we can't be seen? If we are in a physical setting make sure we are standing straight, where are we standing? Are we pacing back and forth? Swaying or shifting too much? What are our arms doing? Are they rested or waving out of control? Gestures are okay and hand movements can emphasize your point. And keep your hands away from your face.

■ Eyes

Eye contact might be intimidating. Are we looking at the floor a lot? All the time? Are you staring at space? Too much blinking? How much eye contact to give? Make sure you look at the audience's faces (not above their heads). Vary where and who you look at for about 3-5 seconds each person. We maintain engagement when we look at them. Their faces tell you how your delivery and topic are being received by the audience. We want to make sure that we are not portraying how we feel on the inside. We can be nervous but when we practice and do these, your audience will not know that.

Tips for Reducing Anxiety (10 minutes)

Discuss:

- *Who gets nervous when speaking in public?* Remind them that it's totally normal. Most people do.
- *What are some things that can help you reduce anxiety before a public speaking event?* List out examples.

Add to the list of examples:

- Get a good night's sleep
- A good meal/breakfast
- Drink water
- Use the restroom before presentation
- Positive self-talk

Then let folks know that we're about to do a public speaking exercise. Before we do that, we're going to practice some relaxation tips. Practice the following before transitioning into the second part of this session's activity:

- **Breathe.** Inhale deeply several times to stay loose. When your muscles tighten, you feel nervous and it's more difficult to breathe, try to clear your mind. Breathe and tell yourself to "relax."
- **Release Tension.** In a quiet area, try the following exercise (if done before in the group as a check-out activity, remind them):
 - *Starting with your toes, and working up your body, tighten all your muscles including making fists. Then release all tension while taking a deep breath.*
- **Stretch out/dance and smile!**
- **Positive self-talk:** say something kind to yourself

Activities

Part B: Public Speaking Practice (30 minutes)

Activity Set-Up (5 minutes)

- Select public speaking topics (as many as there are participants in the group). Options:
 - *Have participants select about 10 random words, emotions, jobs, or locations.*
 - *Or, facilitators can preselect them (tool: <https://improvglasgow.co.uk/improv-suggestion-generator>).*
 - *Another option is to refer back to last session's discussion on topics they'd be interested in speaking on. Write your topics on separate strips of paper.*
- Put those words/topics in a hat.

Activity (20 minutes)

- In turn, everyone will select one topic out of the hat that they will then present on for one (or two, depending on time available) minute. While they would normally need to prepare for a public speaking engagement, they need not prepare to present on the topic, and do not need to worry about being factually accurate. The idea is to have fun and to practice being comfortable speaking in front of others. If it is a topic on which they are uncomfortable speaking or have very little knowledge, they can “pass” to the next topic.
- Debrief. After each short presentation, ask:
 - *The presenter: How did that feel?*
 - *The group: What did they like about the presentation? Anything they might want to think about/work on?*

Check-Out & Module Debrief (15 minutes)

Suggested Check-Out Activity: Releasing Tension

Try the simple releasing tension exercise noted above.

Or try a simple breathing exercise:

- Sit comfortably with your back straight.
- Breathe in slowly, hold your breath for 4 to 5 seconds (if you feel comfortable doing so), and then slowly exhale.
- To relax your facial muscles, open your mouth wide and eyes wide, and then close them tightly.
- Pause and open them again.



Virtual adaptation = feel free to turn cameras off.

Additional Resources

- How To Practice Public Speaking By Yourself | Public Speaking Tips | Public Speaking Techniques—YouTube
<https://www.youtube.com/watch?v=kGDK-Wlvix0>
- Be a More Confident Public Speaker—YouTube
<https://www.youtube.com/watch?v=JjhXAgfe4rI>

Footnotes

1. <https://www.verywellmind.com/imposter-syndrome-and-social-anxiety-disorder-4156469>.
2. Ibid.
3. Ibid.
4. Adapted from <https://www.attendancebot.com/blog/self-management> and <https://www.indeed.com/career-advice/career-development/self-management-skills>.
5. From <https://www.atlassian.com/blog/inside-atlassian/how-to-navigate-diverse-communication-styles-at-work> and <https://thebetteryouinstitute.com/2017/11/21/communication-style-2>.
6. Ibid.
7. Modified from <https://www.marketing91.com/assertive-communication/#:~:text=Assertive%20communication%20leads%20to%20clear,a%20count%20on%20others'%20beliefs>.
8. From video: <https://youtu.be/cDVfZG4CzLY>.
9. From <http://bucketorange.com.au/how-to-avoid-nosy-or-personal-questions> and <https://bestlifeonline.com/avoid-unwanted-questions> and <https://www.thecenterforgrowth.com/tips/what-are-boundaries>.
10. Ibid.
11. <https://www.happierhuman.com/mindfulness-activities-adults>. For a video body scan, use this exercise: <https://www.youtube.com/watch?v=e0f9wa2SUX0>.
12. <https://slightlyunconventional.com/fun-public-speaking-activities>.
13. Ibid.
14. From <http://affinitymagazine.us/2021/01/13/a-beginners-guide-to-public-speaking> and <https://www.uopeople.edu/blog/why-is-public-speaking-important> and <https://www.briantracy.com/blog/public-speaking/why-is-public-speaking-important>.

Professional Empowerment and Development

Overview

In this module, participants will focus on developing and achieving their professional goals. We will focus on nuts-and-bolts skills related to searching and applying for jobs. Topics include: the basics of networking, how to create a resume, write a cover letter, submitting a job application, interviewing, and negotiating pay. We will provide participants with tips and the opportunity to practice new skills as applied to potential real-life scenarios. The goal is for participants to walk away with basic tools and familiarity to begin their job application processes outside of the institute.

The activities for each session in this module are divided into two parts. The parts are designed to be done in order, as they build upon each other. You can do them together in one longer session (~90 minutes total) or two shorter sessions (~60 minutes each) as needed.

Learning Objectives

- Identify and define personal and professional goals.
- Determine the essentials and importance of networking.
- Become familiar with the job application process.
- Know how to research internship and employment opportunities.
- Create an effective resume and cover letter.
- Be prepared for job interviews and negotiate salary.

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- *PART A: Identifying Goals*
- *PART B: Setting Goals*

■ Session Two: Networking and Finding a Job

- *PART A: Networking*
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■ Session Three: Applying for a Job

- *PART A: The Job Application Process and Cover Letters*
- *PART B: Cover Letters and Applications*

■ Session Four: Navigating Interviews and Job Offers

- *PART A: Interviewing*
- *PART B: Salary Negotiation*

Facilitation Tips

- While it remains preferable to have facilitators with lived experience or experience working directly with survivors facilitate all sessions in the institute, some of the more professional development-oriented content, like the content of this module, can present a good opportunity to bring in outside speakers and resources to help co-facilitate topics. Local job development resources may be able to provide guidance specific to the participant's community and help them make a connection to resources and people they can reach out to beyond the program to continue their professional development.
- This module merely introduces basic concepts and important steps to assist participants on their individual professional development paths. Each of the topics in this module is ripe for a standalone workshop. Be sure to ask participants what they are interested in learning more about, or where they feel they need more support, and consider expanding (or limiting) the work in this module as needed in response. We have also included additional resources for participants to go deeper on topics on their own time.
- In preparing to facilitate this and other modules, facilitators should begin by reviewing in detail the sessions they would like to facilitate in order to ensure that they have the required materials and are familiar with the content and structure of the activities. It is particularly important to plan ahead for sessions where there are options to bring in outside content or guest speakers.

Identifying Your Personal and Professional Goals

Overview

In this session, participants will take time to consider and set personal and professional goals through the aid of writing activities, discussion, and assessments. We will also discuss some of the challenges that can arise in trying to meet those goals, including difficulties associated with trying to break into a new field and/or the fear of trying something new.



Session to be facilitated or co-facilitated by a survivor leader.

This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Identify and define personal and professional goals.
- Practice SMART¹ goal setting.
- Address challenges that may arise, and learn how to build their skills, as they grow into a new field.

Check-In & Active Recall (5–15 minutes)

Active Recall

The beginning of a new module is a good time to do an active recall of what they learned in the previous module. Questions may include:

- Review a few main takeaways from each session and/or the module in general.
- *What's something that stuck with you from the last module?*
- *Something you'd like more information on or help with?*
- *Is there anything that came up for you after the last module?*
- *Other questions?*

Part A: Identifying Goals (40 minutes)

Facilitators can begin the activity by explaining that many people feel as if they're adrift in the world. They work hard, but they don't seem to get anywhere worthwhile. One reason that they may feel this way is that they haven't spent enough time thinking about what they want from life and haven't set formal goals. After all, would you set out on a major trip with no real idea of your destination? Probably not! So, how can we better identify what we want from our lives? From our careers?

Exercise: One Year From Now² (15 minutes)

Individually, participants will spend 5–10 minutes thinking/writing about the following:

- Think about and write down what your best possible life might look like one year from now.
- *Your Work—What job will you be doing? Where will you be working or what will you be studying? How will you be working towards what you want this to look like? Or if they don't have a clear idea, consider: What is the ideal job for me? Or what would I want to study? What would you do if money didn't matter?*
- *Yourself—How do you want to feel about yourself one year from now? Mentally, physically, socially, personally? What does that look and feel like?*

Volunteers can share what they wrote. If some struggled to come up with ideas, ask them to talk about that, and what could help them figure that out.

Exercise: Identifying Professional Goals (25 minutes)

State that we are now going to take a moment to focus on tools that can help you identify and refine your professional goals. Career assessments are important because they assess your strengths and potential weaknesses to find the career opportunities that you may enjoy the most and/or be the best at.

There are many kinds of careers assessments available for free online. Have participants spend around 15 minutes completing an assessment and discussing the results. Many can be done online if participants have access to the internet, or facilitators might choose to print out an assessment to complete by hand (if by hand, make sure they can be recorded somewhere): Free Career Aptitude and Career Assessment Tests (thebalancecareers.com)

- *What was helpful about the assessment?*
- *What, if anything, did you learn about yourself?*
- *Do the results resonate with you? Why or why not?*
- *How might you use these results in developing your professional goals?*
- *Who is interested in working for themselves as, for example, a consultant or entrepreneur?*
(Note: there are some resources listed at the end of this session to help them get started)

Part B: Setting Goals (35minutes)

SMART Goals (20 minutes)

Begin this part of the activity by explaining that the process of setting goals helps us choose where we want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray. This is relevant both personally and professionally. So, how do we set goals? One way to set goals is by following the SMART Goal setting model. What are SMART Goals?

Define and discuss SMART Goals:

SMART goals are:

- **Specific:** *What exactly do you want to accomplish?*
- **Measurable:** *How do you know when you have achieved this goal?*
- **Achievable:** *Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*
- **Realistic/Relevant:** *Why is this goal important to you?*
- **Timely:** *When will you achieve this goal?*



More information on SMART Goals can be found here: <https://templatelab.com/smart-goals>

Facilitators should take the time here to model some examples of personal and professional goals they have. As a group, you can even work through a participant's goal to model the process. Reminder that reaching one's goals is a process—discourage the idea of instant gratification.

Then have participants spend 10–15 minutes completing a SMART Goal worksheet for one professional and one personal goal. They can draw from their answers to the “One Year from Now” and career assessment activities. Make sure they keep these so they can refer back to them as needed.



There are many kinds of SMART Goal worksheets available online to choose from: <https://templatelab.com/smart-goals>. You can use one of these or create your own using the SMART Goal questions above.

Trying Something New (15 minutes)

Time permitting, we're going to take a moment to address the fear or discomfort some may have about growing into a new field. Diving into a new field can be uncomfortable and even intimidating. Addressing these concerns and developing skills to cope is crucial to moving forward in reaching our professional goals.

Explain that sometimes stepping out of our comfort zones and trying something new is one of the best ways to reach success, both personally and professionally.

Have participants read this short article on their own and come back to discuss using the questions below (OR the facilitator/volunteer can read the article out loud):

How to Break into a New Field... When You Don't Have the "Years of Experience" | Puttylike

<https://puttylike.com/how-to-break-into-a-new-field-when-you-dont-have-the-years-of-experience>

Ask:

- *What stood out for you from this article?*
- *Have you gotten a job when you didn't technically have the "experience" they were asking for?*

Note that you don't always need 100% of the qualifications to apply for the job. Don't let imposter syndrome stand in your way! You are often more qualified than you think, and you belong.

- *What other strategies for building experience have you used?*

Check-Out (5-15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Encourage participants to, based on their SMART goals and career assessment to do some research at home on one question they have about their career or education goals that they want to research. They can think back to a question that came up in the One Year from Now exercise or Career Assessment, for example.

Additional Resources

Career Assessments:

- Free Career Aptitude and Career Assessment Tests: thebalancecareers.com

Goal Setting:

- <https://templatelab.com/smart-goals>

On entrepreneurship:

- 25 Essential Entrepreneur Resources: <https://www.entrepreneur.com/article/219967>
- 14 Resources For Aspiring Entrepreneurs With Zero Business Experience:
<https://www.forbes.com/sites/forbescoachescouncil/2021/09/28/14-resources-for-aspiring-entrepreneurs-with-zero-business-experience/?sh=33b61a3840f5>
- The Entrepreneur's Handbook: 120 Great Tools and Resources for Entrepreneurs and Startups:
<https://medium.com/@ThePoolMX/the-entrepreneur-s-handbook-120-great-tools-and-resources-for-entrepreneurs-and-startups-bff6590f4e95>

Networking and Finding A Job

Overview

In this session, we'll turn our focus to learning the basics of networking and searching for a job to help get participants closer to the professional goals they identified in the previous session.



This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Determine the essentials and importance of networking.
- Create an elevator pitch.
- Research internship and employment opportunities.

Check-In (5–15 minutes)

Suggested Check-In Activity: Toilet Paper Roll Challenge

Have participants pass around a roll of toilet paper and ask everyone to take some, without explaining the reason. Then ask everyone to count the number of squares they have and share that many things about themselves. So, if someone has taken 3 pieces of the roll, they must share 3 facts about themselves.



Virtual adaptation = have each participant choose a number between 1 and 10 and share that many facts about themselves.

Part A: Networking (30 minutes)

Discussion

Ask and then add to answers with the points³ that follow:

- *What does networking mean to you?*

- *What is the purpose of networking and its importance?*

Facilitators can explain that networking happens in different areas. We can see networking at parties, social events, and job fairs. The purpose of networking is to make connections, exchange information, advice, and referrals, and assist in attaining your goal of changing careers. Networking also makes you noticeable, develops confidence and social skills, allows for long lasting relationships, and opens more opportunities.

Ask and then add to answers with the points that follow below:

- *How do we network?*

Provide and discuss the handout below.

Elevator Pitch

Ask:

- *Have you heard of an “elevator pitch”? What is it?*

Introduce the concept and importance of an elevator pitch.

Oftentimes when we are at an event, our interactions must be quick! To do this we can use an “elevator pitch”, which is a brief (30 or 60 seconds) way of introducing yourself, getting across a key point or two, and making a connection with someone. It’s called an elevator pitch because it takes roughly the amount of time you’d spend riding an elevator with someone. It can be a brief speech that outlines an idea for a product, service, project, or yourself! The idea is to capture your audience and to be remembered.

Then watch the following: How To Create Your 30 Second Elevator Pitch! | The Intern Queen — YouTube

https://www.youtube.com/watch?v=Lb0Yz_5ZYzI

Exercise:

- Pair up and work on your elevator pitch with a partner. This can be about yourself, or a project, job, or internship you're looking to get. Remember to cover:
 - *Who are you?*
 - *Background*
 - *Explain and provide context*
 - *Make the connection (between who you're talking to what you're offering)*
 - *Make the ask*
 - *The close out*
- Practice your elevator pitch with your partner.
- Volunteers can then share their elevator pitch with the group.



Virtual adaptation = use breakout rooms.



How to Network

■ Meet People Through Other People

The best and easiest way to meet people is through referrals. Stick around with the people you already know and who know the people you are looking to meet. Being introduced through them or joining in with their conversations you will very likely receive a warm welcome and introduction to the person you wanted an introduction to.

■ Leverage Social Media

Social media is an effective way to get to know important contacts better and without the pressure of a face-to-face. Seek out like-minded or key contacts you would like to know better by using or creating a LinkedIn profile, Twitter and more. Try commenting on a link they post or responding to a comment they make, start a conversation with them and offer them value in return. When you get the opportunity to meet them in person it will be easier to reference previous communications with them.

■ Don't Ask for A Job

Networking is not asking everyone you know for a job, in fact, when you network you should never ask someone for a job. You should ask people for information that will assist you in your job search. Your main networking goal should be to build a relationship and establish rapport so when a potential opportunity may arise in the future, your contact may be willing to refer you.

■ Let the Other Person Speak

When networking, be sure that you don't do all the talking. The key to being a good talker is being a good listener, too. If you have asked another person for advice or their opinion, make sure they have the opportunity to offer it and tell you. If you do all the talking, the person may feel you are uninterested in what they have to say and unsure what action to take with the information you have supplied.

■ Find a Reason to Follow Up

If you want to establish rapport with another person, create a reason to keep the relationship going. For example, if you read an article that adds to a discussion you had during a networking meeting, save it and send it to them with a brief note on what you found interesting and how you think it could benefit them. Try and find at least two or three opportunities to reconnect with the members of your network.

■ Always Remember to Say Thank You

Building a network is about creating a genuine, caring relationship. Thank your connection for the information they have given and see if you can help them in any way. Share any knowledge you feel would be useful for them. Keep notes on what you learn about your contacts so your future correspondence can have a personalized touch.

Activities

Part B: Finding a Job or Volunteer Position/ Internship (30 minutes)

We've talked about networking, but how do we go about finding internship and job opportunities?

During this time, the group can do any number of activities, depending on needs, interest, and availability of guest speakers.

Suggested Activity: Research

Give participants 30 minutes to either do some employment research, apply for positions, or look into educational opportunities. They might research together on a facilitator's desktop so they can become familiar with how to use various resources or they can look together in pairs or individually on their phones. If they do this activity individually or in small groups, make sure to float around the physical room (or breakout rooms) to provide any needed support and allow time to do a report back so they can share with each other what they learned or found.

Some resources:

- LinkedIn: Log In or Sign Up
 - *Note that LinkedIn Learning also has great resources for building professional skills and certifications. It is a paid service—explore funding opportunities.*
- How to Volunteer: 13 Steps to Start Volunteering in Your Community | Indeed.com
<https://www.indeed.com/career-advice/career-development/how-to-volunteer#:~:text=Common%2520places%2520that%2520have%2520volunteer%2520opportunities%2520include%253A%25201,in%2520weekly%2520reading%2520events%2520and%2520assisting%2520library%2520visitors>
- American Job Center: <http://www.servicelocator.org>
- OVC webinar: The Path to Self-Sufficiency: Innovative Partnerships to Assist Human Trafficking Victims in Obtaining Employment focuses on the Public Workforce System and the resources available through its One Stop Career Centers. https://www.ovcttac.gov/videos/dspPlayVideo.cfm?video=HT_Grantee_Path_to_Self_Sufficiency_05142015.mp4&folder=migrate-ac
- The Department of Labor also provides several important web-based resources for job-seekers, including www.careeronestop.org, www.mynextmove.org, and www.myskillsmyfuture.org. These tools are designed to help people navigate career and training decisions.

Suggested Activity: Guest Speakers

- Bring in guest survivor speakers to talk about different jobs/roles they have had and their journeys.
- Bring in guest speakers from the community that can help participants build their network and feel more comfortable in their local communities. You might consider bringing in professional community resources that participants can connect with during and after the program.

Check-Out (5–15 minutes)

Suggested Check-Out Activity: Quick Fire Questions

Have participants pair up and give them 60 seconds each to fire off quick questions to the other person.

Facilitators can display questions on a flip sheet/board. Make sure to add some interesting and funny questions.

The purpose of this activity is to get participants to answer questions that other folks might ask them at an event and to practice being quick to answer.

Additional Resources

Networking:

- How to Create Your 30 Second Elevator Pitch! | The Intern Queen - YouTube

https://www.youtube.com/watch?v=Lb0Yz_5ZYzI

Job Search:

- American Job Center: <http://www.servicelocator.org>

- OVC webinar The Path to Self-Sufficiency: Innovative Partnerships to Assist Human Trafficking Victims in Obtaining Employment focuses on the Public Workforce System and the resources available through its One Stop Career Centers. https://www.ovcttac.gov/videos/dspPlayVideo.cfm?video=HT_Granttee_Path_to_Self_Sufficiency_05142015.mp4&folder=migrate-ac

- The Department of Labor also provides several important web-based resources for job-seekers, including www.careeronestop.org, www.mynextmove.org, and www.myskillsmyfuture.org. These tools are designed to help people navigate career and training decisions.

- The OVC's Human Trafficking Task Force e-Guide has great tips and resources for service providers on education and job placement for survivors: <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/education-job-trainingplacement>

Applying for a Job

Overview

This is a nuts-and-bolts introduction to applying for a job, which includes how to create a resume, write a cover letter, and submitting a job application. The goal is for participants to walk away with basic tools and familiarity to begin their job application processes outside of the institute.



This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- List key steps to applying for a job and become more familiar with general application processes.
- Recognize the format and content of a resume.
- Create a cover letter.

Check-In (5–15 minutes)

Some suggested check-in questions:

- *What kind of a day have you had so far?*
- *What, if any, employment opportunities have you found or explored after our last two sessions?*

Part A: The Job Application Process and Cover Letters (40+ minutes)

The Job Application Process (5 minutes)

To contextualize the work we'll do today, go over some of the key steps in applying for a job. These include:

- Creating a resume
- Writing a cover letter
- Applying
- Interview
- Job offer

Note that we'll be focusing on the first two steps today: creating a resume and writing a cover letter.

Creating a Resume (30 minutes)

Intro (5 minutes)

Today we are talking about resume writing.

- *What is the purpose of a resume?*
- *If you have a resume, would you like to tweak or change it? If you don't, would you like help in creating one?*



Provide a definition if needed:

"A resume is a document commonly used in the hiring process. It includes information about your background and qualifications and should communicate the most important, relevant information about you to employers in a clear, easy-to-read format. The goal is to quickly communicate why you are uniquely qualified for the position based on your skills and experiences." <https://www.indeed.com/career-advice/resumes-cover-letters/how-to-make-a-resume-with-examples>

What's in a Resume? (25 minutes)

- Show the first 8 minutes of “How to Make a Resume (With Examples)”:

<https://www.indeed.com/career-advice/resumes-cover-letters/how-to-make-a-resume-with-examples>

- Ask:

What kind of resume strategy would be best for you? Chronological, functional, combination?

- Show examples of each from this page or other resources as needed to recap the differences between each strategy:

<https://www.indeed.com/career-advice/resumes-cover-letters/how-to-make-a-resume-with-examples>

- Additional information on functional resumes: https://www.indeed.com/career-advice/resumes-cover-letters/functional-resume-tips-and-examples?from=cg_yt

- Recap the elements that go into a resume (note: additional resources and information on each resume element discussed above can be found here: <https://www.indeed.com/career-advice/resumes-cover-letters/how-to-make-a-resume-with-examples>):

- **Name and contact information:** email address, phone number (note: you may not wish to put your physical address for privacy reasons)
- **Resume summary** or objective statement
 - Additional resource on how to write a resume summary: <https://www.youtube.com/watch?v=HjNk6MVpWsm>
- List **professional history** with key words: company name, role title, dates of employment, bullet points detailing responsibilities and achievement. This can include volunteer experience.



Be aware that some participants may not have a professional history. Stress that their professional history can also include volunteer experience. They also might want to consider a skills-based resume (i.e., a functional resume) vs. chronological. This can be a moment to go back to some points in the previous sessions' activities (on professional goals, breaking into a new field, networking, and finding a job/volunteer/internship experience) as a way of thinking about how they can build up their resumes.

Here are some additional tips for entry into the workplace with little or other professional experience:

- <https://www.reed.com/articles/8-ways-to-get-a-job-with-no-experience>

- <https://hsi.com/blog/how-to-get-an-entry-level-job-with-no-experience>

- **Education:** list this first if still a student; include relevant certifications
- **Hard and soft skills**
- **Optional sections:** e.g., achievements or interests

■ Ask:

Do you think all identical resumes treated equally? Why or why not?

■ Some research to share on resume discrimination:

□ *A 2003 study⁴ showed that resumes with Black-sounding names were 50% less likely to hear back from employers than identical resumes with white-sounding names.*

□ *Unfortunately, despite corporate bias training and diversity initiatives, recent studies show that employers are still discriminating.⁵*

■ What are your reactions to these studies?

■ What can you do if you are turned down for a job because of your race?

□ *Job search discrimination is difficult to prove.*

□ *If you were interviewed and believe that you were turned down just because of your race, you can file a discrimination claim: <https://www.employmentlawhelp.org/wrongful-termination/turned-down-race>*

Time Permitting: Resume Examples (time TBD)

This would also be a good place for facilitators to bring in examples of resumes to share and discuss with participants (what works? What doesn't? how might their resume be different?). There are many resume examples online but consider finding examples that participants can relate or aspire to, such as examples of what resumes of survivor leaders and advocates could look like.

Explain to participants that this is just meant to be a starting point to get them thinking about creating a resume and what additional resources and support they might need to do that. This may be a good time for facilitators to gauge participant interest in creating an extended workshop on resume creation.

If there is more time, this would also be a good place to provide participants with resume templates and have them spend a few minutes writing down notes of what they would like to include in their resume under each of the headings in the template. This is something they can also workshop with a mentor outside of the session. If there is not enough time in the session, please refer them to the resources below (and in their participant resources) for templates to get them started.



There are many free resources for resume templates online. Here is one for a chronological resume: <https://templates.office.com/en-us/Simple-resume-TM00002110>. Consider including a template for a functional resume for those who want to break into a new field or who have less direct work experiences for the job they're seeking: <https://resumegenius.com/blog/resume-help/functional-resume>.

Some additional resources on resume creation for this session or for an additional session/workshop on resume creation can be found at the end of this session. A resume workshop with an outside guest, as needed, would be a great time to go over some of these resources and provide participants with an opportunity to create their resumes either individually or in pairs and receive group feedback.

Activities

Part A: Cover Letters and Applications (30 minutes)

Intro: How to Write a Cover Letter (13 minutes)

Watch (13 minutes): “How To Write a Cover Letter: Top 3 Tips, Format & Examples”: <https://youtu.be/EcFOr9Jo0OA>

What’s in a Cover Letter? (10 minutes)

Recap the elements and relevant tips that go into a cover letter (note: additional resources and information on each cover letter element discussed above can be found here: <https://www.indeed.com/career-advice/resumes-cover-letters/how-to-write-a-cover-letter>

- Header
- Greeting
- First paragraph
- Second paragraph
- Closing paragraph?
- Letter ending and signature

Cover Letter Examples (time TBD)

Facilitators can bring in or search cover letter examples online for the types of positions that participants might be interested in applying for. Discuss with participants what they think works (or doesn’t) and what they would change or add based on what they just learned.

Provide participants with some cover letter templates that they can fill in on their own time at the end of this session or after session: <https://www.indeed.com/career-advice/resumes-cover-letters/free-cover-letter>

As with resume creation we started today, explain to participants that this is just meant to be a starting point to get them thinking about what it takes to write a cover letter and what additional resources and support they might need to do that. Facilitators may want to gauge here participant interest in creating an extended workshop on writing cover letters and/or combine that into a resume and cover letter writing workshop.

This is also a good time to note that the vast majority of employers accept applications online now. There is an additional resource at the end of this session on how to fill out a job application online.



Some additional resources on cover letter writing for this session or for an additional session/workshop on cover letter writing can be found at the end of this session. If there is interest and time, a job application workshop would be a great time to go over some of these resources and provide participants with an opportunity to draft cover letters and receive group feedback.

Check-Out (5–15 minutes)

Suggested Check-Out Activity:

- Ask participants how confident they are about starting the job application process (on a scale of 1–10).
- *What additional resources or information do they need to feel more confident?*



As discussed in the first session of this module, some participants may be considering more of an entrepreneurial route rather than the more traditional job application process. This is also a good time to gauge participant interest in learning more about this topic and what sort of resources and information they are looking for —e.g., how to write a business plan. We've included some resources at the end here to get started but, depending on need, consider creating a dedicated workshop and bringing in local entrepreneurs from the community to discuss their paths.

- Time permitting, give participants 15 minutes to work on their resume or begin creating a cover letter. For resumes, they can work from the template they were given and focus on one element of the resume. For example, have them list their professional experiences or their hard and soft skills. For cover letters, they can focus on writing their opening paragraph.

Additional Resources

Tips on Entering the Workforce:

- <https://www.reed.com/articles/8-ways-to-get-a-job-with-no-experience>
- <https://hsi.com/blog/how-to-get-an-entry-level-job-with-no-experience>

Resumes:

- Resume Do's and Don'ts | Tips | Resume.com
<https://www.resume.com/career-advice/resumes/resume-dos-and-donts/#:-:text=The%2520don%25E2%2580%2599ts%2520to%2520avoid%2520in%2520your%2520resume%25201.Omit%2520the%2520reference%2520statement.%2520...%2520More%2520items...%2520>
- How to Make a Resume (With Examples) | Indeed.com
<https://www.indeed.com/career-advice/resumes-cover-letters/how-to-make-a-resume-with-examples#:-:text=How%2520to%2520create%2520a%2520professional%2520resume%25201%2520Start,soft%2520and%2520hard%2520skills.%2520...%2520More%2520items...%2520>
- Free template: Simple resume (office.com)
<https://create.microsoft.com/en-us/templates/resumes-and-cover-letters>
- 10 Best Skills To Include on a Resume (With Examples) | Indeed.com
<https://www.indeed.com/career-advice/resumes-cover-letters/best-resume-skills>
- How to choose keywords for your resume: <https://youtu.be/FiLiV5OqdhQ>

Cover Letters & Job Applications:

- How to Apply for Jobs Using Email (thebalancecareers.com)
<https://www.indeed.com/career-advice/resumes-cover-letters/free-cover-letter>
- Free Cover Letter Templates | Indeed.com
<https://www.indeed.com/career-advice/resumes-cover-letters/free-cover-letter>
- <https://www.indeed.com/career-advice/resumes-cover-letters/how-to-write-a-cover-letter>

Entrepreneurship:

- 25 Essential Entrepreneur Resources: <https://www.entrepreneur.com/article/219967>
- 14 Resources For Aspiring Entrepreneurs With Zero Business Experience: <https://www.forbes.com/sites/forbescoachescouncil/2021/09/28/14-resources-for-aspiring-entrepreneurs-with-zero-business-experience/?sh=33b61a3840f5>
- The Entrepreneur's Handbook: 120 Great Tools and Resources for Entrepreneurs and Startups:
<https://medium.com/@ThePoolMX/the-entrepreneur-s-handbook-120-great-tools-and-resources-for-entrepreneurs-and-startups-bff6590f4e95>

Navigating Interviews and Job Offers

Overview

This session focuses on the next critical steps in the job application process: interviewing and negotiating pay. We will provide participants with tips and the opportunity to practice new skills as applied to potential real-life scenarios.



Consider inviting volunteers (e.g., employers, mentors, etc.) from the community to facilitate and participate (and provide feedback) in mock interviews and salary negotiation.



This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

Learning Objectives

- Know how to prepare for job interviews.
- Effectively negotiate a reasonable salary while respecting their needs and boundaries.

Check-In (5–15 minutes)

Suggested Check-In Activity:

- *How do you feel when you hear the words “job interview”?*
- *What would you like to learn about interviewing?*

Activities

Part A: Interviewing (60 minutes)

Watch “How to Prepare for an Interview” (10 minutes): <https://www.youtube.com/watch?v=qpkegRmPgis>

Recap and elaborate on some of the points presented in the video (5 minutes):



Additional resources for interviewing at the end of the session elaborate on each of the elements below.



Interview Tips

- Research the potential employer
- Examine job description requirements
- Learn more about your interviewer to make a personal connection
- Use the STAR Method: situation, task, action, result
 - **Situation:** Describe the context within which you performed a job or faced a challenge at work. For example, perhaps you were working on a group project, or you had a conflict with a coworker. This situation can be drawn from a work experience, a volunteer position, or any other relevant event. Be as specific as possible.
 - **Task:** Next, describe your responsibility in that situation. Perhaps you had to help your group complete a project within a tight deadline, resolve a conflict with a coworker, or hit a sales target.
 - **Action:** You then describe how you completed the task or endeavored to meet the challenge. Focus on what you did, rather than what your team, boss, or coworker did. (Tip: Instead of saying, “We did xyz,” say “I did xyz.”)
 - **Result:** Finally, explain the outcomes or results generated by the action taken. It may be helpful to emphasize what you accomplished, or what you learned.
 - Prepare thoughtful questions to ask the interviewer
- Present yourself professionally
- Anticipate interview questions
- Mock interview/practice
- Convey confidence in what you say and do!

Practice! (30 minutes)

- Have participants break out into pairs to interview each other.
- Each should take a turn being the interviewer/interviewee (~5 minutes each).
- Interviewers can draw from a list of common interview questions (facilitators can print these out or show them on a screen: <https://novoresume.com/career-blog/interview-questions-and-best-answers-guide>)



This session is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions as needed.

End with a debrief:

- *How did it feel to interview? Be interviewed?*
- We talked about how racism can show up in the hiring practice in the previous session. *How might you respond if someone asked you a question that you felt was private, inappropriate, sexist, racist or otherwise illegal during an interview?*
 - Know which questions are illegal to ask: age or genetic information; birthplace, country of origin or citizenship; disability; gender, sex or sexual orientation; marital status, family, or pregnancy; race, color, or ethnicity; or religion.
 - Refer back to “strategies for communicating boundaries at work” in Module Two, Session Three. Facilitators can add to participant examples with their own. Here are a couple examples to draw from:
 - “I feel this is a private matter and would prefer to discuss my professional background and how it pertains to the job. I understand you also want to get to know me as a person; I just feel that particular detail is private.”
- Remember, you can file a discrimination case if you believe you were denied a job due solely because of your race. If you were discriminated against during a job interview, contact the supervisor of the person who interviewed you. Tell the supervisor why you were a target of discrimination and any questions or comments the interviewer made that violated your civil rights. If the supervisor fails to follow up or take your complaint seriously, contact the U.S. Equal Employment Opportunity Commission and file a charge of discrimination against the company with them.
- Assume you didn’t get the job (unrelated to discrimination). *How do you feel? What do you do? What are your next steps?*



Virtual adaptation = use breakout rooms. Share link to list of questions in chat.

Activities

Part A: Salary Negotiation (35 minutes)

Discussion (5 minutes)

An essential part of job interviewing and communicating is effective salary or wage negotiation. Before we get to our discussion on negotiation, what do we think is the difference between wage and salary?

Some points on wage vs. salary:⁶

- The essential difference between a salary and wages is that a salaried person is paid a fixed amount per pay period and a wage earner is paid by the hour.
- Someone who is paid a salary is paid a fixed amount in each pay period, with the total of these fixed payments over a full year summing to the amount of the salary.
- Someone who is paid wages receives a pay rate per hour, multiplied by the number of hours worked.

Now let's talk about negotiating our wage or salary:

- *Why do you think it is difficult to talk about this?*
- *What is coming up for everyone as we think about this?*
- *Why do you think it's an important part of negotiating?*

Some points to convey:

- You should receive an acceptable rate of compensation in line with your level of experience, skills, and education in the field. Lived experience counts as experience!
- Never underestimate your worth. Your pay should match your experience while remaining realistic.
- Ensure your personal needs are met.

Video (15 minutes)

Watch "Salary Negotiation: 6 Tips on How to Negotiate a Higher Salary": <https://youtu.be/iUAcoetDgH4>

Discuss:

- *What do you think about these tips?*
- *What did you find most helpful?*

Practice! (10 minutes)

Pair participants in groups of two and have them role play salary negotiation. One person can play the hiring manager and the other can play the prospective employee. Time permitting, switch roles.

Alternatively, pairs of participants can role play salary negotiation in front of the large group, and all are welcome to provide feedback.



Have facilitators and/or invited volunteers or other speakers (e.g., employers, mentors, etc.) visit the pairs to observe, answer questions, and provide feedback, or use this as an extension of the previous interview and pair participants up with the same guest for a mock discussion on negotiation.

To start the role play, the hiring manager can:

- Ask the prospective employee what they are expecting to be paid; OR
- Offer the employee a position with a starting salary that is below what the prospective employee was expecting.

The prospective employee must then respond to one of the above prompts. We've included an article under the additional resources for a script on what to say when negotiating salary. An example of what to say, which can be written/projected for participants to see and use during the role play:

"I'm very excited about the position and know that I'd be the right fit for the team. I know that I'll bring a lot of value to the table. Based on my experience that we discussed during the interviews, I'm wondering if we can explore a salary of \$\$\$\$\$. My research on this (plug in job title here) showed that as the industry average for this area, and I'm confident that you'll be very happy with how much I can contribute to the team and department."

Report Back (5 minutes)

Debrief the role plays:

- *What was it like to play the different roles?*
- *What worked? What didn't?*



Virtual adaptation = use breakout rooms.

Check-Out & Module Debrief (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

Interviews:

- 21 Job Interview Tips: How To Make a Great Impression | Indeed.com
<https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression>
- What to Wear: The Best Job Interview Attire | Indeed.com
<https://www.indeed.com/career-advice/interviewing/how-to-dress-for-a-job-interview>
- How to Emphasize Your Personal Strengths During an Interview | Indeed.com
<https://www.indeed.com/career-advice/interviewing/emphasize-personal-strengths-during-interview>
- 12 Powerful Words to Use in An Interview | Indeed.com
<https://www.indeed.com/career-advice/interviewing/powerful-words-to-use-in-an-interview>
- <https://www.thebalancecareers.com/what-is-the-star-interview-response-technique-2061629>

Salary negotiation:

- The Exact Words to Use When Negotiating Salary in a Job Offer (usnews.com)
<https://money.usnews.com/money/blogs/outside-voices-careers/articles/the-exact-words-to-use-when-negotiating-salary-in-a-job-offer>
- [Salary.com](https://www.salary.com)
- <https://youtu.be/iUAcoetDgH4>

Footnotes

1. We will define this during today's activity, but SMART goals are: Specific, Measurable, Achievable, Realistic/Relevant, and Timely.
2. Adapted from <https://positivepsychology.com/goal-setting-exercises>.
3. From <https://www.linkedin.com/pulse/help-you-network-better-robert-ford/> and <https://www.kangan.edu.au/students/blog/successful-networking-tips>.
4. https://www.nber.org/system/files/working_papers/w9873/w9873.pdf.
5. See the article "Minorities Who Whiten Job Resumes Get More Interviews": <https://hbswk.hbs.edu/item/minorities-who-whiten-job-resumes-get-more-interviews>.
6. <https://www.accountingtools.com/articles/what-is-the-difference-between-salary-and-wages.html>.

Adding to Your Professional Toolkit

Overview

This module explores four broad categories of tools that were identified as important to the professional development of survivors: office skills, social media platforms, writing, and financial literacy. This module is different than the others in that we have provided a menu of options for each session, which include guest speakers and various activities, so that the broad topics can be tailored to the needs and interests of the participants.

We have provided two general activity options for each session in this module: guest speaker or guided activity. The guided activities can be facilitated in the absence of or in addition to having guest speakers. Each guided activity is divided into two parts. The parts are designed to be done in order, as they build upon each other. You can do them together in one longer session (~90 minutes total) or two shorter sessions (~60 minutes each) as needed.

Learning Objectives

- Enhance and practice basic office skills.
- Recognize the potential impact of personal online activity on professional life.
- Assess social media as a tool for enhancing a personal brand and professional image.
- Identify resources to help improve writing skills and practice writing.
- Increase understanding about their relationship with money and assess strengths and weaknesses in their financial literacy.
- List their financial goals and the steps necessary to achieve them.

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■ Basic Office Skills

- *OPTION A: Guest Speaker(s)*
- *OPTION B: Identifying and Building Office Skills*

■ Session Two: Social Media Platforms

- *OPTION A: Guest Speaker(s)*
- *OPTION B, PART I: Social Media Discussion*
- *OPTION B, PART II: LinkedIn*

■ Session Three: Writing

- *OPTION A: Guest Speaker(s)*
- *OPTION B: Writing Workshop*

■ Session Four: Financial Literacy

- *OPTION A: Guest Speaker(s)*
- *OPTION B, PART I: Discussing Financial Goals*
- *OPTION B, PART II: Setting SMART Financial Goals*
- *OPTION B, PART III: Budgeting*
- *OPTION B, PART IV: Identity Theft and Identity Documents*

Facilitation Tips

- Traditional workforce development content, such as the content of this module, can present a good opportunity to bring in outside speakers/co-facilitators. Where possible, consider linking community resources to help participants make a connection to the community that goes beyond the work of the institute. Try to prioritize partnerships with organizations that assist with long-term career readiness. Guest speakers need to present information in a way that is interactive for participants, and it would be beneficial if guest speakers can also talk about their program and opportunities for participants to engage further.
- Remember to connect with participants to understand which, if any, of these topics they feel like they need support on. For example, some survivors may feel very confident in basic office skills. Tailor the program to meet their needs and allow for voice and choice.
- In preparing to facilitate this and other modules, facilitators should begin by reviewing in detail the sessions they would like to facilitate in order to ensure that they have the required materials and are familiar with the content and structure of the activities. It is particularly important to plan ahead for sessions where there are options to bring in outside content or guest speakers.

Basic Office Skills

Overview

The content of this session will be largely dictated by the needs and interests of participants, and whether facilitators have invited guest speakers. The goal of this session is for participants to identify and determine the importance of basic office skills, and to take a look at where they may need to enhance their existing skills in order to better position them in their job search.



There are two activity options for this session: guest speaker and a guided activity option. The guided activity option provides several options for ‘deep dives’ on various office skills. Pick one or multiple activities to do with your group depending on their needs and interests!

Learning Objectives

- Recognize essential office skills and why they’re important.
- Assess their existing strengths and weaknesses in basic office skills.
- Identify resources to enhance their skills.
- Practice new office skills.

Check-In & Active Recall (5–15 minutes)

Active Recall

The beginning of a new module is a good time to do an active recall of what they learned in the previous module. Questions may include:

- Review a few main takeaways from each session and/or the module in general.
- *What’s something that stuck with you from the last module?*
- *Something you’d like more information on or help with?*
- *Is there anything that came up for you after the last module?*
- *Other questions?*

Option A: Guest Speaker(s) (60 minutes)



Consider inviting one or two guest speakers to facilitate/co-facilitate on some of the topics and potential activities described below or on related topics. *See* our note on facilitation in the module overview for further tips on selecting guest speakers for this module.

Potential topics:

- Basic computer literacy skills (e.g., typing, how to create a professional email and email signature, Microsoft Office (PPT, Excel, Word, Outlook, etc.)
- Meeting scheduling and planning (e.g., scheduling meetings on Teams, Google, Zoom)
- Time-management skills (e.g., writing a meeting agenda)
- A day in the life of ____ job: what you need to know to do ____ this job. Have people working jobs they're interested in come in and share their everyday work experiences. If possible, offer opportunities to job shadow.

Activities

Option B: Identifying and Building Office Skills (60 minutes)



These are suggested activities to use when there will not be a guest speaker for the session. That said, guest speakers can also draw from this content or facilitate this content while adding their own experience and expertise.

This activity includes several options to dive deeper on various office skills. Turn this session into an entire workshop if you like!

Introduction: Office Skills (10 minutes)

Discuss:

- *What does it mean to have office skills?*
- *Why are they important?*

“Office skills are basic administrative skills that help an office function smoothly.”

(from <https://www.indeed.com/career-advice/finding-a-job/administrative-office-skills>)

They are important because:

- Help office run smoothly.
- Employers expect employees to have basic office skills.

Discuss:

- What are some specific office skills that employers look for?

Important office skills (from <https://www.indeed.com/career-advice/finding-a-job/administrative-office-skills>):

- Basic computer literacy skills, e.g., typing, how to create a professional email and email signature, Microsoft Office (PPT, Excel, Word, Outlook, etc.)
- Organizational skills
- Meeting scheduling and planning, e.g., scheduling meetings on Teams, Google, and Zoom
- Time management skills, e.g., writing a meeting agenda
- Verbal and written communication skills

Your Office Skills (10 minutes)

Rating Activity:

- Write out the list of basic office skills above for all participants to see and provide examples as needed.
- On the side of the list, have participants rate, on a scale of 1–10, how confident they are with a given skill. Identify areas where participants are most and least confident.



Virtual adaptation = take a poll (list and rank skills). Once the poll has been executed, ask participants to provide examples or explanations that support their poll response. Please note that on some platforms, like Zoom, you must set up the poll in advance. You can also consider using chat in this activity.

- Facilitators can then choose from the activities below to help participants shore up their skills and confidence in certain areas, depending on need. Facilitators should take note of the results of this exercise and think about what additional content, sessions, or support participants might need beyond this session.

Enhancing Your Office Skills (40 minutes)

Option 1: Introduction to the Microsoft Office Suite

There are many free or low-cost tutorials on the Microsoft Office Suite. Ask participants which program they would like to learn about first and show a tutorial. Show participants where they can find additional tutorials online. Then, time permitting, have them create something using that program (e.g., open an Outlook account, create a PowerPoint, write a cover letter in Word, etc.).

Some examples:

- Beginner's Guide to Microsoft Outlook: <https://youtu.be/WfSCfBntqPU>
- How to Schedule events in Outlook on the web (microsoft.com): <https://support.microsoft.com/en-us/office/schedule-events-in-outlook-on-the-web-95304ab3-9596-46b8-bd8b-2d0532404d6b#:~:text=Schedule%20events%20in%20Outlook%20on%20the%20web%20,can%20become%20a%20meeting%20if%20you%20Invite%20attendees.>
- Microsoft Office Tutorials (1-month free)
 - Microsoft Word Training: https://support.microsoft.com/en-us/office/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73?wt.mc_id=otc_home
 - Microsoft Excel Training: https://support.microsoft.com/en-us/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb?wt.mc_id=otc_home
 - Microsoft Powerpoint Training: https://support.microsoft.com/en-us/office/powerpoint-for-windows-training-40e8c930-cb0b-40d8-82c4-bd53d3398787?wt.mc_id=otc_home
 - Microsoft Outlook Training: https://support.microsoft.com/en-us/office/outlook-training-8a5b816d-9052-4190-a5eb-494512343cca?wt.mc_id=otc_home

- *Microsoft One-Drive Training:* https://support.microsoft.com/en-us/office/onedrive-video-training-1f608184-b7e6-43ca-8753-2ff679203132?wt.mc_id=otc_home
- *Microsoft Teams Training:*
https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7?wt.mc_id=otc_home

Option 2: Navigating Google Products

There are many free or low-cost tutorials on Google products. Ask participants which program they would like to learn about first and show a tutorial. Show participants where they can find additional tutorials online. Then, time permitting, have them create something using that program (e.g., create a Gmail account, create a meeting on Google Calendar, add a photo to Google drive, have a meeting, etc.).

Some examples of free online courses:

- Navigating Gmail: <https://www.coursera.org/learn/gmail>
- Navigating Google Calendar:
<https://www.coursera.org/learn/google-calendar?specialization=getting-started-with-google-workspace>
- Navigating Google Drive:
<https://www.coursera.org/learn/google-drive?specialization=getting-started-with-google-workspace>
- Navigating Google Docs:
<https://www.coursera.org/learn/google-docs?specialization=getting-started-with-google-workspace>
- Navigating Google Sheets:
<https://www.coursera.org/learn/google-sheets?specialization=getting-started-with-google-workspace>
- Navigating Google Slides:
<https://www.coursera.org/learn/google-slides?specialization=getting-started-with-google-workspace>
- Navigating Google Meets and Google Chat:
<https://www.coursera.org/learn/google-meet-and-google-chat?specialization=getting-started-with-google-workspace>

Option 3

Help clients create a professional email and email signature.

Resources:

- Video and tips: How To Write a Professional Email | Indeed.com

Option 4

Help participants improve their typing skills and access typing lessons online:

- Free typing lessons - free online typing lessons and exercises: <https://onlinetyping.org/typing-lessons>
- TypingAcademy: Learn touch typing with our free typing practice: <https://www.typing.academy>

Option 5

Help clients find opportunities for professional certifications on, for example, Coursera Plus | Unlimited Access to 3,000+ Online Courses: <https://www.coursera.org/courseraplus>

Check-Out (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

Microsoft Office Suite:

- Beginner's Guide to Microsoft Outlook: <https://youtu.be/WfSCfBntqPU>
- How to Schedule events in Outlook on the web (microsoft.com): <https://support.microsoft.com/en-us/office/schedule-events-in-outlook-on-the-web-95304ab3-9596-46b8-bd8b-2d0532404d6b#:~:text=Schedule%20events%20in%20Outlook%20on%20the%20web%20I,can%20become%20a%20meeting%20if%20you%20Invite%20attendees.>
- Microsoft Office Tutorials (1-month free)
 - *Microsoft Word Training*: https://support.microsoft.com/en-us/office/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73?wt.mc_id=otc_home
 - *Microsoft Excel Training*: https://support.microsoft.com/en-us/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb?wt.mc_id=otc_home
 - *Microsoft Powerpoint Training*: https://support.microsoft.com/en-us/office/powerpoint-for-windows-training-40e8c930-cb0b-40d8-82c4-bd53d3398787?wt.mc_id=otc_home
 - *Microsoft Outlook Training*: https://support.microsoft.com/en-us/office/outlook-training-8a5b816d-9052-4190-a5eb-494512343cca?wt.mc_id=otc_home
 - *Microsoft One-Drive Training*: https://support.microsoft.com/en-us/office/onedrive-video-training-1f608184-b7e6-43ca-8753-2ff679203132?wt.mc_id=otc_home
 - *Microsoft Teams Training*:
https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7?wt.mc_id=otc_home
- Low-cost, guided instruction:
 - *Introduction to Microsoft Excel*: <https://www.coursera.org/projects/introduction-microsoft-excel?action=enroll>
 - *Getting Started with Microsoft Office*: <https://www.coursera.org/projects/getting-started-microsoft-office-365>
 - *Getting Started with Microsoft Word*: <https://www.coursera.org/projects/getting-started-microsoft-word?action=enroll>
 - *Getting Started with Microsoft Powerpoint*: <https://www.coursera.org/projects>

Google:

- Navigating Gmail: <https://www.coursera.org/learn/gmail>

- Navigating Google Calendar:
<https://www.coursera.org/learn/google-calendar?specialization=getting-started-with-google-workspace>

- Navigating Google Drive:
<https://www.coursera.org/learn/google-drive?specialization=getting-started-with-google-workspace>

- Navigating Google Docs:
<https://www.coursera.org/learn/google-docs?specialization=getting-started-with-google-workspace>

- Navigating Google Sheets:
<https://www.coursera.org/learn/google-sheets?specialization=getting-started-with-google-workspace>

- Navigating Google Slides:
<https://www.coursera.org/learn/google-slides?specialization=getting-started-with-google-workspace>

- Navigating Google Meets and Google Chat:
<https://www.coursera.org/learn/google-meet-and-google-chat?specialization=getting-started-with-google-workspace>

Typing:

- Free typing lessons - free online typing lessons and exercises: <https://onlinetyping.org/typing-lessons>

- TypingAcademy: Learn touch typing with our free typing practice: <https://www.typing.academy>

Additional Courses and Certifications:

- Coursera Plus | Unlimited Access to 3,000+ Online Courses: <https://www.coursera.org/courseraplus>

Social Media Platforms

Overview

The content of this session will be largely dictated by the needs and interests of participants, and whether facilitators have invited guest speakers. Participants will consider the role of social media platforms as a tool for professional development as well as the potential impact that social media can have on one's personal safety and professional reputation. Participants will learn how to use different social media platforms for professional reasons such as networking, searching for a job, and enhancing their personal brand.



There are two activity options for this session: guest speaker and a guided activity option, divided into two parts. Pick one or multiple activities to do with your group depending on their needs and interests!



There is an entire session on media literacy in Module 6, Session 2. This session is not meant to tackle the topics of that session, which focuses specifically on navigating and engaging with all forms of media as a survivor/advocate. Instead, this session focuses more narrowly on social media platforms as a tool for professional advancement. However, the discussions and work here will provide a good foundation for Session 2 of Module 6 and can clue facilitators in to those areas of media that are most interesting and relevant to participants.

Learning Objectives

- Recognize social media as an important tool for enhancing your personal brand and professional image.
- Understand the potential impact—positive and negative—that one's personal online presentation can have on one's professional life.
- Discuss the importance and limitation of internet safety and privacy settings.
- Identify how professionals use different social media platforms.
- Create a LinkedIn profile.

Check-In (5–15 minutes)

Suggested Check-In Activity

Describe or share a social media account that uplifts or inspires you and explain why. Keep the content limited to something that would be appropriate to share with a colleague.

Option A: Guest Speaker(s) (60 minutes)



Consider inviting one or two guest speakers to facilitate/co-facilitate on some of the topics described below or on related topics. *See* our note on facilitation in the module overview for further tips on selecting guest speakers for this module.

Potential topics:

- How to use LinkedIn, Twitter, Instagram, Google, TikTok, etc. for professional advancement.
- Internet safety and privacy settings.
- Social media as a tool to enhance professional image and employment search.
- How to walk the line between personal and professional presentation online and the potential impact of your personal online presentation on your professional life.

Regardless of the topic(s), be sure to include a discussion about internet safety and the potential impact of the personal online presentation on professional life. The guest speaker can draw from the first activity below as needed.

Option B, Part I: Social Media Discussion (30 minutes)



These are suggested activities to use when there is not a guest speaker for the session. That said, guest speakers can also draw from this content or facilitate this content while adding their own experience and expertise. Option B's first part is particularly important and should be done before the second part.

Ask:

- *What comes to mind when we say social media platforms? Some examples?*
- *What social networks do you use and for what purpose (e.g., personal/private or professional)?*



Examples:

- Facebook
- Instagram
- Twitter
- TikTok
- LinkedIn
- Tumblr
- WhatsApp
- YouTube
- Snapchat
- BeReal

Continue the discussion:

- *Do you think you could use social media and other online networks to help you as a professional? If so, which ones and how?*
- *What kind of professional image do you want to convey online? Think of some adjectives or qualities you would like to have associated with your online professional image.*
- *How can what you do online in your personal/private accounts impact you as a professional? Examples?*
- *Can you keep your personal and professional separate online?*

Include points below in your discussion if not raised by the group. This can also be provided as a handout.



Internet Safety, Privacy Settings, and the Potential Impact of the Personal Online Presentation on Professional Life.

You can safely enjoy social media! A few tips (from <https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-media/> —visit for more details on the below):

- Use privacy and security settings
- Keep your personal info private to protect against hacking.
- Use tools to manage what information you share and with who
- Know when to take action (e.g., to block or report someone)
- Keep security software current
- Create strong passwords
- Remember once posted, always posted! Protect your online reputation. A CareerBuilder study (<https://press.careerbuilder.com/2017-06-15-Number-of-Employers-Using-Social-Media-to-Screen-Candidates-at-All-Time-High-Finds-Latest-CareerBuilder-Study>) found that:
 - 70 percent of employers use social media to screen candidates, up from 11 percent in 2006
 - 57 percent [of employers] are less likely to interview a candidate they can't find online
 - 54 percent have decided not to hire a candidate based on their social media profiles
 - Half of employers check current employees' social media profiles, and over a third have been reprimanded or fired an employee for inappropriate content.
- But your online reputation can be a good thing! Recruiters can respond positively to a strong personal brand online.

Social Media and Online Networking for Professional Advancement:

Social media can be more than just for fun or personal use. You can use social media to: (from <https://www.nytimes.com/guides/business/social-media-for-career-and-business>)

- Discover new ideas and trends.
- Connect with existing and new audiences in deeper ways.
- Bring attention and traffic to your work.

- Build, craft and enhance your brand. (from <https://www.waldenu.edu/programs/resource/how-to-use-social-media>)
 - *Create a far-reaching network of peers and leaders in your chosen career area.*
 - *Stay up to date on the latest ideas and trends in your field.*
 - *Announce your accomplishments and present yourself as a thought leader in your profession.*
 - *Share your knowledge and provide information that enhances your industry.*

Some tips for how to use social media professionally (from <https://www.waldenu.edu/programs/resource/how-to-use-social-media>):

- Know the different social media platforms and how professionals use them:
 - **LinkedIn:** *A professional network where you can establish your credentials through a résumé-style profile, post or share content relevant to your field, and connect with others who work in your industry.*
 - **Facebook:** *A casual network where you can connect with peers and leaders on a more personal level and participate in groups focused on specific topics.*
 - **Twitter:** *A sounding board where you can post 140-character thoughts related to your profession, follow other professionals, and share links to pertinent content.*
 - **YouTube:** *A video-sharing site where you and other professionals can post clips of motivational speeches, product demonstrations, lectures, etc.*
 - **Instagram:** *A photo-sharing site where you and other professionals can post images of new products, trade show displays, convention gatherings, inspirational ideas, and more.*
 - **Tumblr:** *A blogging platform that allows you and other professionals to write essays, commentaries, and how-tos focused on your industry.*
 - **Pinterest:** *An idea-sharing site where you and other professionals can share image collections, articles, and posts that you find interesting or inspirational.*
- Begin as a follower to become familiar with the platforms.
- Establish your presence on the platform.
- Remain professional.

Option B, Part II: LinkedIn (30 minutes)



This is a continuation of the guided activity. It is an optional activity that you can explore within this session or in a separate session.

Ask:

- *Who has a LinkedIn profile?*
- *How are you using LinkedIn?*

Convey some points on LinkedIn:

“Most people just take [LinkedIn] for granted and start using it in a panic when they have to change jobs. It’s often too late at that point. You are better off learning to use it when you don’t need it. **LinkedIn works best when you use it as a career management tool and not just for job hunting.**”

(<https://www.nytimes.com/guides/business/social-media-for-career-and-business>)

How can/should you use LinkedIn (visit the above link for more tips)?

- Expand your network and influence. Start with the people you know. Learn to use the recommendation feature.
- Build and expand a business: recruiting, advertising, etc.
- Job hunting. Become familiar with search features and set up job alerts.

Give participants some time in class to create a LinkedIn profile or to get feedback on an existing profile.

- This is a one-hour tutorial: [Create a Profile and Network on LinkedIn](#)
- 5-minute video on how to create a profile: <https://www.youtube.com/watch?v=2ffdgZFyjUk>
- Discuss ways you can support each other on LinkedIn and review how to use those functions. Examples:
 - *Verify skills and experience. You can do this by “endorsing” them.*
 - *Connect with your friends and colleagues*
 - *Make introductions—connect friends and colleagues with others. You can do this by sharing their profile.*
 - *Like and comment on their posts.*

Check-Out (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

Using social media for professional advancement:

- <https://www.nytimes.com/guides/business/social-media-for-career-and-business>
- <https://www.waldenu.edu/programs/resource/how-to-use-social-media>

Staying safe and protecting your reputation online:

- <https://press.careerbuilder.com/2017-06-15-Number-of-Employers-Using-Social-Media-to-Screen-Candidates-at-All-Time-High-Finds-Latest-CareerBuilder-Study>
- <https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-media/>
- <https://staysafeonline.org/stay-safe-online/related-links/>

Linked-In:

- Create a Profile and Network on LinkedIn: <https://www.coursera.org/projects/create-a-profile-and-network-on-linkedin>
- <https://www.youtube.com/watch?v=2ffdgZFyjUk>

Writing

Overview

The content of this session will be largely dictated by the needs and interests of participants, and whether facilitators have invited guest speakers. The purpose of this session is to provide a dedicated time for participants to work on their writing skills in an area of greatest need or interest to them (e.g., business, creative writing) and to provide them with additional resources that they can review on their own time.



There are two activity options for this session: guest speaker and a guided activity option. Pick one or multiple activities to do with your group depending on their needs and interests!

Learning Objectives

- Identify the importance of writing skills.
- Assess their confidence in writing.
- Identify resources to help improve writing skills.
- Practice writing.

Check-In (5–15 minutes)

Suggested Check-In Activity: Writing Ice Breaker

This is a warm-up writing activity that also helps participants get to know each other better. Have participants work individually to write a response to one of the following prompts of their choice:

- *If you were to write a book, what would it be about? Do you have a title?*
- *What do you look for in a friend?*
- *If you could be any animal in the world for 24 hours, which animal would you be? Why?*

Time permitting, invite a few people to share.

Option A: Guest Speaker(s) (60 minutes)



Consider inviting one or two guest speakers to facilitate/co-facilitate on some of the topics described below or on related topics. Another option may be to invite a guest speaker to organize a writing workshop on a topic of interest to the participants. *See our note on facilitation in the module overview for further tips on selecting guest speakers for this module.*

Potential topics:

- Business writing:
 - *Writing professional business emails and memos*
 - *Business writing techniques and communication styles*
 - *Cover letter writing*
 - *Resume writing*
 - *Policy memos*
 - *Tip sheets*
 - *Website writing*
 - *Writing a business plan*
- Creative writing (for self-care, personal development, professional interest):
 - *Songwriting*
 - *Journaling*
 - *Poetry*
 - *Memoirs, books, essays, etc.*

Activities

Option B: Writing Workshop (60 minutes)



These are suggested activities to use when there are no guest speakers for the session. That said, guest speakers can also draw from this content or facilitate this content while adding their own experience and expertise.

Discussion (15 minutes)

Before beginning the activity, ask:

- *Why are writing skills important?*
- *How confident do you feel about your writing skills?*
- *What writing skills are you interested in working on and why?*

Activity: Writing Workshop (45 minutes)

Walk participants through a writing workshop or tutorial on a topic of their choice.



There are many amazing and free online writing workshops. We've included some resources at the end of this session to pick from according to the needs and interests of the group. Many of the workshops are a day to weeks long. You can always pick one session of one workshop for today's activity.

Check-Out (5–15 minutes)

Suggested Check-Out Activity

Ask participants if they want to take this time to keep working on their writing project and/or debrief with the following:

- *What writing skills are you most interested in learning more about after today's session? It can be something creative/fun or something more professionally-focused.*
- *How do you think those skills can empower you?*

Questions that reinforce learning:

- *What is something you connected with today that you will think about over the next week?*
- *What questions do you have about the lesson?*
- *What's something new you learned or something that surprised you?*
- *What's something that challenged you?*
- *How would you explain ____ to someone who never heard of it before?*

Additional Resources

- Writing tips and tools:
 - *Grammarly: Free Online Writing Assistant:* <https://www.grammarly.com>
 - <https://www.indeed.com/career-advice/career-development/writing-skills-how-to-improve>
 - <https://www.glassdoor.com/blog/improve-professional-writing-skills>
- Free online writing courses:
 - <https://www.classcentral.com/report/writing-free-online-courses/#Business>
 - <https://mashable.com/article/free-online-writing-courses>
 - <https://www.skillshare.com/browse/free-classes>
 - *The Secret to Business Writing: Crash Course Business:*
https://www.youtube.com/watch?v=8E-oqahDnb8&list=RDLV8E-oqahDnb8&start_radio=1&rv=8E-oqahDnb8&t=213

Financial Literacy

Overview

The content of this session will be largely dictated by the needs and interests of participants, and whether facilitators have invited guest speakers. The overall goal of this session is for participants to have an increased understanding about their relationship with money and to help them access and develop tools that will help them achieve their financial goals.



There are two activity options for this session: guest speaker and a guided activity option, divided into four parts (and ideally approached in order). Pick one or multiple activities to do with your group depending on their needs and interests!

There is a space under “additional resources” for local resources. Facilitators should consider adding local resources here.

Learning Objectives

- Develop an increased understanding about their relationship with money.
- List their financial goals and the steps necessary to achieve them.
- Locate budgeting tools and create a budget.

Check-In (5–15 minutes)

Suggested Check-In: Gratitude Prompts

Identify 3 things that you feel grateful for and/or appreciate about one or more other people in the group.

Option A: Guest Speaker(s) (60 minutes)



Consider inviting one or two guest speakers to facilitate/co-facilitate on some of the topics described below or on related topics. Consider having a financial planner come and speak to the group. Check out the Foundation for Financial Planning for leads on training and assistance on financial literacy: <https://ffpprobono.org/who-we-are/how-it-works>. Where there is a guest speaker, we still recommend having a survivor co-facilitate or be present to support on sensitive or complicated issues related to money that may come up for them. *See* our note on facilitation in the module overview for further tips on selecting guest speakers for this module.

Potential topics:

- How to prepare and file taxes.
- Financial aid/assistance for education, vocational training, other certifications.
- Financial planning: budgeting, understanding and improving your credit, how to get credit, investments, retirement planning.
- Identify theft (by their trafficker, for example) and/or how to get identity documents.
- Racism in the financial services industry.

Option B, Part I: Discussing Financial Goals (30 minutes)



Option B presents suggested guided activities in the absence of guest speakers for the session. That said, guest speakers can also draw from this content or facilitate this content while adding their own experience and expertise. The three parts are designed to build on each other, so start with Part I and work your way through to Part III in this or subsequent sessions depending on time constraints and the group's needs and interests.

This first activity addresses participants' relationship with money and their financial goals.

Spend some time in an open-group format asking the following questions. Start with the first question—it's a free think to allow for all kinds of responses to come up.

- *What's your current relationship with money?*
- *What is working well in terms of your current relationship with money? What, if anything, would you like to change?*
- *What you have you learned about money and finances from your past experiences? Family? From your peers? From the financial services industry itself?*

As regards to the last question, facilitators can take a moment here to address racism and inequality in the financial services sector, which has systemically and historically discriminated against people of color.

You can read the following to the group and ask for their thoughts and experiences related to this, and how, if at all, this has had an impact on how they think about their finances.

A recent survey found¹ that “prejudice runs deep in the financial services sector, and that distrust of it runs high among Black and Brown communities. Discrimination across the financial services spectrum, including in mortgage and auto lending, banking, credit cards, asset management, and insurance. This ingrained partiality imposes barriers to entrepreneurship and wealth creation, and it prevents later generations from building on prior generations’ success....the barriers they face have led many to believe that financial goals available to others—creditworthiness, homeownership, and comfortable retirement—are beyond their reach. The report found that those barriers also take a severe emotional toll...”²

Then ask the following questions together to the group:

- *Where do you want to be one year from now financially? Five years? 20 years?*
- *What steps can you take today? Is anything holding you back?*

Explain that whether you want to save for a vacation or simply stop living paycheck to paycheck, creating and implementing a budget is an effective way to reach your monetary goals.

Activities

Option B, Part II: Setting SMART Financial Goals³ (30 minutes)

We already spent time discussing where we would like to be financially in the previous discussion. Let's take some time now to look a little more concretely at those goals and how we might get there.

1. **Have participants spend 5–10 minutes, on their own, writing down what they want to accomplish financially. Just start writing anything financial that comes to mind.**
2. Then ask them to rank their goals in terms of which ones they'd like to complete before others.
3. Then, have them pick their top goal and re-work it so that it's a SMART Goal.

Participants will remember SMART Goals from the previous module when they used them to identify personal and professional goals.

As a reminder, SMART goals are:

- **Specific:** what exactly do you want to accomplish?
- **Measurable:** how do you know when you have achieved this goal?
- **Achievable:** is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?
- **Realistic/Relevant:** why is this goal important to you?
- **Timely:** when will you achieve this goal?

Reminders:

- Goals can change
 - Some goals are good guesses/approximations
 - Some goals will not be met
 - Some goals will be exceeded
4. Time permitting, have them share their goal with the group and/or encourage them to transform additional goals into SMART Goals.

Activities

Option B, Part III: Budgeting (30 minutes)



Ideally, this activity follows the financial goal setting activity above.

Discussion

Ask:

- *What is a budget and why is it important?*

“A budget is a critical piece of any successful financial picture. Without a budget, it is hard to know where you stand financially. A budget will allow you to track how much money you are earning, saving, and investing every single month. You’ll need a budget tracking template to help you manage the details of your budget. It would be physically impossible to remember every single detail of your budget.” (from <https://www.clevergirlfinance.com/blog/the-best-budget-templates/>)

Activity: Creating a Budget

Explain that there are many tools and apps for budget tracking available. Provide some examples: Google Sheets Budgeting Templates, Microsoft Excel Budget Template, Apps (You Need A Budget, Mint, Personal Capital, Every Dollar, etc.), etc. (more on <https://www.clevergirlfinance.com/blog/the-best-budget-templates/>).



[Clevergirlfinance.com](https://www.clevergirlfinance.com) has many different free worksheets and templates when you sign up. For this activity, you can use their “My Budget Worksheet” or any other budgeting template (or app) you like.

1. Choose a budgeting template and print it for participants to work on during this activity. Or choose a free app.⁴
2. Walk participants through the template or app to help them start setting up their budgets. They can start by, for example, listing all the different kinds of expenses they have and grouping them into categories. Remind them that they will want to design their budget around their financial goals.

Option B, Part IV: Identity Theft and Documents (30 minutes)



As having identity documents is key to having a healthy financial life, we created space in this session for facilitators to address any issues of identity theft and/or how to get various identity documents, as some participants may not have access to certain identity-related documents. Many survivors have had to deal with these challenges in the past and may currently need assistance. This is an optional part wherein facilitators can address any needed issues related to these topics.

For more information on what identity theft is and how to help victims, check out OVC's resource: http://www.ncdsv.org/images/OVCTTAC_IdentityTheftResourcePaper_2012.pdf

Check-Out & Module Debrief (15 minutes)

Suggested Check-Out Activity

Participants can continue working on their financial goal planning and budget and/or debrief:

- *What is something you connected with today that you will think about over the next week?*
- *What's something that challenged you?*
- *What are your thoughts about this session?*

Additional Resources



Local resources can be added here by facilitators.

Financial planning and budgeting:

- <https://adamhagerman.com/smart-financial-goals>
- <https://adamhagerman.com/budgeting-for-dummies>
- 15 Effective Budgeting Tips Everyone Should Know | Indeed.com:
<https://www.indeed.com/career-advice/career-development/budgeting-tip>
- Wages vs. Salary: What's the Difference? | Indeed.com:
<https://www.indeed.com/career-advice/career-development/wages-vs-salary>
- Free worksheets on many topics: <https://courses.clevergirlfinance.com/p/worksheet-calculator-library>

Improving Financial Literacy:

- <https://www.athene.com/smart-strategies/finances/6-ways-to-improve-your-financial-literacy.html>
- <https://www.investopedia.com/best-resources-for-improving-financial-literacy-5091689>

Credit:

- Free credit report: <https://www.annualcreditreport.com/index.action>
- How to read your credit report: <https://www.nerdwallet.com/article/finance/read-credit-report>

Taxes:

- <https://www.irs.gov/newsroom/resources-to-help-you-prepare-your-tax-return-and-resolve-tax-disputes>
- <https://www.investopedia.com/articles/tax/09/sources-free-tax-help.asp>

Financial Aid:

- <https://financialaidtoolkit.ed.gov/tk/learn.jsp>
- <https://www.sun-gate.org>: Sun-Gate Foundation is a survivor-led organization that grants scholarships to survivors to cover educational expenses. Survivors can apply for funding for traditional, vocational and certification programs.

Identity Theft:

- http://www.ncdsv.org/images/OVCTTAC_IdentityTheftResourcePaper_2012.pdf

Footnotes

1. https://www.edelman.com/sites/g/files/aatuss191/files/2021-08/TrustBarometer_AddressingRacismAmericaFinancialSystem_Report_Final.pdf.
2. <https://fortune.com/2022/01/21/financial-firms-are-still-falling-short-at-serving-communities-of-color-banks-diversity-edelman>.
3. Adapted from: <https://adamhagerman.com/smart-financial-goals>.
4. Examples: <https://www.nerdwallet.com/article/finance/best-budget-apps>.

Your Rights, Your Powers: Understanding and Navigating The Systems That Shape Our Lives (Advocacy and Leadership, Part I)

Overview

Module five is the first of two modules dedicated specifically to advocacy and leadership. The purpose of this module is to provide a basic understanding of some of the complex systems that impact their lives as survivors, advocates, and leaders. This session's modules will introduce basic concepts and mechanisms of government, nonprofits, systems of oppression, and the legal landscape around human trafficking. In the module that follows, participants will draw from their work here to think about how they can influence these and other systems that affect survivors through advocacy and leadership.

The activities for each session in this module are divided into 2–4 parts. The parts are designed to be done in order, as they build upon each other. It is not necessary to do all parts. Please follow the notes in each session about to best select the most relevant parts for your program's format and needs. You can do the parts together in one longer session (~90–120 minutes total) or shorter sessions (~60 minutes each) as needed.

Learning Objectives

As a result of this module, participants will be better able to:

- Explore some of the larger political, legal, social, and cultural systems that impact—and that can be impacted by—trafficking survivors.
- Identify how various systems can impact a survivor's experience of violence, safety, and access to protection and resources.
- Contextualize their unique experiences in some of the broader systems at work, shifting the focus from fixing survivors to systems change.
- Apply an understanding of governments and the political process to their work as leaders and advocates.
- Discuss the work of non-profits and non-profit boards and how they can get involved.

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 - *PART A: Human Trafficking Defined*
 - *PART B: Human Trafficking Legal Landscape*
 - *PART C: Human Trafficking: Your Rights and Resources*
- **Session Two: Identity, Systems of Oppression and Human Trafficking**
 - *PART A: Cultural Identities*
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- **Session Three: Government**
 - *PART A: Government 101*
 - *PART B: Who Represents Me?*
- **Session Four: Non-Profits and Boards**
 - *PART A: Non-Profits: Video and Discussion*
 - *PART B: Serving on Non-Profit Boards*

Facilitation Tips

- We recommend approaching subjects in this module prior to beginning module six.
- Non-survivor professionals can take the lead on facilitating module five sessions as detailed in the facilitator tips for each session. Co-facilitation with survivors is encouraged.
- In preparing to facilitate this and other modules, facilitators should begin by reviewing in detail the sessions they would like to facilitate in order to ensure that they have the required materials and are familiar with the content and structure of the activities. It is particularly important to plan ahead for sessions where there are options to bring in outside content or guest speakers.

“Know Your Rights” and Protections

Overview

This session provides participants with a foundational understanding of the legal landscape around human trafficking laws. The goal is to demystify and inform participants about the legal structures that can provide protection and support for trafficking victims/survivors, and to empower them to leverage those rights on behalf of themselves and other survivors.



This session offers a menu of options for activities, divided into three parts of at least 30 minutes each. The three parts are designed to build on each other, but it is not necessary to do every part. Start with Part I and continue with the subsequent parts in order depending on the group’s needs and interests. Consider breaking down the content into two or even three sessions if you are doing multiple parts.



Consider inviting an outside expert to lead facilitation on this session. This may be someone from a local organization who leads “Know Your Rights” workshops in the community, a person who has worked on trafficking legislation or policy reform at the state or national level, a lawyer who directly represents trafficking victims and/or who has worked on related impact litigation, etc.

This session’s suggested activities are by no means meant to be a treatise on the subject but can instead help facilitators and participants identify areas where they may want to explore more through Additional Resources or additional training programs. Facilitators may want to compile and distribute additional resources on the subjects raised in this module as a resource for participants to discuss in session and/or to reference in their work outside the institute. Guest facilitators or speakers for this session may choose to use these activities and information to guide their facilitation of this session, but they are not bound by this format or content.

For those participants/groups interested in facilitating on the topic of human trafficking, this session provides excellent content to workshop. Refer to the first module’s session on facilitation to work through tips on preparing for and delivering this session.

Feel free to get creative and make this content as interactive as possible!

Learning Objectives

- Define human trafficking.
- Assess the current legal landscape around human trafficking laws.
- Determine the legal needs and rights of trafficking victims and survivors.
- Identify available protections and support for survivors.

Check-In & Active Recall (15 minutes)

Active Recall

The beginning of a new module is a good time to do an active recall of what they learned in the previous module. Questions may include:

- Review a few main takeaways from each session and/or the module in general.
- *What's something that stuck with you from the last module?*
- *Something you'd like more information on or help with?*
- *Is there anything that came up for you after the last module?*
- *Other questions?*

Activities

Part A: Human Trafficking Defined (60 minutes)

Introduction/Session Overview (5 minutes)

Before diving into the content of this session, facilitators might find it helpful to warm up the room with a brief discussion about how this content might be relevant to their work as survivor leaders and advocates.

To get started, facilitators pose the following question:

- *We're going to talk about human trafficking today. Why might this be important to you as a survivor? As a survivor leader/advocate?*

Responses may include:

- Become more informed on the topic in order to speak confidently about it as an advocate and leader beyond the telling of their personal story.
- Help identify needs, opportunities, and gaps in current legal framework that they can address as leaders/advocates.
- Become more familiar with rights for self and others.

True or False? Human Trafficking Discussion and Definitions

Discussion and Definitions



This activity is a series of questions accompanied by brief resources and ideas so that all participants are aware of some of the basic research and legal discourse around human trafficking. These definitions may or may not reflect their own experience, and participants should be encouraged to point out those differences throughout the discussion.



Virtual adaptation = use Zoom whiteboard or Jamboard.

Start by showing this brief video (4:30 minutes): <https://youtu.be/35uM5VMrZas>

Then discuss the following series of questions as a large group and present related information and supplemental resources as needed:

- What is human trafficking?
- What are the different kinds of human trafficking?

Some basic ideas and definitions to convey or add to the discussion (more technical and legal definitions are in the facilitator note that follows that you can present to compare with and deepen this discussion):

- Criminal/illegal.
- Violation of human rights.
- Profitable.
- Sex trafficking and labor trafficking.
- Being forced, tricked, or pressured into prostitution or being made to work against your will.
- Any person under 18 in a commercial sex act is considered a victim.



Time and interest depending, provide the following legal definitions and ask the follow-up questions below:

- “Human trafficking involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act.”
- According to federal legislation (the Trafficking Victims Protection Act of 2000 [TVPA], and its subsequent reauthorizations), human trafficking is defined as:
 - *Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or*
 - *The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.*
- Forms of human trafficking include: labor trafficking, sex trafficking and the commercial sexual exploitation of children (CSEC), removal of organs, illicit international adoption, trafficking for early marriage, recruitment as child soldiers, etc.
- Labor Trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery (22 U.S.C. § 7102).

Continue the discussion:

- *Who is involved in human trafficking?*
- *Who are the victims?*

This is a good place to again discuss the language we use throughout the institute to describe a person’s relationship to their trafficking experience. In the first module, we said that the word “victim” is a legal term, which suggests that the person has experienced criminal harm, whereas the word “survivor” emphasizes that the person is strong and can recover (Office for Victims and Crimes—Training and Technical Assistance Center, 2018). So, when we use victim vs. survivor throughout this session and the rest of this module, it is with that understanding. Remind participants that they alone are free to define their experience and can choose whatever language they want to use to describe themselves (e.g., maybe they call themselves thrivers).

Here is some additional background information for facilitators to share with the group as needed:

Victims:

- Just as there is no one type of perpetrator, victims of this crime may be men, women, transgender persons, adults, minors, U.S. citizens, legal permanent residents, or foreign nationals. Any person under the age of 18 who engages in commercial sex acts, regardless of the use of force, fraud, or coercion, is a victim of human trafficking, even if they appear to consent to the commercial sex act.
- In the United States, some of the most highly vulnerable populations include undocumented workers, runaway and homeless youth, LGBTQ+, people of color, individuals with substance abuse or addiction issues, and low income individuals; however, individuals across all income and education levels can be trafficked.

Continue the discussion:

- *Who are the perpetrators? Note that by “perpetrators,” we mean someone who causes harm or takes advantage of others through trafficking.*

Perpetrators:

- Perpetrators of trafficking can include labor and sex traffickers, pimps, and buyers of commercial sex.
- There is no single profile of a trafficking perpetrator. Trafficking perpetrators can be foreign nationals or U.S. citizens, and they can be family members, partners, acquaintances, or strangers to their victims. People often incorrectly assume that all traffickers are males; however, several cases in the United States involve women as traffickers. There are cases where traffickers are pimps, family members, peers and intimate partners, gangs and criminal networks, diplomats, business owners (legitimate and those operating as a commercial front for the illicit activity), labor brokers, farm owners, factories, and companies large and small, etc.

Continue the discussion:

- *Where does human trafficking happen?*
- *How big is the problem of human trafficking?*

Here is some additional background information for facilitators to share with the group as needed:

Where:

- Worldwide, including in the U.S.
- Can happen in any community.
- Happens every day.

Scope:

- Documented cases in nearly every country as point of origin, transit, or destination.
- One of the fastest growing criminal enterprises in the world.¹
- Impacts millions of lives. According to a September 2017 report from the International Labor Organization (ILO) and Walk Free Foundation, an estimated 24.9 million victims are trapped in modern-day slavery. Of these, 16 million (64%) were exploited for labor, 4.8 million (19%) were sexually exploited, and 4.1 million (17%) were exploited in state-imposed forced labor.²
- But these numbers only reflect the tip of the iceberg in terms of the scope of the problem due to the hidden nature of the problem, the questionable methodologies of prior studies, and a lack of sufficient attention to the issue.

Part B: Human Trafficking Legal Landscape (30 minutes)



This is great content for an outside expert or speaker to discuss with participants. While important to have a bird's eye view of the local, national, and international human trafficking laws and policies, it may be most salient for facilitators to discuss current legislative agendas, challenges, successes, and opportunities to get involved. We want participants to walk away from the session with some idea of what is being done—and what can be done—within the legal framework of human trafficking to create for change for trafficking victims and survivors.

This activity is a series of discussion questions and related resources.

Begin the discussion and add to the discussion with the points that follow:

- *What comes to mind when you think about human trafficking laws? Can you think of any examples? Think state, federal, international.*

Discuss some important international and federal (U.S.) laws and policies:

- International
 - *U.N. Trafficking Protocol, aka “Palermo Protocol,” specifically the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children:* https://en.wikipedia.org/wiki/Protocol_to_Prevent,_Suppress_and_Punish_Trafficking_in_Persons,_Especially_Women_and_Children
 - *World’s primary legal instrument to combat human trafficking; legally binding instrument; most countries have ratified.*
 - *Also U.N. Convention on the Rights of the Child:* <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- Federal (U.S.)
 - *Trafficking Victims Protection Act of 2000 (TVPA)*
 - *This is the big one. The Trafficking Victims Protection Act (TVPA) of 2000 was the first comprehensive federal law against trafficking of persons.*
 - *Cornerstone of U.S. efforts to combat human trafficking.*
 - *Reauthorized in 2003, 2005, 2008, 2013, and 2019*
 - *2005 TVPA - first time U.S. citizens recognized as trafficking victims.*
 - *Three main components of the TVPA—Protection, Prosecution, and Prevention – commonly called the three Ps.*
 - *More information:* <https://polarisproject.org/wp-content/uploads/2020/01/Polaris-TVPA-2019-Analysis.pdf>

□ Also the Violence Against Women Act Federal Policy

- The White House released the National Action Plan to Combat Human Trafficking in October of 2020 and it has since been updated by the Biden administration, particularly to address trafficking in the context of the global pandemic. The plan details the U.S.'s commitment to fighting human trafficking as laid out in the three pillars to fight trafficking in the Trafficking Victims Protection Act: Prevention, Protection and Prosecution. The plan also adds a fourth pillar that includes approaches that cut across these pillars. The plan includes many goals and priority actions, and can be a good resource for participants to identify needs and opportunities to get involved in combatting human trafficking. <https://www.whitehouse.gov/wp-content/uploads/2021/12/National-Action-Plan-to-Combat-Human-Trafficking.pdf>

Note relevant state laws. This includes a diverse and complex array of laws and regulations where victims and perpetrators of human trafficking might show up in the justice system.

- Some laws are designed to specifically combat human trafficking.
- Some laws specifically criminalize commercial sexual behavior and, in turn, can criminalize victims. Examples:
 - Prostitution (including of minors³ where those statutes still exist) or solicitation (criminal laws that forbid the offer to exchange anything of value for sexual acts) laws.
 - Juvenile delinquency. This can include status offenses such as running away or truancy laws, which require students to be in school. For example, when a child skips school too often for whatever reason, they may be subject to court orders, counseling, custody arrangements, community service, and/or an attendance review board. Children who are victims of trafficking may enter the justice system as delinquents through these kinds of status offenses.
- Statutory rape laws: Statutory rape refers to any act of sexual intercourse, including vaginal, anal and oral sex, with a minor below the minimum age of consent. The age of consent varies state-by-state.
- Child welfare/dependency (e.g., abuse perpetrated by parent or caretaker, neglect of dependent children)
- Expungement and vacatur = laws enabling courts to vacate or expunge prior convictions. Several states have enacted legislation that allows for the expunction of survivors' criminal records where they can demonstrate charges were a result of their exploitation. See https://sharedhope.org/wp-content/uploads/2016/03/NSL_Survey_Expungement-and-Vacatur-Laws.pdf.
- Criminalization of sex with a minor
- Child abuse reporting
- Restitution (e.g., lawsuits to recover back wages)

Continue the discussion:

- *Why do you think are the goals or intentions behind some of the international and federal laws against human trafficking?*
- *What about some of the different state laws we mentioned (give several different examples)?*
- *What do you see as some of the weaknesses of these laws? Strengths? (In other words, what's working? What's not?)*
- *Have these laws and policies always existed? Can they change/evolve?*

You can discuss the example of the creation and evolution of Safe Harbor laws as example of how laws can evolve and how they can work to be part of the change as advocates:

State safe harbor laws aim to treat minors involved in commercial sex as victims instead of criminals. They are designed to redirect child victims of trafficking out of the juvenile justice system (and into the child welfare system) to receive support services. Laws vary state-by-state. Important to note that safe harbor does not encompass all exploited youth.

Here is another interesting resource (and a diagram) from Polaris Project that shows how state laws on human trafficking have changed and developed over time: <https://polarisproject.org/wp-content/uploads/2019/09/2014-Look-Back.pdf>

- *What do you think is or should be next to think about for laws and policies that combat human trafficking?*
- *What role can you (or survivors more generally) play in impacting the legal landscape around human trafficking?*

You can note examples such as the fact that:

- The fact that criminalization of victims still occurs.
- Laws and policies still need to catch up to current realities.
- Investment in preventative services and programs remains extremely low.
- Services for survivors of human trafficking remain far from meeting the need.

Time permitting, ask:

- *What else would you like to know about human trafficking laws and policies?*



More information on human trafficking laws and policies:

- https://portal.ct.gov/-/media/ocpd/Child_Protection/Training/Child_Prot/2017_Child_Welfare_Law_Symposium_Aug_2017/DocumentsTheLegalLandscapeofChildSexTraffickingfinal002pdf.pdf?la=en
- <https://www.childwelfare.gov/topics/systemwide/trafficking/federallaws>
- <https://www.dhs.gov/human-trafficking-laws-regulations>
- <https://www.state.gov/reports/2021-trafficking-in-persons-report>

Part C: Human Trafficking: Your Rights and Resources (30 minutes)



As with the previous topic, this is great content for an outside expert or speaker to discuss with participants. A lawyer/legal services organization or other service providers for trafficking survivors may be best suited to discuss legal rights and the array of services and resources available to trafficking victims.

Introduction

Victims of human trafficking are entitled to certain protections, services, and public benefits for their safety and well-being. This is a three-part discussion with resources to aid in and supplement the discussions as needed.

Legal Needs, Rights & Resources

Discuss and then add to the discussion with some of the points that follow:

- *What kinds of legal issues might trafficking survivors face?*

Civil :

- “[T]rafficking victims have a wide range of civil legal needs, depending on their personal circumstances and the trafficking situation they have endured. Some will need only limited legal services for a short period of time, while others will have multiple legal issues that may last for many years. Civil legal issues commonly presented by trafficking victims include family law, employment law, public benefits access, rights enforcement, and immigration or repatriation...”⁴
- More information on legal needs and rights of trafficking victims: https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/HT_Legal_Rights_Needs_fact_sheet-508.pdf

Criminal :

- “Some trafficking victims are forced to commit crimes as part of the trafficking scheme. They may be facing current criminal charges or may have a criminal record from past arrests or convictions. Victims facing current criminal charges will need representation in those proceedings and may be assigned a public defender if they cannot afford a private attorney.”⁵
- More information on legal needs and rights of trafficking victims: https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/HT_Legal_Rights_Needs_fact_sheet-508.pdf
- Crime victims’ rights, generally: <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/legal-needs/rights-enforcement>

Legal Assistance

Discuss and then add to the discussion with some of the points that follow:

- *What kinds of legal assistance might they need?*
- *Where might they be able to find that assistance?*

Legal services may be provided by:

Victim services agencies

- Legal aid
- Law school clinical programs
- Specialized legal service organizations (e.g., those that focus on specific legal issues like immigration, employment, or family law) or specific populations (juvenile, LGBTQ populations, people with disabilities)
- Public defenders or other pro bono criminal defense attorneys

For more information on legal rights and services, see:

- Civil: <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/legal-needs/civil-legal-needs>
- Immigration: <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/legal-needs/immigration-needs>
- Criminal: <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/legal-needs/criminal-defense>
- Rights in the workplace:
 - <https://www.eeoc.gov/human-trafficking>
 - <https://travel.state.gov/content/dam/visas/LegalRightsandProtections/Wilberforce/Wilberforce-ENG-100116.pdf>
- Rights with law enforcement: <https://www.aclu.org/know-your-rights/stopped-by-police>
- VictimLaw is a searchable database of victims' rights legal provisions including federal, state, and territorial statutes, tribal laws, state constitutional amendments, court rules, administrative code provisions, and summaries of related court decisions and attorney general opinions. VictimLaw tool: <https://victimlaw.org/victimlaw>
- The National Immigrant Women's Advocacy Project's resource library: <https://niwaplibrary.wcl.american.edu/?ga=2.67456337.1126214204.1502112776-1211193173.1501268746>

Benefits & Services

Discuss and then add to the discussion with some of the points that follow:

- *What kinds of benefits have you heard of that might be helpful to survivors?* Think about local, state, federal, and even international benefits.

State benefits for those who meet eligibility requirements:

- Temporary Assistance for Needy Families (TANF)
- Children's Health Insurance Program (CHIP)
- Substance Abuse and Mental Health Services Administration (SAMHSA) Programs
- Supplemental Nutrition Assistance Program (SNAP)
- Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)

Federal financial support:

- OTIP victim assistance grants: <https://www.acf.hhs.gov/otip/victim-assistance/victim-assistance-grants>
- OVC and other funding opportunities: <https://ovc.ojp.gov/program/human-trafficking/grants-funding>

Additional resources for services:

- For a comprehensive directory of services available to U.S. citizens and foreign nationals, as well as federal benefits broken down by agency, see the U.S. Department of Health and Human Services' Services Available to Victims of Human Trafficking: A Resource Guide for Social Service Providers: <https://www.acf.hhs.gov/sites/default/files/documents/otip/traffickingservices.pdf>
- Specifically for foreign victims of trafficking in the U.S.: <https://www.acf.hhs.gov/orr/fact-sheet/fact-sheet-victim-assistance-english>
- Additional resources listed in the Office for Victims of Crime's Human Trafficking Task Force e-Guide: <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/resources-44-comprehensive-victim-services>

International rights:

- UNICEF Guidelines on the Protection of Child Victims of Trafficking available at: <https://www.refworld.org/docid/49997af727.html>
- The Recommended Principles and Guidelines on Human Rights and Human Trafficking are available at: <https://www.ohchr.org/documents/publications/traffickingen.pdf>

Check-Out (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

Human Trafficking Facts:

- <https://polarisproject.org/myths-facts-and-statistics>
- <https://www.state.gov/reports/2021-trafficking-in-persons-report>
- <https://www.humanrightsfirst.org/resource/human-trafficking-numbers>
- http://www.vawlearningnetwork.ca/our-work/issuebased_newsletters/issue-2/index.html
- https://portal.ct.gov/-/media/ocpd/Child_Protection/Training/Child_Prot/2017_Child_Welfare_Law_Symposium_Aug_2017/DocumentsTheLegalLandscapeofChildSexTraffickingfinal002pdf.pdf?la=en

Identity, Systems of Oppression and Human Trafficking

Overview

This session asks participants to explore the relationship between identities, systems of oppression, and human trafficking. Through a series of activities that build upon each other, participants are provided with groundwork from which they can begin to think about anti-trafficking work from an intersectional approach.



This session offers a menu of options for activities, divided into four parts of at least 30 minutes each. Each of these parts is important and builds on the content of the previous part. Start with Part I and work your way through the subsequent parts in the order presented. Consider breaking down the content into 2–4 sessions.



This session can bring up a lot of stimulating but challenging discussions. While facilitation of this session does not necessarily require the expertise of an outside facilitator or speaker, we do recommend that the session be led or co-led by a survivor facilitator.

Learning Objectives

- Discuss cultural identity.
- Identify and define forms of oppression.
- Analyze how systems of oppression can impact the way survivors experience violence, safety, and access to resources.
- Explore how race, gender, and sexuality intersect in the victimization of, and response to, trafficked persons.

Check-In (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-in, or create your own!

Part A: Cultural Identities (30 minutes)

Overview

Through individual work and brief discussion, we will look at our own identities and the meaning of cultural identity as a foundation for discussing systems of oppression in relation to those identities in the activity that follows.

Definitions: Culture and Cultural Identity

Pose the following questions to the group as a warm-up discussion:

- *How do you define culture?*
- *What is cultural identity?*



Virtual adaptation = use Zoom whiteboard or Jamboard.



These questions are meant to warm-up the group for discussion—participants are not expected to have concrete answers to these questions. Facilitators can jump ahead to the definitions below if the conversation stalls.

The concept of culture and cultural identity are not always easy to explain or define. There are many definitions out there.

Culture can be defined as:

“...an umbrella term which encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.”⁶

- More simply put, you can think of culture as shared experiences or commonalities based on belonging to a certain cultural group.
- Cultural groups can include:
 - *Race*
 - *Ethnicity*
 - *National origin*
 - *Sexuality*

- *Gender*
- *Religion*
- *Age*
- *Social class*
- *Disability status*
- *Immigration status*
- *Education*
- *Geographic location*

Cultural identity:

- Every person has a cultural identity.
- We can think of cultural identity as how a person defines themselves culturally based on their affiliation with different cultural groups and unique, lived experiences.
- Cultural identity is complex. It is not static and is not always visible.
- Cultural identity is also intersectional—i.e., membership in different cultural groups means a person can hold multiple identities at once, might identify more strongly with one culture than another, might hold contradictory identities, and might shift between identities. We'll talk about intersectionality more in a subsequent activity.

Discussion: What's Your Cultural Identity?

Ask participants to take a few minutes, on their own, to think about and write down responses to the following:

- *What is your cultural identity?* Think about 3-5 of the cultural groups we discussed above that you think are most important to your identity.

Once a few minutes have passed, ask participants to share their responses with a partner and discuss the following:

- *What are some of the positive things about being a member of each of those cultural groups?*
- *What are some of the challenges about being a member of each of those cultural groups?*

Once pairs have had a chance to discuss the above, ask for volunteers to share their responses with the group. We will revisit some of the ideas shared here in subsequent activities, but you can make a transitional note that:

- Our identities can lead to our being subjected to oppression (the identities themselves do not oppress) and can also confer societal privilege and benefits. We'll discuss these ideas of privilege and oppressions related to our identities in the next activity.



Virtual adaptation = use breakout rooms.

Part B: Systems of Oppression (30 minutes)

Jumping off from the previous activity, participants will explore how people can be subjected to forms of oppression based on their identities. We will begin with an activity that will help generate examples of oppression with various systems of oppression, returning to this activity to discuss issues of intersectionality and the relationship between systems of oppression and human trafficking.

Introduction and Definitions

Facilitators can link the previous activity to the content that follows by first stating:

- Everyone can be judged or labeled based on various aspects of their identity.
- Within each identity there are socially-constructed hierarchies, where one group is dominant over another. Our identities can subject us to oppression and can also give us unearned power and privilege.

Power Flower⁷ Activity (30 minutes)

Inform participants that we will now work together to provide some real-life examples of how certain groups hold more power based on the identities we just discussed.

- Bring out the pre-made diagram of a Power Flower and pass out individual Power Flower handouts (see below) to participants.



Virtual adaptation = use Zoom whiteboard or Jamboard.



Note: for this exercise, facilitators should duplicate the Power Flower handout onto a large sheet of flipchart paper to help facilitate group work.

- Inform participants that this tool was developed by educators to help groups determine who they are in relation to those who hold power in society. Note that the flower is divided into several segments, which each represent a piece of our social or cultural identity. There are double petals on the flower, with the outer petals representing the dominant identity in society and the inner petal representing their own cultural identity or social location.
- For 15 minutes, work as a group to fill out the outer petals together, which represent the privileged social identity. For example, for race, white should go in the outer petal. For language, English should go in the outer petal. For sexual orientation, heterosexual should go in the outer petal. Instruct them to copy down the outer petals on their own worksheets as you discuss them in the large group.

- As the group works through the flower, ask participants to share real-life examples of how those groups hold power in society and the related negative beliefs society attaches to the related marginalized group.
- Also define “oppression” (see definition below) and help participants to name and define each of these systems of oppression (e.g., racism, classism, heterosexism) and link to the examples they provided. Refer to the definitions below as needed.



From the National Museum of African American History and Culture:

Whether we are aware of it or not, we are all assigned multiple social identities. Within each category, there is a hierarchy—a social status with dominant and non-dominant groups. As with race, dominant members can bestow benefits to members they deem “normal,” or limit opportunities to members that fall into “other” categories.

A person of the non-dominant group can experience oppression in the form of limitations, disadvantages, or disapproval. They may even suffer abuse from individuals, institutions, or cultural practices. “Oppression” refers to a combination of prejudice and institutional power that creates a system that regularly and severely discriminates against some groups and benefits other groups.

Examples of these systems of oppression are ageism, ableism, racism, sexism, heterosexism, nationalism, classism, anti-Semitism, and hetero/cis-sexism.

These -isms are socially constructed ideologies = they are created by the people in power = there is no truth or facts behind them.

Some definitions, for reference:

Ageism:

- “Ageism refers to prejudice, discrimination, and stereotyping against someone based on his or her age. While it can refer to prejudice against younger persons, ageism, as the term is used by most researchers, typically refers to prejudice against older persons.”
- Typically, younger or middle-aged persons favored over older persons.

Ableism:

- “Ableism is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior.”
- People without disabilities favored over people with disabilities.

Classism:

- “A belief that a person’s social or economic station in society determines their value in that society.”
- Upper income classes favored over lower income classes.

Racism:

- “Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.”
- White people valued over people of color.

Sexism:

- Prejudice or discrimination based on sex or gender.
- Men valued over women.

Hetero/cis-sexism:

- “Heterosexism is the assumption that heterosexuality is the social and cultural norm as well as the prejudiced belief that heterosexuals, or “straight” people, are socially and culturally superior to lesbian, gay, bisexual, transgender, Two-Spirit and queer (LGBTQ) people.”
- Heterosexuality or opposite-sex/gender relationships and cisgender people favored over homosexuality or same-sex/gender relationships.

Nationalism:

- Ideology that domestic-born people are valued over foreign-born (or those perceived to be foreign born).



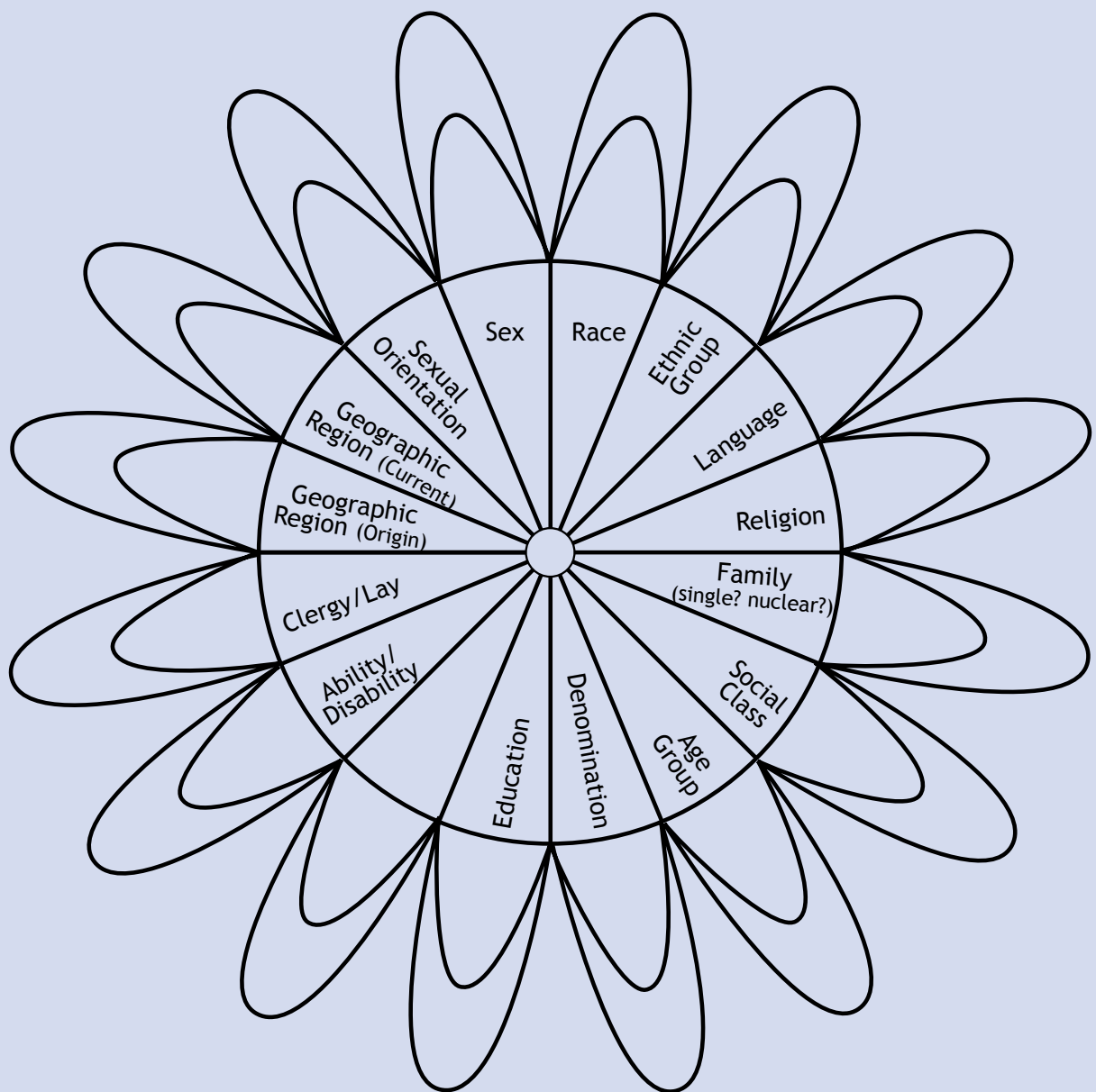
When engaging participants in a discussion of disadvantages and advantages, facilitators should use concrete examples from their own lives to illustrate the points.

1. After completing the outer petals, instruct participants to work in pairs for 10 minutes (or individually if people do not want to disclose all their identities for whatever reason) to fill in the inner petals with their personal identities. Once finished, instruct participants to count how many of their inner petals match the outer petals, which highlights how much social power they possess. They can compare with others in the room.
2. Make the point that since people can have multiple social and cultural identities at once (e.g., Latine, female, immigrant), they can experience advantages and disadvantages at the same time. This concept is called intersectionality, which will discuss more in the following activity.

3. Conclude the activity with a few closing points:

- There are many identities, such as our race, religion, sexuality, and gender that make us who we are. Some of these identities bring us advantages in society and some bring us disadvantages. We can experience privilege and oppression at the same time.
- These systems of oppression (e.g., racism, sexism, heterosexism) affect how we are perceived by others and how we view the world. We're going to explore this further in the following activity.

Handout: Power Flower



Activities

Part C: Intersectionality (30 minutes)

Continue and broaden discussion from the previous Power Flower activity with the following questions, posed to the large group:

- Can -isms ever overlap?
- Examples?
- What do you think is meant by “intersectionality”?

Explain that, in the Power Flower activity, we discussed how people can experience oppression based on their different identities, but many people experience oppression based on multiple identities. This overlap of oppressed groups is often referred to as intersectionality.



To further define intersectionality, facilitators might choose to show one of these videos:
Video by the National Museum of African American History and Culture: #APeoplesJourney: African American Women and the Struggle for Equality: <https://www.youtube.com/watch?v=X5H80Nhm20>

- Video by Teaching Tolerance, founded by the Southern Poverty Law Center: *Intersectionality 101*: <https://www.youtube.com/watch?v=w6dnj2lyYjE&t=168s>
- Kimberlé Crenshaw’s TED talk, *The Urgency of Intersectionality*: <https://www.youtube.com/watch?v=akOe5-UsQ2o&t=2s>

Ask the following after watching the video:

- What is intersectionality?
- What intersecting identities did the video talk about?
- What other intersecting identities can there be?

Additional definitions and points on intersectionality:

- Legal scholar, lawyer, advocate, and activist Kimberlé Crenshaw coined the term back in 1989 to describe the unique struggles and hardship experienced by Black women in American because of their multiple marginalized identities.
- Here’s a link to the article that first advances her theory: Crenshaw, K. (1989). *Demarginalizing The Intersection Of Race And Sex: A Black Feminist Critique Of Antidiscrimination Doctrine, Feminist Theory, And Antiracist Politics*. University of Chicago Legal Forum, 1989(1), 139–167.
- Intersectionality now more broadly refers to the idea that multiple marginal identities (e.g., race, class, gender, etc.) can overlap and intersect to create unique forms of oppression.

Part D: Cultural Oppression and Human Trafficking (30 minutes)

Overview and Introduction

This activity asks participants to examine how the systems of oppression we discussed are related to human trafficking.

For this activity, we are going to revisit our discussion of -isms through a different lens. Let's begin by briefly discussing the following:

- *What are some of the -isms (i.e., systems of oppression) that might impact trafficking victims/survivors?*



We cannot discuss the sex trade in the U.S. without addressing colonization, slavery, and the institutionalized inter-generational oppression of women and girls. This is what Cherice Hopkins discusses in “Past is Present: The historical effects of the sex trade on women and girls of color today with: Cherice Hopkins (Rights4Girls)”: <https://vimeo.com/416106659>.

Facilitators can watch this video to prepare to facilitate this session and share this resource with participants. Time permitting, facilitators may also want to show this video (1 hr.) and then discuss the questions that follow.

- *How might being a woman increase one's vulnerability to trafficking? Being LGBTQ? Foreign born? A person of color? If it helps, ask participants to think about how people holding these identities (gender, sexuality, nationality, race) can be viewed in contrast to the dominant groups within those identities.*
- *What are some examples of how our systems respond—or don't—to trafficking victims/survivors who are women? LGBTQ? Foreign nationals? People of color? If it helps, ask participants to think about how these victims/survivors might be viewed in contrast to the dominant groups within those identities (gender, sexuality, nationality, race).*



To further define intersectionality, facilitators might choose to show one of these videos:
Video by the National Museum of African American History and Culture: #APeoplesJourney: African American Women and the Struggle for Equality: <https://www.youtube.com/watch?v=X5H80Nhm20>

- Video by Teaching Tolerance, founded by the Southern Poverty Law Center: *Intersectionality 101*: <https://www.youtube.com/watch?v=w6dnj2lyYjE&t=168S>
- Kimberlé Crenshaw's TED talk, *The Urgency of Intersectionality*: <https://www.youtube.com/watch?v=akOe5-UsQ2o&t=2s>

Ask the following after watching the video:

- What is intersectionality?
- What intersecting identities did the video talk about?
- What other intersecting identities can there be?

Additional definitions and points on intersectionality:

- Legal scholar, lawyer, advocate, and activist Kimberlé Crenshaw coined the term back in 1989 to describe the unique struggles and hardship experienced by Black women in American because of their multiple marginalized identities.
- Here's a link to the article that first advances her theory: Crenshaw, K. (1989). *Demarginalizing The Intersection Of Race And Sex: A Black Feminist Critique Of Antidiscrimination Doctrine, Feminist Theory, And Antiracist Politics*. University of Chicago Legal Forum, 1989(1), 139-167.
- Intersectionality now more broadly refers to the idea that multiple marginal identities (e.g., race, class, gender, etc.) can overlap and intersect to create unique forms of oppression.

Systems of oppression impact the response and resources available to victims.

- From the survivor/victim's perspective, they can influence, for example:
 - Knowledge of community organizations (do they have access to resources in the same way as others?) and service providers and whether they see them as viable and accessible resources (are they willing to even access support?);
 - How they view interventions (have they had negative past experiences that have led to mistrust or lack of confidence in law enforcement?); and
 - How they identify and process their experience and, in turn, whether they reach out for help (do they identify as victims/survivors?).

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 - How they identify and process their experience and, in turn, whether they reach out for help (do they identify as victims/survivors?).
- From a systems intervention perspective, a victim/survivor's identity can shape access to the services that might be critical to the victim/survivor's success. The same resources are not accessible or available in the same way to all people. For example, treatments specific to unique experiences of survivors, particularly at the intersection of multiple marginalized identities, are often absent.
- Assumptions can lead to disparate treatment in the justice system in terms of which victims are targeted (and criminalized), who is deemed credible, and who is deserving of intervention/services.

Systems of oppression impact the response to perpetrators (buyers, traffickers).

- Systems of oppression can influence how institutions and other systems in society (justice system, healthcare system, etc.) see the presence or absence of trafficking and trafficking victims/perpetrators. Examples:
 - Racism, classism, and nationalism can lead to incorrect assumptions about who is a trafficker = certain communities and people are targeted more by law enforcement than others.
 - Insufficient or absent laws that minimize trafficking offenses and punishments of perpetrators and/or that criminalize victims. E.g., there are more reported victims than criminal cases against traffickers.

Continue the discussion by asking:

- How do you think systems view and respond to trafficking for those who hold **multiple** marginalized identities?
Ask participants to think back on our discussions around intersectionality.

Share that people who hold multiple marginalized identities can be even more vulnerable to trafficking.



Some additional points to be made on intersectionality and human trafficking:

- Sexism, racism, and other -isms are intersecting factors in human trafficking.
- Having multiple marginalized identities can increase one's vulnerability to violence—e.g., women of color, homeless women and children, indigenous women –and can impact the type of violence perpetrated and experienced. In other words, a person with multiple marginalized identities does not experience victimization just as one identity, but as all those identities intersecting—e.g., a Black woman does not simply experience trafficking as a woman, but as a Black woman.
- Example from a study of 10 North American cities found that Black, Indigenous, multiracial, LGBTQ, and Latinx youths were overrepresented human trafficking victims.

Facilitators will now tie together all the previous activities by discussing how this knowledge can be relevant to them as survivor-leaders and advocates.

Ask:

- *Why is it important for survivor-leaders/advocates to understand how systems of oppression—including multiple, intersecting forms of oppression—impact human trafficking and trafficking survivors? In other words, why does this matter?*



Some talking points and to supplement participant responses:

- The fight against human trafficking is not just about “fixing” or “helping” victims/survivors but is about understanding and addressing the bigger systems that contextualize and impact a survivor's experience.
- In the fight to end human trafficking, we must also fight the root causes of trafficking, which are largely found within the inequities perpetuated by these -isms.
- Meaningful, effective, and responsive solutions to address the crime of human trafficking and the unique needs of survivors must address the intersections of social identities and systems of oppression such as racism, sexism, classism, etc. that underlie it.
 - *Discourse, intervention, and treatment often overlooks intersecting systems of oppression. There is no one issue at play and, as a result, there is no one-size-fits-all model to address it.*
 - *If we can identify the factors of oppression that create more vulnerability and that present unique challenges to prevention and intervention for victims, we can better work to address those.*
- Human trafficking thrives because of inequities exploited by traffickers—those historic, structural inequities must be understood and addressed to change the underlying structures that allow this crime to thrive.

Check-Out (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Government

Overview

Government is a broad topic. The objective of this session is not to enter into the minute details of the who/what/where/why of government, but to instead underscore the importance of learning more about the government and political process as an individual, advocate, and leader. We will watch and discuss some videos that introduce basic concepts around government, complete an activity to help participants identify and contact their elected officials, and provide additional resources for self-study at the end of the session for those who want to learn more.



This session is divided into two activities. You can do one or both activities, though we recommend doing PART A before PART B.

In addition to or in lieu of these suggested activities, you might consider inviting one or two guest speakers to facilitate/co-facilitate on some of the topics and potential activities described below or on related topics. Consider bringing in a guest speaker who can share direct knowledge of how federal/state/local governments work through their own experience as advocates, policy makers, community organizers, etc. This can help ground the understanding of how government works in a real-life context relevant to work the participants themselves might like to do. Another option may be to bring in a local elected official to speak and/or a representative from a community organization that does work on civic engagement.

Learning Objectives

- Relate the importance of understanding governments and the political process to their work as leaders and advocates.
- Name ways to participate in government.
- Identify points of interest and further self-study on topics related to the government process.
- Map elected local, state, and federal officials.
- Contact an elected official.

Check-In (5–15 minutes)

See Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-in, or create your own!

Activities

Part A: Government 101 (30 minutes)



You might start by explaining that we cannot cover all of the who/what/where/why of government in 30 minutes. The point of this activity is to underscore why it's important to learn more about the government and political process as a citizen/individual, but particularly as an advocate and leader. We'll provide additional resources for self-study at the end of the session for those who want to learn more.

Video #1: Why Study Government? (15 minutes)

Explain that we're going to watch a short video.

The man in the video talks very quickly, and they should not feel like they need to retain everything he covers. The video is meant to be a very quick overview to introduce a longer series of online videos that teach about the government.

As they watch the video, have them think about the following questions:

- *What is government and why do we need to learn about it?*
- *How might learning about government and politics be related to what we're doing in this institute?*

Show the video: <https://www.pbs.org/video/crash-course-government-1>

Once the video is finished, ask the above questions again. Also ask:

- *What are some ways to participate in government and politics?*

The video explains that learning about the government enables us to participate in an informed way. It helps us to understand how decisions are made and who makes them. This is important if you want to become an advocate for issues you want to address.

The video offers examples of ways you can participate in government and the political process, which include:

- Voting
- Contact representatives
- Work on campaigns
- Canvas voters
- Blog/YouTube/Tweet, etc.
- March, rally
- Become more educated about how government works and how you can participate



Additional resources on government can be found at the end of this session.

Ask:

- *What are some things you want to learn about government or politics?*
- *What's confusing or unclear about how the government works?*



Keep note of participant questions. These might be areas to expand further into additional sessions, or to invite in guest speakers to discuss. You can also point participants to the additional resources at the end of this session for self-study.

Video

Propose different topics of potential interest to participants about how the government works and play a video (or two)—see options below. Following the video, discuss take-aways and answer/note additional questions that come up.



On the branches of government (3 minutes): <https://www.pbslearningmedia.org/resource/branches-of-the-government-video/vviz-politics-on-point>

How is power divided in the U.S. government (4 minutes)? <https://www.youtube.com/watch?v=HuFR5XBYLfU>

From the PBS crash course series we began watching above. Some topics may include (all less than 10 minutes):

- Congress (what the Senate and House of Representatives do):
<https://www.pbs.org/video/crash-course-government-2/>
- Check and balances (about three branches of government):
<https://www.pbs.org/video/crash-course-government-3>
- Federalism (powers of federal vs. state governments):
<https://www.pbs.org/video/crash-course-government-4/>
- Congressional decisions (how a bill becomes a law):
<https://www.pbs.org/video/crash-course-government-10/>

Activities

Part B: Who Represents Me? (30 minutes)



This is an optional activity that builds on the previous activity.

Discussion (10 minutes)

Ask:

- *Do you know who your U.S. senators are? Representative in U.S. Congress? What about state governor? State senators? Your state representatives/assembly members? Mayor?*



The point of this question is simply to highlight that, while many of us might know who some of our federal representatives are, we are often less familiar with our state and local representatives. This activity will help them identify their representatives.

- *Why is it important to know who represents you in government? How can this information help you as an advocate/ community organizer/policymaker?*

Explain that knowing your elected officials is important because these are the people who represent you and your community. They can be potential contact points and allies in helping you to achieve your advocacy goals. For example, your representatives can: sponsor/vote for particular pieces of legislation; changing practice via executive orders; bring awareness to a particular issue; ask for funding for your work; bring attention to your work; help you testify at legislative hearings, etc.

For now, let's make a resource map of our representatives, from local up to federal levels.

Activity: Who Represents Me? Know Your Elected Officials⁸ (20 minutes)

You can provide the following as a handout:



Federal and State Representatives

1. As a group, visit: <https://fiscalnote.com/find-your-legislator>
2. Enter your zip code and address to populate a list of elected officials that represent where you live.
3. Fill in the chart below.

Federal

President:



Vice President:



Senate:



Representative:



State

Governor:



Senate:



Representative/Assembly
member:



Other state representatives
(title and name):



Local

Mayor:



Councilmember



Virtual adaptation = use Zoom whiteboard or Jamboard.

Local Elected Officials/Support (10 minutes)

Explain that the above site only provides federal, state, and some local elected officials, but that it's also important to know additional community-level officials, such as the mayor, city council members, community boards, block associations, district attorney, judges, etc. You can have a more direct relationship with these people because they represent you on a more local level.

1. As a group, think about additional community-level officials whose contact information might be useful to have. Make a list with the name of that official, their contact person, their contact information, and what they do.
2. Here is another tool to look up local and county officials based on address: https://myreps.datamade.us/#/?results_level=local,county&address=223%20Bedford%20Avenue%2C%20Brooklyn%2C%20NY%2C%20USA
3. Additional resources:
 - <https://www.usa.gov/elected-officials>
 - https://ballotpedia.org/Who_represents_me

Check-Out (5–15 minutes)

Suggested Check-Out Activity: Write to an Elected Official

In addition to regular debrief questions, you can use <https://fiscalnote.com/find-your-legislator> to send a message through their site directly to a representative on an issue of your choice. You can do this as a group. You can also reach out to one of the local elected officials you identified above.

Additional Resources

Government 101:

- https://www.ncfr.org/sites/default/files/tips_for_public_policy_involvement_book.pdf

Non-Profits and Boards

Overview

This session provides an introduction to non-profits and non-profit boards, including what they are, what they do, and how participants might get involved.



This session is divided into two parts. We recommend doing PART A first and doing PART B next if there is interest on that topic.

In lieu of or in addition to the suggested activities, also consider inviting one or two guest speakers to facilitate/co-facilitate on some of the topics (or related topics) and potential activities described below. Consider bringing in a guest speaker from the local community—e.g., someone who started their own non-profit, someone who sits on the board of a non-profit, or a survivor who works, volunteers for, or sits on the board of a non-profit. Their direct experience can help ground the understanding of how non-profits and boards work through a real-life example.

Learning Objectives

- Determine the meaning of “non-profit” and describe their activities.
- Discuss the roles and responsibilities of non-profit boards.
- Identify opportunities to get involved with non-profits.

Check-In (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-in, or create your own!

Activities

Part A: Non-Profits: Video and Discussion (40 minutes)

Explain that today we're going to learn more about what non-profits are and what they do. Let's start off by watching a video about one woman's story about starting a non-profit, and what the word "non-profit" means to her.

Show the video (10 minutes): "What's the Profit in Nonprofits?" Areva Martin for TEDxCrenshaw:

<https://youtu.be/8LhgurorOZ0>

Then discuss:

- Thoughts about Areva's story?
- Who has thought about starting a non-profit? Working with/for a non-profit? On what mission?

Then ask:

- What is a non-profit?
- How is it different from a for-profit? Is there really no profit?

Activity: Non-Profit or Not?

- Let's play a game!
- Name each of the following. For each one, ask them to raise their hand if they think it's a non-profit.
- List:
 - ☐ *Goodwill (Y)*
 - ☐ *Walmart (N)*
 - ☐ *Google (N but it does have a charitable arm that is)*
 - ☐ *Pfizer (N)*
 - ☐ *Planned Parenthood (Y)*
 - ☐ *Chase Bank (N)*
 - ☐ *Metropolitan Museum of Art (Y)*
 - ☐ *Starbucks (N)*
 - ☐ *The YMCA (The Y) (Y)*
- At the end, go down the list and let them know which entity is a non-profit and which is for profit. Then move on to the points that follow.

Some points to cover if not raised by participants:

- “A nonprofit organization is one that qualifies for tax-exempt status by the IRS because its mission and purpose are to further a social cause and provide a public benefit.” (<https://www.uschamber.com/co/start/strategy/nonprofit-vs-not-for-profit-vs-for-profit>)
- Not one single definition but what they have in common is that they cannot pay out profits (hence the name “non-profit”) and that they serve the public good in some way.
- But this does not mean that they can’t earn money. Nonprofits run like a business and try to earn a profit but that money is recycled back into the nonprofit’s activities.
- Also think about Areva’s idea of profit in non-profit –i.e., the benefits from the impact of the work.

Continue the discussion:

- *What kinds of things do non-profits do?*

Quick activity (10 minutes)

- As a group or individually, find a non-profit that interests them. It can be local, state, national or even international. If they’re interested in anti-trafficking work, here are a couple of resources to look up organizations based on where they are and the kind of work they do:
 - <http://www.endslaverynow.org/act/volunteer>
 - <https://humantraffickinghotline.org/training-resources/referral-directory>
- Summarize the kinds of work they do.

Nonprofits “provide a way for people to work together for the common good, transforming shared beliefs and hopes into action. They give shape to our boldest dreams, highest ideals, and noblest causes. America’s 1.3 million charitable nonprofits feed, heal, shelter, educate, inspire, enlighten, and nurture people of every age, gender, race, and socioeconomic status, from coast to coast, border to border, and beyond. They foster civic engagement and leadership, drive economic growth, and strengthen the fabric of our communities.” (<https://www.councilofnonprofits.org/what-is-a-nonprofit>)

Continue the discussion:

- *Why are we talking about non-profits?*

Some ideas to relate if not raised by participants:

- You can start your own like Areva did, but you don't need to start your own non-profit to have an impact. There are many ways to get involved.
- Volunteering.
- Working as an employee.
- As a survivor advocate, you might sit on an advisory board/committee or board of directors. We'll talk about this more now.

Part B: Serving on Non-Profit Boards (30 minutes)



This is an optional activity that builds on the previous activity.

Consider inviting a board member to come in to lead this part of the session or consider connecting participants to a board member at the end of this session so they can interview them about what they do (and to help them grow their network). They can ask them the discussion questions below.

Serving on Non-Profit Boards (20 minutes)

Let's take a look at one way you might interact with or be part of a non-profit: building a board (if you're creating your own non-profit) or serving on a board.

Show the board roles and responsibilities video (5 minutes): <https://www.propelnonprofits.org/resources/board-roles-video/>

Then discuss:

- What are some of the roles and responsibility of a board/board member?

Some examples from the video:

- Strategic leadership
- Managing for financial stability
- Serving as an ambassador
- Supporting and supervising executive director/CEO
- Ensuring healthy governance
- Focus on bigger picture of organization.

Continue the discussion:

- Who would you want on your board and why?
- Do you think it's important to have different kinds of voices on a board? What diverse voices would you like to see on a board?
- What is the role of survivors on a board? Why might it be important to have a survivor on a board for a non-profit doing anti-trafficking work?

Note: survivors may be asked or seek to sit on advisory boards or committees. What's the difference?

Advisory Board

- Offers guidance and provide specialist or strategic advice
- No authority
- No fiduciary responsibility
- No legal responsibility for actions, successes, and failures
- Cannot make direct changes

Board of Directors

Offers guidance

- Have authority
- Fiduciary responsibility
- Legal responsibility for actions, successes, and failures
- Can make direct changes

Quick activity, continued (5 minutes):

- Return to the non-profit you identified in the last activity and look at their board. Who is on it? What are their backgrounds? Do you see any survivors?

Check-Out & Module Debrief (15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

Non-profits:

- What is a nonprofit and how does it work?
 - <https://www.councilofnonprofits.org/what-is-a-nonprofit>
 - <https://www.uschamber.com/co/start/strategy/nonprofit-vs-not-for-profit-vs-for-profit>
 - <https://www.wonderopolis.org/wonder/how-does-a-nonprofit-work>
- How to start a nonprofit
 - <https://donorbox.org/nonprofit-blog/start-a-nonprofit/>
- A list of survivor-led orgs: <https://nationalsurvivornetwork.org/survivor-led-organizations/>
- Directories of other organizations engaged in anti-trafficking work:
 - <http://www.endslaverynow.org/act/volunteer>
 - <https://humantraffickinghotline.org/training-resources/referral-directory>

Non-profit boards:

- Many resources on many topics related to boards from VAWnet: <https://vawnet.org/sc/nonprofit-management/board-governance>
- What boards do: <https://www.councilofnonprofits.org/tools-resources/board-roles-and-responsibilities#:~:text=Board%20members%20are%20the%20fiduciaries,resources%20to%20advance%20its%20mission.>
- How to build a board: <https://www.wildapricot.com/blog/nonprofit-board>
- More on board purpose and structure: <https://kindful.com/nonprofit-glossary/board-of-directors/>
- Board roles and responsibilities video (5 minutes): <https://www.propelnonprofits.org/resources/board-roles-video/>
- What it means to serve on an advisory board/committee:
 - <http://champsonline.org/assets/files/ToolsProducts/CHCBoardResources/BoardDocs/AdvCommRolesResponsibilities.pdf>
 - <https://boardable.com/blog/advisory-boards/#core>

Footnotes

1. Francis T. Miko & Grace (Jea-Hyun) Park, *Trafficking in Women and Children: The U.S. and International Response* (Congressional Research Service 2002), <http://fpc.state.gov/documents/organization/9107.pdf>.
2. *Human Trafficking by the Numbers*, Human Rights First, January 7, 2017, <https://www.humanrightsfirst.org/resource/human-trafficking-numbers>, accessed August 10, 2021.
3. In 2015, Rights4Girls teamed up with renowned survivor activist T Ortiz Walker Pettigrew to launch the No Such Thing campaign—a national movement to make clear that there is no such thing as a “child prostitute”—there are only victims and survivors of child rape. The award-winning campaign has not only succeeded in changing our language, but it has also helped change the laws in several states to protect children from being criminalized for their own exploitation. For more on this, visit: <https://rights4girls.org/campaign>.
4. *The Legal Rights and Needs of Victims of Human Trafficking in the United States*, Office for Victims of Crime, U.S. Department of Justice, December 2015, https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/HT_Legal_Rights_Needs_fact_sheet-508.pdf, accessed August 10, 2021.
5. Ibid.
6. *Culture*, Wikipedia. Last edited July 11, 2021. <https://en.wikipedia.org/wiki/Culture>, accessed August 11, 2021.
7. Adapted from Ng, Wenh-In. *A Tool for Everyone: Revelations from the “Power Flower.”* Retrieved from <http://lgbtq2stoolkit.learningcommunity.ca/wp/wp-content/uploads/2014/12/flower-power-exercise.pdf>. Note that this exercise is originally from Arnold, Rick; Burke, Bev; James, Carl; Martin, D’Arcy; & Thomas, Barb. *Educating for a Change*. Toronto: Doris Marshall Institute for Education and Action and Between the Lines Press, 1991. Adapted from: <https://adamhagerman.com/smart-financial-goals>.
8. Adapted from “Take Action, Create Change: A Community Organizing Toolkit, National Latino Council on Alcohol and Tobacco Prevention, pp. 18–20: https://cdn.ymaws.com/www.wpha.org/resource/resmgr/health_&_racial_equity/lcat_take_action_create_chan.pdf.

Advocacy and Leadership Skills for Policy and Systems Change

(Advocacy and Leadership, Part II)

Overview

Module six builds on important foundations of personal and professional empowerment that were laid in earlier modules, expanding confidence and competencies more concretely into the realm of leadership and advocacy. Through this module, participants will have the opportunity to put into action their accumulated experience, work, and knowledge to identify and advance their personal leadership and advocacy goals.

Each session in this module is organized a little differently. Please follow the notes in those sessions about how to best select the most relevant parts for your program's format and needs.

Learning Objectives

As a result of this module, participants will be better able to:

- Define for themselves what it means to be a leader and advocate.
- View themselves as survivors who can have an impact.
- Use their voice to lead, influence, and advocate for themselves and others.
- Identify needs and opportunities in systems, policies, and practices that can impact trafficking survivors. Become a leader in changing those systems, policies, and practices.
- Build relationships within their communities and beyond to work towards meaningful change for trafficking survivors.
- Develop an impact project that reflects their leadership, advocacy, and professional development skills.

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- **Session One: Leadership and Advocacy**
 - *OPTION A: Leadership and Advocacy in Action*
 - *OPTION B: Guest Speaker(s)*
- **Session Two: Media Literacy**
 - *PART A: Navigating the Media as a Survivor*
 - *PART B: Media Messages*
 - *PART C: Cultivating Media Relations*
 - *PART D: Developing a Media Message and Plan*
- **Session Three: Policymaking**
 - *OPTION A, PART I: Policy and Policymaking Discussion*
 - *OPTION A, PART II: Get Involved*
 - *OPTION B: Guest Speaker(s)*
 - *OPTION C: Visit Policymaking Bodies and Meet with Policymakers*
- **Session Four: Community Organizing**
 - *OPTION A, PART I: Community Organizing: What It Is & How to Get Involved*
 - *OPTION A, PART II: Framework for Developing a Community Action Plan*
 - *OPTION B: Guest Speaker(s)*

Facilitation Tips

- While the ultimate order and selection of modules and sessions is to be determined by the institute leaders and participants according to their needs and interest, we do recommend against advancing discussions and work around leadership and advocacy too quickly. Ideally, topics in this module would be presented after participants have been provided with a foundation of healing and support, and after they have had the opportunity to identify as survivors and to define and determine for themselves the relevance and importance of this leadership program through work in previous modules.
- Module six sessions should be facilitated or co-facilitated by survivor leaders/advocates. For this module in particular, it is important for participants to see and interact with a variety of survivor leaders and advocates who can be examples and provide support for their own paths as leaders and advocates.
- In preparing to facilitate this and other modules, facilitators should begin by reviewing in detail the sessions they would like to facilitate in order to ensure that they have the required materials and are familiar with the content and structure of the activities. It is particularly important to plan ahead for sessions where there are options to bring in outside content or guest speakers.

Leadership and Advocacy

Overview

The first session of this module invites discussion around what it means to be a leader and advocate in efforts to combat human trafficking and beyond. Through discussion and other suggested activities, participants have the opportunity to explore their personal goals and potential impact as leaders and advocates, and to identify related needs and opportunities.



There are two activity options for this session: a guided activity option and a guest speaker option. The guided activity can be done in two shorter sessions or one longer session.



Session to be facilitated or co-facilitated by survivor leaders/advocates. We recommend starting with this session before moving into the other sessions. With the exception of the final session, the remaining sessions can be ordered as needed.

Learning Objectives

- View themselves as survivors who can have an impact.
- Begin to identify advocacy and leadership opportunities that can impact trafficking survivors.

Check-In & Active Recall (15 minutes)

Active Recall

The beginning of a new module is a good time to do an active recall of what they learned in the previous module. Questions may include:

- Review a few main takeaways from each session and/or the module in general.
- *What's something that stuck with you from the last module?*
- *Something you'd like more information on or help with?*
- *Is there anything that came up for you after the last module?*
- *Other questions?*

Activities

Option A: Leadership and Advocacy in Action

(75 minutes)



In this first part, participants will have the opportunity to explore, discuss, and determine the efficacy of various types of advocacy projects. The objective is to introduce participants to a range of advocacy projects that may inspire them to consider joining or creating an advocacy project of their own. This part is an optional addition to Part A and may be done in a separate and subsequent session (or two). We offer ideas for a guided activity and inviting guest speakers.

Part I: Defining Leadership (10 minutes)

Large-Group Free Think: What Does Leadership Mean to You?



Virtual adaptation = use Zoom whiteboard or Jamboard.

Drawing from their earlier discussion around survivor leadership, discuss the following and note responses:

- *What does 'leadership' mean to you?*
- *What are some characteristics of effective leaders?*
- *In what ways can trafficking survivors demonstrate leadership? What would this look like?*
- *What kinds of leader do you want to be?*
- *How are leadership and advocacy related?*

Part II: Identifying Advocacy Activities (15 minutes)



Virtual adaptation = use Zoom whiteboard or Jamboard.

Drawing from their earlier discussion around advocacy, discuss the following and note responses:

- *What are some examples of advocacy activities?*

Facilitators can note that advocacy encompasses a wide range of activities that can influence public policy. Feel free to add and define some examples that may not have come up in the group, such as:

- Community organizing and building (will discuss in depth in a separate session)
- Policymaking and legal reform (will discuss in depth in a separate session)
- Media communication (e.g., engage with media by writing an op-ed, public speaking—will discuss in depth in a separate session)
- Educating (legislators, public, voters, community organizations, etc.)
- Research
- Organize a rally
- Draft a petition
- Lead trainings
- Lobbying
- Organize a fundraiser
- Meet with and/or contact legislators to discuss issues and ask what they are doing about them
- Get involved with existing advocacy groups
- Being a speaker
- Outreach to at-risk populations
- Empowering next generation of leaders and advocates, become a mentor
- Being an everyday advocate—i.e., speaking up for yourself and others as issues arise in daily life
- Ensure your workplace is trauma-informed and implements trauma-informed practices

- Be members on advisory boards (*see* session on NGOs)
- Support or work with victim/survivor service providers
- Raise awareness through an event or online (e.g., through social media)

Part III: Advocacy Case Studies (30 minutes)

Overview

This activity asks participants to analyze and discuss advocacy activities that people are doing in their communities (or at the state or national levels). In reflecting on examples of advocacy activities, participants will be able to identify qualities that make advocacy effective in reaching their intended audience and objectives.

Advocacy Case Studies: What Does Successful Advocacy Look Like?

1. Facilitators and/or participants work together to identify and discuss several advocacy activities that already exist in their community or beyond. Advocacy activities need not necessarily be anti-trafficking specific but should reflect a range of activities (*see* previous activity for examples) that support a cause. Choose a few advocacy activities to focus on for the discussion that follows.



For this activity, facilitators will be asking participants to reflect on the types of advocacy that already exist in their communities. These need not be related to anti-trafficking work. If participants are unaware of any advocacy activities, facilitators should be prepared to present and discuss examples. Facilitators might consider creating written case studies or sharing videos or resources online to provide more information.

It may be helpful to have examples from the community, state, and national levels. Facilitators can draw from important examples from within the history of the movement, as an example. For other ideas about anti-trafficking advocacy work, check out the National Human Trafficking Hotline's Referral Directory: <https://humantraffickinghotline.org/training-resources/referral-directory>.

2.

3. In either a large group or in smaller groups/pairs, discuss the following (if done in small groups, consider convening as a large group at the end to share discussions):

- What issue(s) is this advocacy trying to address?
- What is their goal?
- Who are they trying to reach?
- What about their advocacy do you think is effective?
- What could they have done better?
- What changes resulted from their advocacy?



Virtual adaptation = use breakout rooms. Facilitators should visit different breakout rooms to observe and assist.

Part IV: What Does Your Advocacy Look Like? (20 minutes)

Overview

The final activity for this session provides space for participants to begin thinking about what their own work as advocates might look like. This activity is most beneficial if participants have done one or more of the previous activities for this session. The ideas discussed here can help springboard the design of their own leadership and advocacy project at the end of the module, if they will be asked to do this.

Facilitators begin the activity by posing the following question to the large group:

- *Who can be an advocate?*

Key take-aways:

- There are many opportunities for trafficking survivors to become leaders and advocates in the anti-trafficking movement and beyond.
- Anyone can become a leader and advocate at any point in their personal and professional life and make a difference.

Individual Work and Report Back

Ask participants to take a few minutes to think about and respond:

- *What cause(s) do you want to advocate for?*

- *What kind of advocacy activities are you interested in doing to advocate for that cause?*

Have participants share some of their ideas with the large group.

Key take-aways:

- Remember that small acts can make a big impact. You can be an important light for yourself and those around you.

- Leadership and advocacy look different for everyone. Importantly, you are not limited to working in the anti-trafficking movement. You can have an impact in many different fields (e.g., arts, sciences, business, politics, etc.)

- Don't forget that simple reminders of your traumatic experience can cause intense reactions (i.e., trauma reminders). This in turn can increase stress. Don't forget the importance of setting and maintaining boundaries—be it taking a moment to ground yourself or deciding what you are comfortable or not talking about or working on, for example—to help you protect yourself while doing advocacy work.

Activities

Option B: Guest Speaker(s)

(Length Varies)



As a supplement to or in lieu of the previous guided activity, consider inviting guest speakers who are leaders and advocates in the anti-trafficking movement (or other movements) to speak to participants. This could take the form of individual speakers or a panel discussion representing a variety of advocacy activities. In addition to local guests speakers, consider inviting other guest speakers from outside the community to speak by video.

We recommend that speakers are given some time to speak, uninterrupted, about their advocacy work prior to providing time for a Q&A session with participants. For the Q&A session, consider asking the speaker(s) some of the questions from the previous activity, as well as other questions about how the speaker got involved in advocacy and advice for how they can start getting involved.

Check-Out (5-15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

- Legislative Advocacy: <https://www.scwren.org/blog/do-you-want-to-teach-advocacy-101>
- Digital Advocacy: <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main>

Media Literacy

Overview

The media plays a big role in influencing perceptions and the conversation around human trafficking. This session helps participants define and cultivate media literacy skills to navigate the media as a survivor, from accessing and evaluating media messages to participating and communicating effectively in various media forms.



Media literacy and engaging with the media as a survivor are broad topics that could be explored in an institute of their own. We have broken down some media literacy basics through a four-part series of activities that can be expanded upon over the course of 1–2+ sessions. The activities are best followed in order. If you can only do one part, we recommend the first.



It's important to have any non-survivor professionals co-facilitate with survivor leaders who have experience engaging with the media. As this is a broad topic, consider inviting a range of speakers to share their experiences and perspectives on media engagement in the anti-trafficking movement. Professional(s) could include: legal system professionals (e.g., DAs, law enforcement), a panel of survivors who can speak about their personal and/or professional experiences with the media, non-profit leaders in the trafficking/gender-based violence fields who can talk about how they interact with and utilize the media, journalists, local or national organizations that work with the media, etc.

Learning Objectives

- Explore the role of media in combatting human trafficking.
- Analyze how messages are constructed and communicated in the mass media culture of today.
- Identify and develop a variety of media literacy skills to help them lead, influence, and advocate for themselves and others through different media formats.
- Cultivate respectful media relationships.
- Use their voice to create a media message and plan.

Check-In (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-in, or create your own!

Activities

Part A: Navigating the Media as a Survivor (30 minutes)

Overview

The following activities provide foundational definitions and a framework for understanding what the media is, its role in combatting human trafficking, and how media messages are constructed and conveyed.

Introductory Activity: What Is the Media? (10 minutes)

Discussion

Facilitators can lead a discussion on the following questions and raise the points that follow if not brought up by the group:

- *What is the media?*

There are many definitions for “media.” Here’s one, for example:

“The media” or “the press” refers to the collective entities and individuals responsible for producing news, information, education and/or entertainment, that reach or influence people regularly through various means such as television, radio, newspapers, magazines, the internet and social media.¹

Media can be international, national, state, local.

Traditional media formats include print media, TV and radio. Today’s media also includes digital media: social media (YouTube, Twitter, Facebook, Instagram, etc.), blogs, forums, website, newsletters, podcasts, etc.

- *What would you like to know about the media/engaging with the media?*



The answer to this question can guide which media literacy skills to focus on for this session.

Activity: The Role of Media in Combatting Human Trafficking (25 minutes)

Discussion

Facilitators can lead a discussion on the following questions and raise the points that follow if not brought up by the group:

- *What roles does (or can) the media play in combatting human trafficking?*
- *How can media be helpful? Harmful?*
- *What role can you play in the media as a trafficking survivor?*
- *What are some of the benefits and risks of speaking to the media as a trafficking survivor (if not already raised above)?*
- *In what ways might social media present bias or censor views around issues related to human trafficking?*

Some points to convey:

The media plays a big role in influencing the public perceptions and conversation around human trafficking. The media can be both helpful and potentially damaging to the anti-trafficking movement and survivors. Engaging with media provides yet another opportunity for survivors to become anti-trafficking leaders and advocates by contributing to and shaping messages conveyed by the media.

Facilitators can discuss the possibilities of engaging with the media as a professional job for survivors, including the types of job titles and responsibilities available as well as how to acquire and demonstrate required skills.

Examples:

- Social media or digital manager/coordinator
- Media relations coordinator/trainer
- Communications specialist
- PR and marketing

Some potential media benefits:

- Raise awareness
- Help implement efforts
- Create political will
- Hold actors accountable
- Educate
- Positively impact public opinion
- Humanizes crime and its impact
- Validating
- Inspire other survivors to seek support

Some potential media risks:

- Safety issues for survivors and witnesses
- Re-victimization/re-traumatization
- Inappropriate or inaccurate reporting
- Privacy/confidentiality
- Can be used in criminal legal process

Social media bias and censorship:

- Many examples where social media advocacy related to racial justice and other issues from people of color has been censored.
- How? Posts can be removed due to reports by users that are not adequately reviewed by platforms; marginalized groups reclaiming language can be inaccurately misinterpreted or reported as using abusive language; “algorithm biases” (where algorithms reinforce older oppressive social relations and re-install new modes of racism and discrimination). Read more: <https://theconversation.com/beyond-a-technical-bug-biased-algorithms-and-moderation-are-censoring-activists-on-social-media-160669>

Part B: Media Messages (30 minutes)

Introduction

Now that participants have had a brief chance to discuss what media is and the role it can play in combatting human trafficking, they will now transition to activities that will help them build skills for engaging with the media. We sometimes call the range of skills required to effectively engage with the media as “media literacy.”

The Center for Media Literacy defines media literacy as “a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.”²

In the remaining session activities, we’ll take a closer look at some key media literacy skills for effective advocacy through the media. Let’s start with the how media messages are constructed and conveyed.

Activity: Media Messages



Virtual adaptation = use Zoom whiteboard or Jamboard.



For this activity, we suggest facilitators present a variety of messages in support of social causes that have been conveyed through different media formats. These messages can be in the form of advertising campaigns, articles, videos, press conferences, social media movements (images, hashtags), podcasts, etc. Facilitators may choose to focus on any issues of social justice, or specifically on anti-trafficking messages. They need not necessarily be examples of effective messaging—in fact, it can be helpful to present examples of harmful or inaccurate messaging, or messaging that just misses the mark in some way.

For each media message, have participants consider:

- *What is the message(s) being conveyed?*
- *Who is the intended audience? Do you think this message is reaching that audience?*
- *What works? Doesn't work?*

Part C: Cultivating and Navigating Media Relations (30 minutes)

Overview

This activity provides participants with strategies for cultivating media relationships and setting boundaries.

Part I: Sharing Media Experiences and Challenges (15 minutes)

Start by having professional and survivor facilitators share their experiences and tips for cultivating media relations, including any difficult or challenging situation or questions they've been asked and how they responded. We encourage this to be an interactive discussion, and to allow participants to ask questions.

Facilitators can consider discussing the following points and researching and bringing in resources as needed:

- Explain how the media operates: who are the actors in different media formats and with whom might survivors interact.
 - *Print (e.g., newspapers, magazines, books)*
 - *Web (e.g., social media, blogs, online news)*
 - *Broadcast (e.g., TV, radio, movies, online forums, podcasts)*
- How to access and reach out to media professionals. Examples:
 - *Find media people or outlets that could be interested in covering what you want to share (look on media databases, social media, google, websites) and find out how to get in touch with them.*
- Understanding media ethics and best practices on responsible communication. See Society of Professional Journalist's Code of Ethics.³ 4 Pillars:
 - *SEEK TRUTH AND REPORT IT. Ethical journalism should be accurate and fair. Journalists should be honest and courageous in gathering, reporting and interpreting information.*
 - *MINIMIZE HARM. Ethical journalism treats sources, subjects, colleagues and members of the public as human beings deserving of respect.*
 - *ACT INDEPENDENTLY. The highest and primary obligation of ethical journalism is to serve the public.*
 - *BE ACCOUNTABLE AND TRANSPARENT. Ethical journalism means taking responsibility for one's work and explaining one's decisions to the public.*

■ **Setting boundaries.**

- *Discuss how to establish boundaries when engaging with the media, and any potential consequences of such choices.*
- *Tips for developing professional relationships with media professionals and setting boundaries.*
- *Remind participants that engaging with media is their choice.*
- *Examples from Quick Tips for Crime Victims and Survivors: Guidelines for Media Interviews, pp. 50–54, 62–63.⁴*
 - *You can have a support person accompany you to media interviews.*
 - *You do not have to speak to the media and can say “no” to requests for interviews, even if you have previously granted interviews.*
 - *You can select the date, time, and location for a media interview.*
 - *You can select the platform or process for a media interview. Media interviews can be conducted in-person or over the telephone.*
 - *You can select a spokesperson or advocate of your choice to speak on your behalf to the media.*
 - *You can release a written or oral statement through a spokesperson instead of an interview.*
 - *You can establish “ground rules” or boundaries for all media interviews.*
 - *You can refrain from answering any question that makes you uncomfortable.*
 - *You can end an interview at any time.*
 - *You can ask in advance what the story will be about.*
 - *You can demand a correction when inaccurate information is reported.*
 - *You can file a formal complaint against a journalist.*
- *Tips for interacting with social media, particularly when faced with harmful or abusive language:*
 - *Consider setting your social media accounts and/or past posts to private.*
 - *Block abusive/harmful accounts.*
 - *Ask people in your social media circle if you wish for privacy.*
 - *In the case of cyberbullying, contact your local police in the case of credible threats.*
 - *Choose to not look at or engage with social media or limit reading hashtags or comments.*

Part II: Media Role Play (15 minutes)

Instructions:

- As a group, and possibly drawing from the examples shared by facilitators, think of some challenging or inappropriate questions that a survivor might be asked by the media (e.g., someone from the media asks you for details about your experience that you are not comfortable sharing). Write these on the board.
- Facilitators and participants can take turns role playing the media questions, with one person acting as the media interviewer and the other as the survivor interviewee. If the interviewee needs help, take a “pause” and ask the group and facilitators for ideas about how they might handle that and similar situations.

Part D: Developing a Media Message and Plan

(60 minutes)

Overview

This activity gives participants a basic structure and tips for developing a media plan and engaging with the media and asks them to practice developing and delivering their own media message.

Developing a Media Plan (30 minutes)

Facilitators can start by going over what it means to develop a media plan. Creating an effective media strategy can include, for example, identifying: (1) your message(s) and goal(s); (2) target audience; (3) media format you want to engage; and (4) specific media outlets and professionals to contact.

Provide the below worksheet to participants and use the instructions that follow to walk them through the steps for developing a media plan.

For this activity, we want to start by focusing on how to develop a media message. Ask and discuss what kind of messages can be conveyed to the media. Importantly, we want to discuss what it means to convey a personal message/story to the media. The media can be an opportunity for survivors to talk about their stories, if they want to, but they should be aware of possible trauma reminders and the importance of creating their own boundaries for this kind of media engagement. Remind survivors that they are more than their stories and can provide expertise in other ways or not engage with the media at all. Refer to previous institute work on trauma reminders and setting boundaries.

Then have participants (individually, in small groups, or as a large group) free think around a message they would like to convey to the media. Once they have decided on a message for this activity, have them discuss and determine the other components related to creating an effective media strategy around that message (see next page).



Virtual adaptation = use breakout rooms. Facilitators should visit different breakout rooms to observe and assist.



Developing a Media Plan

Step	Considerations	Example	Your Message & Plan
1. Message	Is it a personal message or story?	January is National Human Trafficking Awareness Month and we want people to know that everyone can play a role in combatting human trafficking.	
2. Target Audience	Who are you trying to reach with your message?	Local community.	
3. Media Format	What will be the format for sharing that message?	Interview (podcast, phone, written, live video online, TV, etc.), writing an article, press conference/release, guest speaker, etc. Newspaper, online and in print.	
3. Who to Contact	What is that outlet? With whom will they be working to share their message?	Local newspaper. Found their press inquiry email online. Also contacted a reporter directly by email who has written articles on trafficking before.	
3. Prepare for Media Engagement	What kind of support (physical, emotional, technical) do you need? What might be some of the logistics required (transportation, equipment, tech, etc.)? timing, etc.) Do you have boundaries you would like to negotiate in advance?	Do not want to share your personal story and instead highlight different ways everyday citizens can get involved in our community to ombat trafficking.	

Preparing for Media Engagement (30 minutes)

For the second part of this activity, participants will have a chance to practice preparing for and delivering their message to the media.

Start by having participants assume that they have made contact with the media outlet/professional of their choice to help convey their media message. Have participants discuss the following to set up the next part of the activity.

- *What is that outlet?*
- *With whom will they be working to share their message?*
- *What will be the format for sharing that message?* Interview (podcast, phone, written, live video online, TV, etc.), writing an article, press conference/release, guest speaker, etc.
- *What kind of support (physical, emotional, technical) do you need?*
- *What might be some of the logistics required (transportation, equipment, tech, timing, etc.)?*
- *Do you have boundaries you would like to negotiate in advance?*

Then ask for volunteers to role play the media interaction. For the role play, it might make the most sense to role play an interview. Facilitators may consider volunteering to do a roleplay first, using their own or a participant example. Facilitators can role play different interview styles, good and bad.

Prior to commencing, facilitators might refer back to previous institute work on public speaking and effective communication before commencing and in the debrief that follows. See also *Tips for Media Interviews*, pp. 58–59.⁵

Debrief role plays as a large group, identifying and troubleshooting any issues.

Check-Out (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

- <http://medialiteracyproject.org>
- <http://www.wcsap.org/webinar-media-technology-sexual-violence-prevention>
- <http://www.theirnaproject.org/tips-for-interviewing-survivors.html>
- https://static1.squarespace.com/static/5ee517995ce62276749898ed/t/5f2156e37e40ec445e1dd046/1596020453952/CCHT_Public_Awareness_and_Media_Guide_06052014-2.pdf
- <https://www.survivoralliance.org/survivor-engagement>
- <https://www.ethicalstorytelling.com/resources>
- <http://victimrights.org/wp-content/uploads/2020/11/CQ-Survivor-Media-Guide.pdf>
- “A News Media Guide For Victim Service Providers,” published by Justice Solutions, 2009: <http://www.victimprovidersmediaguide.com/newsmediaguide.pdf>.⁶ This is one of a series of guides created under the National Public Awareness and Education Campaign project—funded by the Office for Victims of Crime, Office of Justice Programs at the U.S. Department of Justice to educate service providers, journalists, allied professionals and crime victims themselves around issues concerning news coverage of crime with a focus on coverage of crime victims. While not specific to human trafficking, the guide does provide considerations and guidelines for engaging with the media that could also be helpful to survivors as individuals, and that may also be helpful to facilitators for training on this issue.
- Center for Media Literacy: <https://www.medialit.org>
- Society of Professional Journalists: <https://www.spj.org/ethicscode.asp>

Policymaking

Overview

A broad topic that could be an institute unto itself, this session introduces participants to basic concepts of public policy and policymaking. The goal is to present participants with a basic understanding of policymaking and the tools to help them get involved in public policy work as survivors.



Similar to the previous two sessions, this session offers a menu of options on the topic of policymaking. There are three activity options for this session. Suggested activities range from 30 minutes to several hours. Pick one or multiple activities to do with your group depending on their needs and interests!

Learning Objectives

- Define public policy and policymaking.
- Learn how to create change through policy and legislation from policymakers and those who do public policy work.
- Identify needs and opportunities in systems, policies, and practices that can impact trafficking survivors.
- Develop a framework and tools to influence public policy.

Check-In (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-in, or create your own!

Option A, Part I: Policy and Policymaking

Discussion (30 minutes)

Overview

The first part of this session centers around discussion questions that ask participants to consider the *what* and *why* of policymaking, and how they can get involved and have an impact. This is a basic introduction to policymaking to help ground the subsequent activities.

Discussion Questions

Discuss the following questions as a large group:

- *What is public policy? Policymaking?*

There are many ways of understanding and defining public policy and policymaking. There is no one single “correct” definition of either.

Some helpful definitions of public policy:

- Actions taken (or not taken) by public official and institutions to address real-world issues. Public policy problems are those that are addressed by federal, state, and local governments. Public policy can take the form of new laws, ordinances, regulations, court decisions, etc.

Wikipedia:

- “Public policy is a course of action created and/or enacted, typically by a government, in response to public, real-world problems...Public policies come from all governmental entities and at all levels: legislatures, courts, bureaucratic agencies, and executive offices at national, local and state levels. On the federal level, public policies are laws enacted by Congress, executive orders issued by the president, decisions handed down by the US Supreme Court, and regulations issued by bureaucratic agencies. On the local, public policies include city ordinances...they also take the form of written rules and regulations of city governmental departments... On the state level, public policies involve laws enacted by the state legislatures, decisions made by state courts, rules developed by state bureaucratic agencies, and decisions made by governors.”⁷

From Project Citizen:⁸

- Policy is made in response to some sort of issue or problem that requires attention.
- Policy is what the government chooses to do (actual) or not do (implied) about a particular issue or problem.
- Policy might take the form of law, or regulation, or the set of all the laws and regulations that govern a particular issue or problem.
- Policy is made on behalf of the “public.”
- Policy is oriented toward a goal or desired state, such as the solution of a problem.
- Policy is ultimately made by governments, even if the ideas come from outside government or through the interaction of government and the public.
- Policymaking is part of an ongoing process that does not always have a clear beginning or end, since decisions about who will benefit from policies and who will bear any burden resulting from the policy are continually reassessed, revisited and revised.

Policymaking:

- The process of creating policies.
- We’ll talk about the policymaking process in a subsequent activity.

Continue the discussion:

- *What is the role of public policy?*

Some examples:

- Address and impact social issues, including human trafficking.
- Improve well-being, safety, health, etc. of citizens.
- Guide and lead to creation of laws and standards (e.g., re prevention, protection, and prosecution in human trafficking; inform and create provision of services for survivors).
- Change public opinion.
- Provide accountability.

Continue the discussion:

- *Who are public policy makers?*

Someone who makes policies. Can include public officials and public institutions at local, state, and federal levels (refer to Module 5, Session 3: Government where helpful). Think elected officials (president, legislators, governors, mayors, etc.), Congress, political advisers, political parties, agency bureaucrats, courts, etc.

Continue the discussion:

- *What are some ways in which you can participate in the public policymaking process?*

Public policy work involves a broad range of activities. Some examples:⁹

- administrative or regulatory advocacy
- public interest research
- informing and educating legislators
- informing and educating the public
- community organizing
- educating voters and candidates
- providing testimony at legislative hearings
- accessing and disseminating public information
- facilitating and building partnerships
- forming coalitions
- negotiating among nonprofits and government
- litigation
- legislative lobbying

Some notes on lobbying:

A lot of public policy work involves advocacy (see Module 6: Session 1). Lobbying is a form of advocacy work that is intended to influence a specific piece of legislation, guided by specific rules.

There are two types of lobbying:¹⁰

- Direct lobbying is any attempt to influence legislation through communication with any member or employee of a legislative body or any other government official who may participate in the formulation of legislation.
- Grassroots lobbying is any attempt to influence legislation by swaying the opinion of the general public. In this case, the organization encourages the public to lobby.
- It's important to note that being engaged in public policy is not strictly about lobbying. There are many policy-related activities you can engage in that don't constitute lobbying.

Continue the discussion:

- *What do you think can be the unique contributions of survivors to public policy?*

Some ideas:

- Powerful voice and guidance informed by lived experience and expertise.
- Identify and ground policy in real-world needs of survivors.
- Humanize the issues with faces and names.
- Inspire policymakers and influence public opinion.

Activities

Option A, Part II: Get Involved (30 minutes)



This builds on the previous part and can be done in the same or a subsequent session.

Through a series of questions, this activity provides participants with a basic framework for approaching policy work, should they want to become more involved in this type of activity in the future by joining existing efforts or even creating an advocacy project of their own. Note for participants that they can expand upon their ideas here as part of their final leadership and advocacy project.

Discuss:

- *How might you like to be involved in public policy work?*



Encourage participants to think about options such as starting their own project to influence public policy, joining existing efforts (examples of local efforts?), working professionally as public policy advocates, etc.

Reference any ideas raised during other session activities.

- *What are some issues that impact trafficking survivors that you might want to address through public policy work?*



Encourage participants to think about issues most important to them. These can be problems that personally affected them as victims/survivors that other survivors may have also experienced (e.g., related to their interaction with the justice system or access to services). We'll revisit this same question in a more detailed process in the following session.

For the remainder to the time in this activity, let's get to work on one of the policy activities and issues you just identified. As a group, decide on a policy issue and activity you would like to work on during this time and then choose one of the following activities to start working on that issue:

- Research current anti-human trafficking policy efforts that correspond with activities and issues you identified.
- Create an elevator pitch to a legislator on an issue you care about or a topic that needs legislative change. Refer to Module Two, Session Three's activity for tips on creating an elevator pitch and Module Five, Session Three's activity "Who Represents Me?" to help you think about who in government you're going to contact.
- Come up with a message on an issue you care about to help educate the public online. Create a blog post, hashtag or a tweet to convey that message.

Option B: Guest Speaker(s) (30 minutes)



In addition to or in lieu of the other activity options presented in this session, consider inviting speakers who do public policy work (particularly survivors) or who are policymakers themselves to the institute to discuss their experiences. Providing real-world examples of policymaking and policymakers can help ground an otherwise broad and potentially intimidating leadership and advocacy activity.

Guest speakers can also be invited to co-facilitate the session's suggested activities and contribute their experience where relevant to the topics discussed.

Speakers can respond to the questions from the first activity OR ask participants to come up with the questions themselves about policy and policymaking (What is it? What do you want to know? Why are we talking about this?):

- *What is policymaking? Why is it important? Role of public policy in addressing human trafficking issues?*
- *What do you think can be the unique contributions of survivors to influencing and creating public policy?*

Additionally, ask:

- *Share your experience in public policy work or as a public policy maker. How did you get involved? What are some of the challenges involved in your work? Successes? What have you learned/gained from your experience?*
- *What is the process of making public policy?*
- *What do you think makes a good public policy advocate?*
- *Any advice for how survivors can get involved in public policy work?*

Activities

Option C: Visit Policymaking Bodies and Meet with Policymakers (Length Varies)



Institute leaders might consider arranging a tour or visit of places where policy decisions are made and meeting with policymakers where possible—e.g., city council/hall, mayor’s office, state capitol, state or federal legislators’ offices, administrative agency, etc.

Form some ideas on who to contact or visit, consider the representatives participants may have identified during Session 3 of Module 5 on government.

Check-Out (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

Public Policy:

- http://www.ncchpp.ca/docs/modeleetapespolpubliques_en.pdf
- <https://courses.lumenlearning.com/boundless-politicalscience/chapter/the-policy-making-process>
- <https://www.egu.eu/policy/basics/cycle>
- <https://www.cfstandards.org/sites/default/files/resources/COFPublicPolicy.pdf>

Community Organizing

Overview

Session four defines community organizing and presents a foundational set of skills for survivors to become community organizers. Participants will also have a chance to begin creating and strategizing their own community action plan. This session brings together the skills and work done in the previous three sessions and will be most beneficial to participants if completed after those sessions.



There are two activity options for this session: a guided activity option, divided into two parts, and a guest speaker option. The guided activity can be done in two 60-minute sessions or a single 90-minute session (note that the second part of this activity is optional for those who want to go further into the details of how to create a community organizing campaign).



Consider having non-survivor professionals co-facilitate with survivor leaders who have experience in community organizing.

Learning Objectives

- Define community organizing.
- Apply a framework for community organizing.
- Identify issues in systems, policies, and practices that can impact trafficking survivors.
- Build relationships and teams of purpose-driven leaders in their communities to achieve the change they want on those issues.
- Plan and execute a community action plan.

Check-In (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-in, or create your own!

Option A, Part I: Community Organizing— What It Is & How to Get Involved (30 minutes)

Overview

The first part of this activity centers around discussion questions that ask participants to consider the *what* and *why* of community organizing before they work on the *how* to build a community organizing effort in the activity that follows.

Video: What is Community Organizing? (15 minutes)

Show the following video(s):

- “From the Grassroots: Understanding Community Organizing” (4 minutes): <https://www.youtube.com/watch?v=fIXHRxc9q1k>
- “Barack Obama on Community Organizing (1.5 minutes): <https://www.youtube.com/watch?v=htnL6QRCqK0>

Then discuss the following questions as a large group:

- *How did the people in the video define community organizing? How would you define community organizing?*

Some definitions:

- Community organizing is a process where people who live in proximity to each other or share some common problem come together into an organization that acts in their shared self-interest. Community organizers work with and develop new local leaders, facilitating coalitions and assisting in the development of campaigns...to fight together for the interests of the community.¹¹
- “Community Organizing is a democratically-governed long-term process by which people are brought together to act in their common self-interest to identify community problems and solutions, and to take action by engaging existing power structures to make those solutions a reality.”¹²
- “Organizing is people coming together to collectively create the change they want to achieve. It is people joining together to work toward common goals.”¹³

Continue the discussion:

- *How can community organizing help the community?*

Some examples:

- Meaningful social, economic, or political change at local, national, and even international level. Powerful tool for social change, from community-level improvements to larger systems change.
- Develop and invest in future leaders
- Builds community cohesion, alliances
- Empowers communities and individuals by showing them that what they do matters, has an impact
- Improve community decision-making and planning

Show the video: “From the Grassroots – Tools for Effective Community Organizing”:

<https://youtu.be/bbfb6B7WjEM>

- *What do you think makes a good community organizer?*

Some examples:

- Willingness to share power and respect group decisions
- Advises and cultivates leaderships in others
- Problem solver
- Good listener
- Passionate
- Flexible
- Good communication skills (refer back to effective communication skills from earlier module)
- Organized
- Willing to collaborate
- Bring people together

Continue the discussion:

- *How can community organizing help the community?*

Some examples:

- Meaningful social, economic, or political change at local, national, and even international level. Powerful tool for social change, from community-level improvements to larger systems change.
- Develop and invest in future leaders
- Builds community cohesion, alliances
- Empowers communities and individuals by showing them that what they do matters, has an impact
- Improve community decision-making and planning

Discussion: Your Community Action Plan (15 minutes)

- *What are some community organizing examples?*



Facilitators will ideally be prepared with examples of local community organizing campaigns, or other community organizing campaigns from around the country that they would like to share with participants. These campaigns do not necessarily have to be related to human trafficking, though it may be helpful to have at least one example. Feel free to show websites, videos and other resources.

- *What do you think can be the unique contributions of survivors in community organizing?*
- *How can someone get involved in community organizing?*



The simple answer is that they can either create their own community organizing effort (perhaps drawing from the framework in the previous activity to do so) or join an existing effort. To start their own effort, they first have to identify the issue it is that they would like to address through community organizing. To join an existing effort, they will have to find a project that interests them. This brings up to our next questions

- *If you were going to create your own community organizing effort, what do you think are the issues that you would address through that effort?*
- *If you would like to join an existing community organizing effort, do you know which group or project you would like to join? How can you find out more about what's going on in your community?*



For this last question, draw from any examples raised during the first activity. Facilitators may also want to come to the session prepared with examples and contact information for local community organizing groups.

Activities

Option A, Part II: Framework for Developing a Community Action Plan (60 minutes)

Start by letting participants know that we're going to turn to learning more about the nuts and bolts of developing a community action plan.

Video (5 minutes)

Begin by showing this video from CitizensUK about their community organizing method (1.5):

https://www.youtube.com/watch?v=m6aZ_8P8WZg

Then discuss and list out the steps from the video:

Step 1: desire to make change

Step 2: get the power you need to make change by getting people involved

Step 3: listen to the community, identify your issues

Step 4: take action

Step 5: meet/discuss with decisionmakers

Step 6: evaluate what you did for what worked and what can be improved

Developing a Community Organizing Campaign (55 minutes)

The below series of activities has participants walk through a basic framework based on the above video for developing a community organizing campaign using an example (or two) of their choice.



There are many styles of community organizing and many organizational structures and framework for developing a community action plan. The simplified framework we are using for this activity draws from basic principles common to many community organizing plans, but it is by no means the only way to think about community organizing. Every community's plan must be tailored to meet that community's needs. We encourage you to research other models for community organizing that may better fit the needs of your institute and/or reach out to local community organizers for their advice and resources on community organizing. If possible, invite local community organizers to come speak on this topic (*see* the Guest Speakers activity below) to ground this framework and other principles of community organizing in real-life examples of people doing the work.

Some other frameworks and guides for community organizing for more information:

- Basics of Community Organizing Neighborhood Leadership Institute Workshop, Citizens Committee for New York City: <https://static1.squarespace.com/static/5f29763b60ad2b5398b30ae3/t/5f7cb4873787a67399e35798/1602008205160/Basics+of+Community+Organizing+Sep+19.pdf>
- Take Action, Create Change: A Community Organizing Toolkit, National Latino Council on Alcohol and Tobacco Prevention: https://cdn.ymaws.com/www.wpha.org/resource/resmgr/health_&_racial_equity/lcat_take_action_create_chan.pdf
- Fundamentals of Organizing Toolkit, National Education Association: https://www.nea.org/sites/default/files/2020-11/22122_C4O%20Organizing%20Toolkit.pdf

Step 1: Desire to Make Change

Ask:

- *Who wants to see change in their communities?*

Before starting any organizing campaign, organizers first need to identify and define the issue(s) that affects their community and that they would like to work on as part of their community organizing efforts.

Ask:

- *What's your issue?*

You can choose to address an issue raised during the previous activity.

Some tips for selecting an issue:

- Choose something that affects a group of people vs. an individual.
- If the group has identified a large systemic problem, encourage them to break the issue down into smaller, specific issues that affect the community and select one of those smaller issues. This is important for setting realistic goals, steps, and for mobilizing their community to action.
- Is the issue clear and easy to understand?
- Will addressing the issue result in a real change in survivors' lives?

Examples include: taking self-harm seriously, educational rights, giving survivors active leadership roles, community collaboration, gender discrimination, and mental health stigma.

Step 2: Getting Your Power (Through People)

Community organizing is, at its core, relationship building. This includes building relationships with identified targets and community members to help carry out the campaign (Step 5). Creating relationships with those targets, and transitioning targets to allies, is key to achieving the goals of the campaign.

- *How are you going to build relationships?*



Refer to Module 3, Session 2 on networking for more tips on building community.

People are at the center of any community organizing effort. To run an effective campaign, organizers must bring people from the community together and educate them on how they can help.

- *What are your strategies for mobilizing the community to help carry out the campaign?*

Ideas:

- Tabling
- Handing out flyers
- Promoting/speaking at events
- Surveying
- Canvasing
- Social media
- Traditional media

- Personal networks: start building community with neighbors, classmates, friends, etc.
- Holding community meetings

Step 3: Take Action

Once an issue or issues have been defined, organizers must create an action plan to effectively achieve their desired results. We have highlighted a few key components of developing a community action plan.



Using the issue defined in the previous step, walk participants through the next steps to help them create the skeleton of a community action plan for that issue.

1. Develop a Mission Statement

Think about and define your community group's mission statement (a "mission statement" defines what an organization does and who they serve). A statement might answer the following questions:

- What is the purpose of your community group?
- What is the community you're focusing on (people and geography)?

Example: The International Committee of the Red Cross' mission statement is: "To protect the lives and dignity of victims of armed conflict and violence and to provide them with assistance."

2. Identify Goals

Identify the goals of your campaign:

- What are some of the short-term and long-term goals?

3. Identify Targets

Determine who has the power to make decisions regarding your issue—those who positively and negatively impact your community. These are the targets or the focus of your community action plan. To identify targets, ask:

- Who (people, institutions, systems) has the power to positively and negatively impact your community? Amongst those forces, who has the power to make decisions regarding your issue?

4. Identify Strategy and Actions

Determine the strategy and specific actions for achieving desired results. Consider:

- What is your message? How are you communicating the message?
- What are some actions you can take?

Some ideas:

- Canvassing
- Working with the media
- Creating your own media
- Petitions
- Writing letters to decision makers
- Meeting with decision makers
- Lawsuit
- Roundtable
- March or other demonstration (e.g., strike, boycott)

Note that one strategy is to start with less confrontational tactics and gauge results before escalating tactics.

5. Implement the Plan

Put the plan into action according to the timeline developed and measure progress towards goals.

Step 4: Evaluate the Results and Keep Going!

Evaluate the results of your campaign project:

- Review and learn. Is the strategy achieving the goals? What's working, what isn't?
- Celebrate progress.
- Revise goals and strategies.
- Keep going.

Option B: Guest Speaker(s) (30 minutes)



In addition to or in lieu of the activities above, consider inviting speakers from community-based projects or other local programs who do community organizing to the institute to discuss their experiences. Consider a panel of guest speakers representing a range of organizing efforts and be sure to include survivors with experience in community organizing.

Examples of questions to ask guest speakers:

- *What is community organizing and who is it for?*
- *Share your experience in community organizing. How did you get involved in community organizing? Have you personally created or led a community organizing effort? If so, how did you develop it? Challenges? Successes? Experience joining an existing community organizing effort? What have you learned/gained from your experience?*
- *What do you think makes a good community organizer?*
- *What do you think can be the unique contributions of survivors in community organizing? Challenges?*
- *Any advice for how survivors can get involved in existing community organizing efforts or create their own?*
- *Can they join your community organizing effort, if interested?*
- *What are some other community organizing examples they should consider (generally and more specifically to their community)?*

Guest speakers can also be invited to co-facilitate the above activities and contribute their experience where relevant to the topics discussed.

Check-Out (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!

Additional Resources

- Basics of Community Organizing Neighborhood Leadership Institute Workshop, Citizens Committee for New York City: <https://static1.squarespace.com/static/5f29763b60ad2b5398b30ae3/t/5f7cb4873787a67399e35798/1602008205160/Basics+of+Community+Organizing+Sep+19.pdf>
- Take Action, Create Change: A Community Organizing Toolkit, National Latino Council on Alcohol and Tobacco Prevention: https://cdn.ymaws.com/www.wpha.org/resource/resmgr/health_&_racial_equity/lcat_take_action_create_chan.pdf
- Fundamentals of Organizing Toolkit, National Education Association: https://www.nea.org/sites/default/files/2020-11/22122_C4O%20Organizing%20Toolkit.pdf
- <https://repower.org/event/grassroots-organizing>
- <https://www.brightest.io/community-organizing>
- <https://residentactionproject.files.wordpress.com/2017/05/community-organizing-101-toolkit-for-organizing.pdf>
- <https://www.coursera.org/learn/community-organizing>
- <https://comm-org.wisc.edu/training.htm>
- https://americancultures.berkeley.edu/sites/default/files/a_student_guide_.pdf

Leadership & Advocacy Project

Overview

The final session of the institute provides an opportunity for participants to develop an impact project that reflects their leadership, advocacy, and professional development skills.

Learning Objectives

- Develop an impact project that reflects their leadership, advocacy, and professional development skills.

Check-In (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-in, or create your own!



Participants can work with facilitators, community leaders, mentors (if this is a part of the programming) and/or each other to develop a leadership or advocacy project. Institute leaders and/or individual project leaders can determine the level of involvement and duration of guidance regarding the development and implementation of these projects.

This final “session” of the institute can serve as a springboard to cultivate individual project ideas. This might be particularly useful if some participants are interested in working together on a group project. Use the project design worksheet and accompanying tips that follow to guide the development of their project ideas.

Alternatively, this project work can be started outside of a more formal session format. Facilitators can, for example, opt to have one-on-one sessions with participants to help them identify their project interests and potential advisors/mentors for that project.

Regardless of format, facilitators can help participants free think on ideas for projects. Participants have already come up with some great ideas throughout their institute work and learned some frameworks for putting those ideas into action (*see* Module 6, Session 2 (Media Relations), Session 3 (Community Organizing), and Session 4 (Policymaking). Refer back to those sessions for inspiration.



Leadership & Advocacy Project Design Worksheet

Complete the following handout during session to begin working on the development of your end-of-institute project.

Objective(s):

Tip: Remember SMART Goals? A project objective should also be SMART =

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

Tasks

Tip: break your project down into small, concrete steps. Certain tasks can be further broken down into sub-tasks.

Timeline

Tip: assign each task and subtask a start and end date and be sure to note who is doing what.

Resources

Tip: consider what's needed in terms of materials, logistics, cost, advice/guidance/mentorship, etc.

Check-Out & Module Debrief (5–15 minutes)

See the Additional Participant Resources at the end of the curriculum for ideas on activities and questions for this check-out, or create your own!



Have participants complete the institute survey during this time, if any.

Footnotes

1. <https://www.sdgaccountability.org/working-with-informal-processes/engaging-with-the-media>, accessed July 28, 2021.
2. <https://www.medialit.org/media-literacy-definition-and-more>, accessed July 30, 2021.
3. <https://www.spj.org/ethicscode.asp>, accessed July 30, 2021.
4. Anne Seymour and Bonnie Bucqueroux, *A News Media Guide for Victim Service Providers*, (Washington D.C., Justice Solutions NPO, 2009), <http://www.victimprovidersmediaguide.com>, accessed July 30, 2021.
5. Anne Seymour and Bonnie Bucqueroux, *A News Media Guide for Victim Service Providers*, (Washington D.C., Justice Solutions NPO, 2009), <http://www.victimprovidersmediaguide.com>, accessed July 30, 2021.
6. Anne Seymour and Bonnie Bucqueroux, *A News Media Guide for Victim Service Providers*, (Washington D.C., Justice Solutions NPO, 2009), <http://www.victimprovidersmediaguide.com>, accessed July 30, 2021.
7. Id.
8. Project Citizen, *What is Public Policy?*, <https://www.civiced.org/project-citizen/what-is-public-policy>, accessed August 5, 2021.
9. Council on Foundations, *Getting Involved in Public Policy: What You Need to Know*, p. 1, 2008, <https://www.cfstandards.org/sites/default/files/resources/COFPublicPolicy.pdf>, accessed August 5, 2021.
10. The Nonprofit Association of Oregon, *Public Policy & Advocacy: What, Why & How*, https://nonprofitoregon.org/advocacy/nonprofit_advocacy, accessed August 5, 2021.
11. Community organizing. Wikipedia. Last edited 1/26/2021, https://en.wikipedia.org/wiki/Community_organizing, accessed August 3, 2021.
12. Definition of the European Community Organizing Network, <http://econnet.eu/pages/community-organizing/definition.php>, accessed August 3, 2021.
13. Definition of the National Education Association, https://www.nea.org/sites/default/files/2020-11/22122_C4O%20Organizing%20Toolkit.pdf.

Check-In & Check-Out Activities

Every session begins with a check-in and concludes with a check-out. These can vary in length from 5–15 minutes, depending on the activity and the needs of the group. Sometimes we include suggested check-in activities relevant to the session’s content. We have also included a list of check-in and check-out activities here as a resource. Feel free to try different activities to see what works best for your group and to vary up the activities each session and/or module. Not sure what’s working? Ask for feedback! You may also decide that it is best to stick to the same check-in and check-out activity throughout the institute.

Check-In Activities

General Questions

- *What kind of a day have you had so far today?*
- *What are you seeking to learn and contribute?*
- *Anything that came up for you after last session?*

Show and Tell

As a way for participants to continue getting to know each other, invite participants to bring something small to the next session that's an important part of their life. It could be a picture, an object, a cultural memento, etc. Allow each participant to share (facilitator too) and pass along to another participant.

Four Words

Participants are asked to generate four words about themselves that best describe them on a personal level. These could include personal interests, personality traits, etc. After a few minutes, encourage participants to share why their set of nouns are representative of their personalities and their backgrounds.

This icebreaker can help participants open about each other and start recognizing traits in one another.

Visit a Wonderful Feeling¹

Life has some great moments, and we need to be wise enough to cultivate that lovely joyful energy. Mindfulness is all about the present moment, but it is ok to be grateful for pleasant things that have happened in your life.

In this exercise, everyone in the group will find something in their life they are grateful for and give them wonderful feelings. It is important not to try and recreate the good feelings, as chasing after good things that happened in the past will pull you out of the present moment. Instead, everyone in the group can be grateful in the present moment, and then share the thing they are grateful for.

When people in the group are sharing, the rest of the group can practice mindful listening. We can overlook things in our own lives that are worthy of gratitude, which is one of the most positive energies we can cultivate.

Rose, Rose, Thorn, Bud

Two Roses: Start your group by having everyone share two roses—something positive or something that’s going well in their life right now, something that’s making them happy or what they can be grateful for.

Thorn: Then ask them to share a thorn. These are challenges or issues they are facing. They can be work or non-work related.

Bud: Finish with a bud. A bud is what they have got to look forward to. These can be new ideas that have blossomed, new things they are going to try, or experiences they want to have.

Gratitude Prompts

This check in can be done in a breakout room or done by participants alone and share with the group. Instruction is simple: fill in the blanks

Identify 3 things that you feel grateful for and appreciate about your life.

Identify 3 things that you appreciate about yourself.

Hopes and Fears

Have participants partner up and ask them to spend five minutes capturing their biggest hopes and fears for this session. After time’s up, consider reading some of the answers anonymously to help participants realize who else feels the same as they do.

Continuous Story²

Each person speaks for anywhere from 20 seconds to a minute to start telling a story. When their time is up, the next person has to continue the story. The goal of this is to make the story make sense. This activity helps participants engage in listening and serves as a warmup to the public speaking activities to come.

My Friend’s Fictional Life³

For this activity, you will introduce another participant. If doing this in person, the person doing the introductions gets up in front of the group. However, instead of introducing the other person in a traditional way, you make up a fictional life for them.

For example, you can say, “Hi, this is Jane Smith, and she actually moonlights as a jazz pianist for the underground mafia.” You talk about her life, whatever it may be in your fictional account.

This is meant to be a fun activity that draws on creativity and helps everyone become more comfortable speaking in public.

Toilet Paper Roll Challenge

Have participants pass around a roll of toilet paper and ask everyone to take some, without explaining the reason. Then ask everyone to count the number of squares they have and share that many things about themselves. So, if someone has taken 3 pieces of the roll, they must share 3 facts about themselves.

Check-Out Activities

General Questions

Processing questions:

- *What questions do you have about the lesson?*
- *What's something new you learned or something that surprised you?*
- *What's something that challenged you?*
- *What are your thoughts about this session?*
- *Anything that came up for you during session?*
- *After learning about this topic, how do you think it can empower you?*
- *Any questions you have for the group? For the facilitator?*

Questions that reinforce learning:

- *What is something you connected with today that you will think about over the next week?*
- *What questions do you have about the lesson?*
- *How would you explain ____ to someone who never heard of it before?*

Feedback:

- *What was helpful?*
- *What would you change?*
- *Where do you want to go next? What do you want to learn next?*
- *Was there something else you would have liked to tap into?*
- *Was there anything that could have been covered?*
- *Which topics or activities did you find most useful? Why?*
- *Which topics or activities did you find least useful? Why?*

Grounding Techniques

See Additional Participant Resources, Module One.

Self-Care Activities

See Additional Participant Resources, Module One.

Finger Tracing Exercise

This exercise can be done anywhere and at any time, and it's an intuitive exercise for beginners who don't know yet how to slow their breathing.

- Participants take one hand and fan it out as if they were trying to trace it on paper.
- Then, using their other hand, they trace slowly along, one finger at a time.
- Starting with the thumb, trace the outside and inhale, then trace the inside of the thumb and exhale.
- Repeat the process for the remaining four fingers.

Jellyfish Meditation

Morning MeditOcean—A Guided Meditation with the Jellies—YouTube: <https://youtu.be/5J2llsogT5Q>

Quick Fire Questions

Have participants pair up and give them 60 seconds each to fire off quick questions to the other person. Facilitators can display questions on a flip sheet/board. Make sure to add some interesting and funny questions. The purpose of this activity is to get participants to answer questions that other folks might ask them at an event and to practice being quick to answer.

Body Scan⁴

It might seem a little bit strange, but most of us don't listen to our bodies with the attention they deserve. This activity helps us slow down and reconnect with our physical vehicle.

- To begin the body scan, the group will find a comfortable position, such as laying on the floor or sitting in a chair. The position isn't important, but it should be comfortable to hold for 20+ minutes.
- You can close your eyes if that's comfortable for you.
- You can notice your body seated wherever you're seated, feeling the weight of your body on the chair, on the floor.
- Take a few deep breaths.
- And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of

relaxing more deeply.

- You can notice your feet on the floor, notice the sensations of your feet touching the floor. The weight and pressure, vibration, heat.
- You can notice your legs against the chair, pressure, pulsing, heaviness, lightness.
- Notice your back against the chair.
- Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath.
- Notice your hands. Are your hands tense or tight? See if you can allow them to soften.
- Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.
- Notice your neck and throat. Let them be soft. Relax.
- Soften your jaw. Let your face and facial muscles be soft.
- Then notice your whole-body present. Take one more breath.
- Be aware of your whole body as best you can. Take a breath. And then when you're ready, you can open your eyes.

Footnotes

1. <https://www.happierhuman.com/mindfulness-activities-adults>.
2. <https://slightlyunconventional.com/fun-public-speaking-activities>.
3. Ibid.
4. <https://www.happierhuman.com/mindfulness-activities-adults>.

Additional Participant Resources

Resources listed throughout the institute can be found here and are organized by module, session, and topic.

Module One

Self-Care Strategies

- <https://www.utoledo.edu/studentaffairs/counseling/selfhelp/copingskills/selfcare.html>
- <https://www.youthcollaboratory.org/resource/self-care>
- <https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>
- <https://images.app.goo.gl/Pxc2zdr4HUCn3Bkt9>
- <https://images.app.goo.gl/eHJNsTZTue7bA7WH8>
- <https://www.therapistaid.com/worksheets/self-care-tips.pdf>
- SelfCare-wheel.pdf (buckner.org): <https://www.buckner.org/files/uploads/SelfCare-wheel.pdf>

Books

- *My Grandmother's Hands*—Resmaa Menakem
- *What Happened to You*—Bruce D. Perry and Oprah Winfrey

Online Resources

General Information and Resources on Human Trafficking:

- <https://www.youthcollaboratory.org/resource/human-trafficking-basics-0>

Trauma:

- Types of trauma: <https://yourexperiencesmatter.com/learning/trauma-stress/types-of-trauma>
- Impact of trauma: <https://www.echoparenting.org/dev/wp-content/uploads/2018/07/Trauma-Web-8x11.pdf>

Resilience:

- Promoting Resiliency: <https://www.futureswithoutviolence.org/promoting-resiliency-infographic>
- APA (10 strategies): <https://positivepsychology.com/resilience-activities-worksheets>
- Echo Training: <https://www.echotraining.org/how-to-survive-trauma-reminders>

Facilitation

- Tips on trauma-informed training and training on human trafficking:
 - *5-hour virtual training on human trafficking*: <https://www.ovcttac.gov/understandinghumantrafficking>
 - <https://www.innovatingjustice.org/publications/dv-training-your-community>
 - <https://www.kcsdv.org/wp-content/uploads/2019/05/3-1-TI-Training-Facilitation.pdf>
 - <https://www.sessionlab.com/blog/facilitation-tips-martin-gilbraith>
- Adult learning:
 - <https://www.youtube.com/watch?v=3LdEwYDDJBg>
 - <http://www.gerardfriel.com/instructional-design/adult-learning>

Grounding Techniques

What Are Grounding Techniques?¹

What is Grounding?:

Grounding is a set of simple strategies that can help you stay in the present moment during distressing or emotionally overwhelming moments (e.g., anxiety, anger, sadness, self-harm). It is one way to slow down the process, understand your feelings and thoughts so that you can make a choice that is respectful and enhances safety. You may also think of grounding as centering, creating a safe place, or healthy detachment.

Although grounding does not solve the problem that is contributing to your unpleasant emotions, it does provide a temporary way to gain control over your feelings and prevent things from getting worse. Grounding anchors you, gives you a chance to calm down, and allows you to eventually return and address the problem that is triggering the unpleasant emotions to begin with. And grounding can be done anytime, anywhere, and no one has to know.

Ways of Grounding:

There are three types of grounding. You may find that one of these types works better for you, or that each is helpful.

1. Mental (focusing your mind)
2. Physical (focusing your senses)
3. Soothing (talking to yourself in a very kind way)

Mental Grounding:

1. Describe your environment in detail, using all of your senses. For example, “the walls are white, there are five blue chairs, there is a wooden bookshelf against the wall...” You describe objects, sounds, textures, colors, smells, shapes, numbers, and temperature. You can do this anywhere.
2. Play a “categories” game with yourself. Try to think of types of dogs, jazz musicians, animals or famous people that begin with each letter of the alphabet, cars, TV shows, writers, sports, songs, cities.
3. Describe an everyday activity in great detail. For example, describe a meal that you cook (e.g., “First, I peel the potatoes and cut them into quarters; then I boil the water; then I make an herb marinade of oregano, basil, garlic, and olive oil”).
4. Imagine. Use a pleasant or comforting mental image. Again, use all of your senses to make it as real and vivid as possible.
5. Read something, saying each word to yourself. Or read each letter backwards so that you focus on the letters and not the meaning of words.
6. Use humor. Think of something funny to jolt yourself out of your mood.
7. Count to 10 or say the alphabet, very s . . . l . . . o . . . w . . . l . . . y.

Physical Grounding:

1. Run cool or warm water over your hands.
2. Touch various objects around you: a pen, your clothing, the table, the walls. Notice textures, colors, weight, temperature. Compare the objects you touch.
3. Carry a grounding object in your pocket—a small object (a small rock, ring, piece of cloth) that you can touch whenever you feel unpleasant emotions rising.
4. Notice your body: the weight of your body in the chair; wiggling your toes in your socks; the feel of your back against the chair.
5. Stretch. Extend your fingers, arms, legs as far as you can; slowly and gently roll your head around.
6. Eat something in a savoring way; fully experience the food; describe the sights, aromas, textures, flavors, and the experience in detail to yourself.
7. Focus on your breathing, noticing each inhale and exhale. Repeat a pleasant word to yourself on each exhale.

Soothing Grounding:

1. Say kind statements, as if you were talking to a friend or small child—for example, “you are a good person going through a hard time. You’ll get through this.”
2. Think of favorites. Think of your favorite color, animal, season, food, time of day, TV show.
3. Picture people you care about and look at photographs of them.
4. Remember the words to an inspiring song, quotation, or poem that makes you feel better (e.g., serenity prayer).
5. Say a coping statement: “I can handle this” or “this feeling will pass.”
6. Plan a safe treat for yourself, such as a piece of candy, a nice dinner, or a warm bath.
7. Think of things you are looking forward to in the next week—perhaps time with a friend, going to a movie, or going on a hike.

Tips:

- *Practice! Practice! Practice! Like any other skill, grounding takes practice. So, practice as often as possible and before you actually need it. Then, when you need to call upon this skill you will have it, know it, and use it well.*
- *Try to notice which methods you like best—physical, mental, or soothing grounding methods, or some combination.*
- *Start grounding early on in a negative mood cycle. Start before the anger, anxiety, or other feeling gets out of control.*
- *Create your own method of grounding. Any method you make up may be worth much more than those you read here, because it is yours.*
- *Make up an index card or type in your phone a list of your best grounding methods. Have the list available so it is there when you need it. Put it on your Vision Board.*
- *Create an mp3 of a grounding message that you can play when needed. Consider asking your counselor or someone close to you to record it if you want to hear someone else’s voice.*
- *Have others assist you in grounding. Teach family and friends about grounding, so that they can help guide you with it if you become overwhelmed.*
- *It is important that you are aware of who you are around when using grounding techniques. It is important to use them in a non-threatening way.*
- *Don’t give up!*

Additional Grounding Techniques

Belly Breathing² (if appropriate for participants per prior footnote):

- Close your eyes if you are comfortable or lower your gaze.
- Focus your attention on the center of your belly, behind your navel.
- Breathe in and out, deeply and slowly a few times. Pull the air all the way down into your belly.
- Keep breathing, deeply and slowly. Follow your breath as it flows in through your nose, down your throat, into and through your lungs, and into your belly. Keep following it as it flows back and out again. (You won't actually pull air into your belly, of course, but it will feel that way.)
- Continue breathing this way for four to five minutes.
- Stop and notice what you experience in your body.

Progressive Muscle Relaxation:

What happens to our bodies when we become anxious or stressed? Answer: they tense up. This exercise trains our bodies to relax our muscles by specifically tensing different areas and then releasing them. As you move through the exercise, notice the difference between the tension and relaxation: <https://www.youtube.com/watch?v=HpGqacz9Bhs>

Box Breathing (if you are comfortable with breathwork, especially holding your breath):

- Facilitators can introduce a very simple grounding technique. Facilitators may choose to have the group practice a technique shared by a participant or a simple grounding technique they themselves use. A simple breathing technique may be helpful to introduce here, such as the box breathing. Provide the following information and instructions for the box breathing method³ or another breathing technique of your choosing):
- Box breathing is a simple technique that a person can do anywhere, including at a work desk or in a cafe.
- Before starting, instruct participants to sit with their back supported in a comfortable chair and their feet on the floor.
- Close your eyes, if you are comfortable. If you are not comfortable, you can keep a soft gaze instead. Breathe in through your nose while counting to four slowly. Feel the air enter your lungs.
- Hold your breath inside while counting slowly to four. Try not to clamp your mouth or nose shut. Simply avoid inhaling or exhaling for 4 seconds.
- Begin to slowly exhale for 4 seconds.
- Repeat steps 1 to 3 at least three times. Ideally, repeat the three steps for 4 minutes, or until calm returns.

Additional Grounding Technique Resources:

- Quick relaxation techniques: <https://www.blackdoginstitute.org.au/wp-content/uploads/2020/04/relaxationtechniques.pdf?sfvrsn=10>

- Guided meditations in different languages: <https://www.uclahealth.org/marc/mindful-meditations>
- Grounding Exercises for Survivors: <http://hhri-gbv-manual.org/about/tools/grounding>
- Calming exercises: <https://online.nursing.georgetown.edu/blog/empower-trauma-survivors-psychological-first-aid>

Footnotes

1. Adapted from Winona State University. Resilience. Retrieved from <https://www.winona.edu/resilience/Media/Grounding-Worksheet.pdf>. Originally adapted from *Seeking Safety* by Lisa M. Najavits (2002).
2. Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Las Vegas: Central Recovery Press.
3. Box breathing is a simple and common stress management technique. These particular instructions come from *What is Box Breathing?* by Adrienne Stinson on Medical News Today (<https://www.medicalnewstoday.com/articles/321805.php>), though the steps are common to most box breathing instructions)

Module Two

Handouts

- Module Two, Session Two: Self-Management Tools
- Module Two, Session Five: Public Speaking Tips

Online Resources

Personality Assessments:

- MBTI Test: Free Personality Test | 16Personalities: <https://www.16personalities.com/free-personality-test>
- Enneagram Personality Test: <https://www.truity.com/test/enneagram-personality-test>
- For fun: <https://www.horoscope.com/zodiac-signs>

Imposter Syndrome:

- <https://youtu.be/-aqOX9ir9-s>

Communication:

- “How and When to Use ‘I’ Statements”:
https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/176/2.3_I%20Statements.pdf
- 2.3_I Statements.pdf (washoeschools.net): https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/176/2.3_I%2520Statements.pdf
- Tips for Healthy Boundaries (therapistaid.com): <https://www.therapistaid.com/worksheets/healthy-boundaries-tips>

Self-Advocacy:

- <https://youtu.be/cDVfZG4CzLY>

Public Speaking:

- How To Practice Public Speaking By Yourself | Public Speaking Tips | Public Speaking Techniques - YouTube:
<https://youtu.be/kGDK-Wlvix0>
- TED Talks: <https://www.ted.com>
- TED Talks on human trafficking: <https://borgenproject.org/ted-talks-about-human-trafficking>
- Toastmasters: <https://www.toastmasters.org>
- Be a More Confident Public Speaker - YouTube: <https://youtu.be/JjhXAgfe4rI>

Module Three

Handouts

- Module Three, Session Two: How to Network
- Module Three, Session Four: Interview Tips

Online Resources

Career Assessments:

- Free Career Aptitude and Career Assessment Tests (thebalancecareers.com):
<https://www.thebalancemoney.com/free-career-aptitude-tests-2059813>

Goal Setting:

- <https://templatelab.com/smart-goals>

On Entrepreneurship:

- 25 Essential Entrepreneur Resources: <https://www.entrepreneur.com/article/219967>
- 14 Resources For Aspiring Entrepreneurs With Zero Business Experience:
<https://www.forbes.com/sites/forbescoachescouncil/2021/09/28/14-resources-for-aspiring-entrepreneurs-with-zero-business-experience/?sh=33b61a3840f5>
- The Entrepreneur's Handbook: 120 Great Tools and Resources for Entrepreneurs and Startups:
<https://medium.com/@ThePoolMX/the-entrepreneur-s-handbook-120-great-tools-and-resources-for-entrepreneurs-and-startups-bff6590f4e95>

Networking:

- How To Create Your 30 Second Elevator Pitch! | The Intern Queen - YouTube:
https://www.youtube.com/watch?v=Lb0Yz_5ZYzI

Job Search:

- American Job Center: <http://www.servicelocator.org>
- OVC webinar The Path to Self-Sufficiency: Innovative Partnerships to Assist Human Trafficking Victims in Obtaining Employment focuses on the Public Workforce System and the resources available through its One Stop Career Centers.
- The Department of Labor also provides several important web-based resources for job-seekers, including www.careeronestop.org, www.mynextmove.org, and www.myskillsmyfuture.org. These tools are designed to help people navigate career and training decisions.
- The OVC's Human Trafficking Task Force e-Guide has great tips and resources for service providers on education and job placement for survivors: <https://www.ovcctac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/education-job-trainingplacement>

Resumes:

- Resume Do's and Don'ts | Tips | Resume.com: <https://www.resume.com/career-advice/resumes/resume-dos-and-donts/#:~:text=The%2520don%25E2%2580%2599ts%2520to%2520avoid%2520in%2520your%2520resume%25201,Omit%2520the%2520reference%2520statement.%2520...%2520More%2520items...%2520>
- How to Make a Resume (With Examples) | Indeed.com: <https://www.indeed.com/career-advice/resumes-cover-letters/how-to-make-a-resume-with-examples#:~:text=How%2520to%2520create%2520a%2520professional%2520resume%25201%2520Start,soft%2520and%2520hard%2520skills.%2520...%2520More%2520items...%2520>
- Free template: Simple resume (office.com): <https://create.microsoft.com/en-us/templates/resumes-and-cover-letters>
- 10 Best Skills To Include on a Resume (With Examples) | Indeed.com: <https://www.indeed.com/career-advice/resumes-cover-letters/best-resume-skills>
- How to choose keywords for your resume: <https://www.bing.com/videos/search?q=how+to+choose+key+words+for+your+resume&docid=608053140329748115&mid=1F82E7858C97F2E3136E1F82E7858C97F2E3136E&view=detail&FORM=VIRE>

Cover Letters & Job Applications:

- How to Apply for Jobs Using Email (thebalancecareers.com): <https://www.thebalancemoney.com/how-to-apply-for-jobs-via-email-2061595>
- Free Cover Letter Templates | Indeed.com: <https://www.indeed.com/career-advice/resumes-cover-letters/free-cover-letter>
- <https://www.indeed.com/career-advice/resumes-cover-letters/how-to-write-a-cover-letter>

Interviews:

- 21 Job Interview Tips: How To Make a Great Impression | Indeed.com: <https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression>
- What to Wear: The Best Job Interview Attire | Indeed.com: <https://www.indeed.com/career-advice/interviewing/what-to-wear-to-an-interview>
- How to Emphasize Your Personal Strengths During an Interview | Indeed.com: <https://www.indeed.com/career-advice/interviewing/emphasize-personal-strengths-during-interview>
- 12 Powerful Words to Use in An Interview | Indeed.com: <https://www.indeed.com/career-advice/interviewing/powerful-words-to-use-in-an-interview>
- <https://www.thebalancecareers.com/what-is-the-star-interview-response-technique-2061629>

Salary Negotiation:

- The Exact Words to Use When Negotiating Salary in a Job Offer (usnews.com) Salary.com: <https://money.usnews.com/money/blogs/outside-voices-careers/articles/the-exact-words-to-use-when-negotiating-salary-in-a-job-offer>
- <https://youtu.be/iUAcoetDgH4>

Module Four

Handouts

- Module Four, Session Two: Internet safety, privacy settings, and the potential impact of the personal online presentation on professional life.

Online Resources

Microsoft Office Suite:

- Beginner's Guide to Microsoft Outlook: <https://youtu.be/WfSCfBntqPU>
- How to Schedule events in Outlook on the web (microsoft.com): <https://support.microsoft.com/en-us/office/schedule-events-in-outlook-on-the-web-95304ab3-9596-46b8-bd8b-2d0532404d6b#:~:text=Schedule%20events%20in%20Outlook%20on%20the%20web%201,can%20become%20a%20meeting%20if%20you%20Invite%20attendees.>
- Microsoft Office Tutorials (1-month free)
 - *Microsoft Word Training:* https://support.microsoft.com/en-us/office/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73?wt.mc_id=otc_home
 - *Microsoft Excel Training:* https://support.microsoft.com/en-us/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb?wt.mc_id=otc_home
 - *Microsoft Powerpoint Training:* https://support.microsoft.com/en-us/office/powerpoint-for-windows-training-40e8c930-cb0b-40d8-82c4-bd53d3398787?wt.mc_id=otc_home
 - *Microsoft Outlook Training:* https://support.microsoft.com/en-us/office/outlook-training-8a5b816d-9052-4190-a5eb-494512343cca?wt.mc_id=otc_home
 - *Microsoft One-Drive Training:* https://support.microsoft.com/en-us/office/onedrive-video-training-1f608184-b7e6-43ca-8753-2ff679203132?wt.mc_id=otc_home
 - *Microsoft Teams Training:* https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7?wt.mc_id=otc_home

■ Low-cost, guided instruction:

- *Introduction to Microsoft Excel*: <https://www.coursera.org/projects/introduction-microsoft-excel?action=enroll>
- *Getting Started with Microsoft Office*: <https://www.coursera.org/projects/getting-started-microsoft-office-365>
- *Getting Started with Microsoft Word*: <https://www.coursera.org/projects/getting-started-microsoft-word?action=enroll>
- *Getting Started with Microsoft Powerpoint*: <https://www.coursera.org/projects/getting-started-microsoft-powerpoint>

Google:

■ Navigating Gmail: <https://www.coursera.org/learn/gmail>

■ Navigating Google Calendar:

<https://www.coursera.org/learn/google-calendar?specialization=getting-started-with-google-workspace>

■ Navigating Google Drive:

<https://www.coursera.org/learn/google-drive?specialization=getting-started-with-google-workspace>

■ Navigating Google Docs:

<https://www.coursera.org/learn/google-docs?specialization=getting-started-with-google-workspace>

■ Navigating Google Sheets:

<https://www.coursera.org/learn/google-sheets?specialization=getting-started-with-google-workspace>

■ Navigating Google Slides:

<https://www.coursera.org/learn/google-slides?specialization=getting-started-with-google-workspace>

■ Navigating Google Meets and Google Chat:

<https://www.coursera.org/learn/google-meet-and-google-chat?specialization=getting-started-with-google-workspace>

Typing:

- Free typing lessons - free online typing lessons and exercises: <https://onlinetyping.org/typing-lessons>
- TypingAcademy: Learn touch typing with our free typing practice: <https://www.typing.academy>

Additional Courses and Certifications:

- Coursera Plus | Unlimited Access to 3,000+ Online Courses: <https://www.coursera.org/courseraplus>

Social Media for Professional Advancement:

- <https://www.nytimes.com/guides/business/social-media-for-career-and-business>
- <https://www.waldenu.edu/programs/resource/how-to-use-social-media>

Staying Safe and Protecting Your Reputation Online:

- <https://press.careerbuilder.com/2017-06-15-Number-of-Employers-Using-Social-Media-to-Screen-Candidates-at-All-Time-High-Finds-Latest-CareerBuilder-Study>
- <https://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-media>
- <https://staysafeonline.org/stay-safe-online/related-links>

Linked-In:

- Create a Profile and Network on LinkedIn: <https://www.coursera.org/projects/create-a-profile-and-network-on-linkedin>
- <https://www.youtube.com/watch?v=2ffdgZFyjUk>

Writing Tips and Tools:

- Grammarly: Free Online Writing Assistant: <https://www.grammarly.com>
- <https://www.indeed.com/career-advice/career-development/writing-skills-how-to-improve>
- <https://www.glassdoor.com/blog/improve-professional-writing-skills>

Free Online Writing Courses:

- <https://www.classcentral.com/report/writing-free-online-courses/#Business>
- <https://mashable.com/article/free-online-writing-courses>
- <https://www.skillshare.com/browse/free-classes>
- The Secret to Business Writing: Crash Course Business:
https://www.youtube.com/watch?v=8E-oqahDnb8&list=RDLV8E-oqahDnb8&start_radio=1&rv=8E-oqahDnb8&t=213

Financial Planning and Budgeting:

- <https://adamhagerman.com/smart-financial-goals>
- <https://adamhagerman.com/budgeting-for-dummies>
- 15 Effective Budgeting Tips Everyone Should Know | Indeed.com:
<https://www.indeed.com/career-advice/career-development/budgeting-tip>
- Wages vs. Salary: What's the Difference? | Indeed.com:
<https://www.indeed.com/career-advice/career-development/wages-vs-salary>
- Free worksheets on many topics: <https://courses.clevergirlfinance.com/p/worksheet-calculator-library>

Improving Financial Literacy:

- <https://www.athene.com/smart-strategies/finances/6-ways-to-improve-your-financial-literacy.html>
- <https://www.investopedia.com/best-resources-for-improving-financial-literacy-5091689>

Credit:

- Free credit report: <https://www.annualcreditreport.com/index.action>
- How to read your credit report: <https://www.nerdwallet.com/article/finance/read-credit-report>

Taxes:

- <https://www.irs.gov/newsroom/resources-to-help-you-prepare-your-tax-return-and-resolve-tax-disputes>
- <https://www.investopedia.com/articles/tax/09/sources-free-tax-help.asp>

Financial Aid:

- <https://financialaidtoolkit.ed.gov/tk/learn.jsp>
- <https://www.sun-gate.org>: Sun-Gate Foundation is a survivor-led organization that grants scholarships to survivors to cover educational expenses. Survivors can apply for funding for traditional, vocational and certification programs.

Identity Theft:

- http://www.ncdsv.org/images/OVCTTAC_IdentityTheftResourcePaper_2012.pdf

Module Five

Handouts

- Handout: Federal and State Representatives
- Handout: Power Flower

Online Resources

Human Trafficking Facts:

- <https://polarisproject.org/myths-facts-and-statistics>
- <https://www.state.gov/reports/2021-trafficking-in-persons-report>
- <https://www.humanrightsfirst.org/resource/human-trafficking-numbers>
- http://www.vawlearningnetwork.ca/our-work/issuebased_newsletters/issue-2/index.html
- https://portal.ct.gov/-/media/ocpd/Child_Protection/Training/Child_Prot/2017_Child_Welfare_Law_Symposium_Aug_2017/DocumentsTheLegalLandscapeofChildSexTraffickingfinal002pdf.pdf?la=en

Human Trafficking—Legal Landscape:

- International
 - U.N. Trafficking Protocol, aka “Palermo Protocol,” specifically the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children: https://en.wikipedia.org/wiki/Protocol_to_Prevent,_Suppress_and_Punish_Trafficking_in_Persons,_especially_Women_and_Children
 - U.N. Convention on the Rights of the Child: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
 - UNICEF Guidelines on the Protection of Child Victims of Trafficking available at: <https://www.refworld.org/docid/49997af727.html>
 - The Recommended Principles and Guidelines on Human Rights and Human Trafficking are available at: <https://www.ohchr.org/documents/publications/traffickingen.pdf>
- Federal Trafficking Laws
 - Trafficking Victims Protection Act of 2000 (TVPA): <https://polarisproject.org/wp-content/uploads/2020/01/Polaris-TVPA-2019-Analysis.pdf>
 - Violence Against Women Act: <https://nnedv.org/content/violence-against-women-act/>

■ More information on human trafficking laws and policies:

- https://portal.ct.gov/-/media/ocpd/Child_Protection/Training/Child_Prot/2017_Child_Welfare_Law_Symposium_Aug_2017/DocumentsTheLegalLandscapeofChildSexTraffickingfinal002pdf.pdf?la=en
- <https://www.childwelfare.gov/topics/systemwide/trafficking/federallaws>
- <https://www.dhs.gov/human-trafficking-laws-regulations>
- <https://www.state.gov/reports/2021-trafficking-in-persons-report>
- <https://www.youthcollaboratory.org/resource/understanding-human-trafficking-legislation>

Human Trafficking Victims: Legal Needs, Rights & Resources:

■ Civil:

- More information on legal needs and rights of trafficking victims: https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/HT_Legal_Rights_Needs_fact_sheet-508.pdf
- <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/legal-needs/civil-legal-needs/>

■ Criminal:

- More information on legal needs and rights of trafficking victims: https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/HT_Legal_Rights_Needs_fact_sheet-508.pdf
- <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/legal-needs/criminal-defense>

■ For more information on legal rights and services, see:

- Immigration: <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/legal-needs/immigration-needs/>
- Rights in the work place:
 - <https://www.eeoc.gov/human-trafficking>
 - <https://travel.state.gov/content/dam/visas/LegalRightsandProtections/Wilberforce/Wilberforce-ENG-100116.pdf>
- Rights with law enforcement: <https://www.aclu.org/know-your-rights/stopped-by-police>
- Crime victims' rights:
 - VictimLaw is a searchable database of victims' rights legal provisions including federal, state, and territorial statutes, tribal laws, state constitutional amendments, court rules, administrative code provisions, and summaries of related court decisions and attorney general opinions. VictimLaw tool: <https://victimlaw.org/victimlaw>
 - <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/44-comprehensive-victim-services/legal-needs/rights-enforcement>
- The National Immigrant Women's Advocacy Project's resource library: <https://niwaplibrary.wcl.american.edu/?ga=2.67456337.1126214204.1502112776-1211193173.1501268746>

Human Trafficking Victims: Benefits & Services:

■ State benefits for those who meet eligibility requirements:

- *Temporary Assistance for Needy Families (TANF)*
- *Children's Health Insurance Program (CHIP)*
- *Substance Abuse and Mental Health Services Administration (SAMHSA) Programs*
- *Supplemental Nutrition Assistance Program (SNAP)*
- *Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)*

■ Federal financial support:

- *OTIP victim assistance grants:* <https://www.acf.hhs.gov/otip/victim-assistance/victim-assistance-grants>
- *OVC and other funding opportunities:* <https://ovc.ojp.gov/program/human-trafficking/grants-funding>

■ Additional resources:

- *For a comprehensive directory of services available to U.S. citizens and foreign nationals, as well as federal benefits broken down by agency, see the U.S. Department of Health and Human Services' Services Available to Victims of Human Trafficking: A Resource Guide for Social Service Providers:* <https://www.acf.hhs.gov/sites/default/files/documents/otip/traffickingservices.pdf>
- *Specifically for foreign victims of trafficking in the U.S.:* <https://www.acf.hhs.gov/orr/fact-sheet/fact-sheet-victim-assistance-english>
- *Additional resources listed in the Office for Victims of Crime's Human Trafficking Task Force e-Guide:* <https://www.ovcttac.gov/taskforceguide/eguide/4-supporting-victims/resources-44-comprehensive-victim-services>

Intersectionality:

- Video by the National Museum of African American History and Culture: *#APeoplesJourney: African American Women and the Struggle for Equality*: <https://www.youtube.com/watch?v=X5H80Nhm20>
- Video by Teaching Tolerance, founded by the Southern Poverty Law Center: *Intersectionality 101*: <https://www.youtube.com/watch?v=w6dnj2lyYjE&t=168s>
- Kimberlé Crenshaw's TED talk, *The Urgency of Intersectionality*: <https://www.youtube.com/watch?v=akOe5-UsQ2o&t=2s>
- Crenshaw, K. (1989). *Demarginalizing The Intersection Of Race And Sex: A Black Feminist Critique Of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics*. University of Chicago Legal Forum, 1989(1), 139–167.

Government 101:

- https://www.ncfr.org/sites/default/files/tips_for_public_policy_involvement_book.pdf
- Videos:
 - *American Government 101*: <https://www.youtube.com/watch?v=e6L0Nj3wabQ>
 - *Branches of government*: <https://www.pbslearningmedia.org/resource/branches-of-the-government-video/wwiz-politics-on-point>
 - *How is power divided in the U.S. government?* <https://www.youtube.com/watch?v=HuFR5XBYLfU>
 - *PBS Crash Courses*:
 - *Congress (what the Senate and House of Representatives do)*: <https://www.pbs.org/video/crash-course-government-2>
 - *Check and balances (about three branches of government)*: <https://www.pbs.org/video/crash-course-government-3>
 - *Federalism (powers of federal vs. state governments)*: <https://www.pbs.org/video/crash-course-government-4>
 - *Congressional decisions (how a bill becomes a law)*: <https://www.pbs.org/video/crash-course-government-10>

Find Your Representatives:

- <https://www.usa.gov/elected-officials>
- https://ballotpedia.org/Who_represents_me
- <https://fiscalnote.com/find-your-legislator>
- https://myreps.datamade.us/#/?results_level=local,county&address=223%20Bedford%20Avenue%2C%20Brooklyn%2C%20NY%2C%20USA

Non-Profits:

- What is a nonprofit and how does it work?
 - <https://www.councilofnonprofits.org/what-is-a-nonprofit>
 - <https://www.uschamber.com/co/start/strategy/nonprofit-vs-not-for-profit-vs-for-profit>
 - <https://www.wonderopolis.org/wonder/how-does-a-nonprofit-work>
- How to start a nonprofit
 - <https://donorbox.org/nonprofit-blog/start-a-nonprofit>
- A list of survivor-led orgs: <https://nationalsurvivornetwork.org/survivor-led-organizations>
- Directories of other organizations engaged in anti-trafficking work:
 - <http://www.endslaverynow.org/act/volunteer>
 - <https://humantraffickinghotline.org/training-resources/referral-directory>

Non-Profit Boards:

- Many resources on many topics related to boards from VAWnet:
<https://vawnet.org/sc/nonprofit-management/board-governance>
- What boards do: <https://www.councilofnonprofits.org/tools-resources/board-roles-and-responsibilities#:~:text=Board%20members%20are%20the%20fiduciaries,resources%20to%20advance%20its%20mission>
- How to build a board: <https://www.wildapricot.com/blog/nonprofit-board>
- More on board purpose and structure: <https://kindful.com/nonprofit-glossary/board-of-directors>
- Board roles and responsibilities video (5 minutes): <https://www.propelnonprofits.org/resources/board-roles-video>
- What it means to serve on an advisory board/committee:
 - <http://champsonline.org/assets/files/ToolsProducts/CHCBoardResources/BoardDocs/AdvCommRolesResponsibilities.pdf>
 - <https://boardable.com/blog/advisory-boards/#core>

Module Six

Handouts

- Developing a Media Plan
- Leadership & Advocacy Project Design Worksheet

Online Resources

Advocacy:

- Legislative Advocacy: <https://www.scwren.org/blog/do-you-want-to-teach-advocacy-101>
- Digital Advocacy: <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main>

Media Literacy:

- <http://medialiteracyproject.org>
- <http://www.wcsap.org/webinar-media-technology-sexual-violence-prevention>
- <http://www.theirina-project.org/tips-for-interviewing-survivors.html>
- https://static1.squarespace.com/static/5ee517995ce62276749898ed/t/5f2156e37e40ec445e1dd046/1596020453952/CCHT_Public_Awareness_and_Media_Guide_06052014-2.pdf
- <https://www.survivoralliance.org/survivor-engagement>
- <https://www.ethicalstorytelling.com/resources>
- <http://victimrights.org/wp-content/uploads/2020/11/CQ-Survivor-Media-Guide.pdf>
- “A News Media Guide For Victim Service Providers,” published by Justice Solutions, 2009: <http://www.victimprovidersmediaguide.com/newsmediaguide.pdf>. This is one of a series of guides created under the National Public Awareness and Education Campaign project—funded by the Office for Victims of Crime, Office of Justice Programs at the U.S. Department of Justice to educate service providers, journalists, allied professionals and crime victims themselves around issues concerning news coverage of crime with a focus on coverage of crime victims. While not specific to human trafficking, the guide does provide considerations and guidelines for engaging with the media that could also be helpful to survivors as individuals, and that may also be helpful to facilitators for training on this issue.
- Center for Media Literacy: <https://www.medialit.org>
- Society of Professional Journalists: <https://www.spj.org/ethicscode.asp>

Public Policy:

- http://www.ncchpp.ca/docs/modeleetapespolpubliques_en.pdf
- <https://courses.lumenlearning.com/boundless-politicalscience/chapter/the-policy-making-process>
- <https://www.egu.eu/policy/basics/cycle>
- <https://www.cfstandards.org/sites/default/files/resources/COFPublicPolicy.pdf>

Community Organizing:

- *Basics of Community Organizing Neighborhood Leadership Institute Workshop*, Citizens Committee for New York City: <https://static1.squarespace.com/static/5f29763b60ad2b5398b30ae3/t/5f7cb4873787a67399e35798/1602008205160/Basics+of+Community+Organizing+Sep+19.pdf>
- *Take Action, Create Change: A Community Organizing Toolkit*, National Latino Council on Alcohol and Tobacco Prevention: https://cdn.ymaws.com/www.wpha.org/resource/resmgr/health_&_racial_equity/lcat_take_action_create_chan.pdf
- *Fundamentals of Organizing Toolkit*, National Education Association: https://www.nea.org/sites/default/files/2020-11/22122_C4O%20Organizing%20Toolkit.pdf
- <https://repower.org/event/grassroots-organizing>
- <https://www.brightest.io/community-organizing>
- <https://residentactionproject.files.wordpress.com/2017/05/community-organizing-101-toolkit-for-organizing.pdf>
- <https://www.coursera.org/learn/community-organizing>
- <https://comm-org.wisc.edu/training.htm>
- https://americancultures.berkeley.edu/sites/default/files/a_student_guide_.pdf

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