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

Curriculum for Youth

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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.

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. 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 (though we find that sessions are most effective when they are kept to under 90 minutes) and activities 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.

Timing and Breaks

Every activity has suggested time estimates and guidelines. We recognize that some activities and discussions may take longer than anticipated and/or require pivoting to additional topics raised. This is expected and encouraged. Remaining flexible and adapting to your group's needs and interests is more important than completing all the activities.

Time for breaks is not specifically indicated throughout the curriculum, but we recommend building in short breaks (~5 minutes every 30 minutes or so) throughout each session.

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. Some of these specific tips include additional examples to help ground the material, but we encourage you to provide scenarios and examples throughout that reflect the unique lived experiences of the populations you are working with.

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
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Session One: "Know Your Rights" and Protections
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Session Four: Community Organizing
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Institute Mision 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.

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.

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.

- Tell them to avoid obvious things, like "we're taking this class together." Some examples might be: the region where they were born; cultural identity; speaking other languages; music, food, or shows/movies they like, etc.

- 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.

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?*

  - *How can the facilitation team and fellow group members support you in your role as a participant?*

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. Facilitators may want to begin by modeling their responses to these questions.

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.

- Optional: Introduce the possibility of using fidgets and sensory tools throughout the program (5–15 minutes).

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. If you are working with an existing group and already have a regular check- check-out activity that works well for your group, you can use this time for your regular check-in activity.

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?*

Activities (45 minutes)

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.

A note on working with boys:
Boys and girls may understand and experience trauma differently. Particularly, facilitators have noted that boys may have a harder time recognizing that they have experienced or hold trauma.

Consider grounding your discussion here in examples that reflect the unique lived experiences of boys and men with grief, trauma, injustice, and abuse (e.g., incarceration, school discipline, having to be a protector at home in response to family violence, etc.).

You can begin or add to your discussion with a video (these videos are ~15 minutes but you can play just the first few minutes and then discuss):

- The Black Male Mental Health Struggle: https://youtu.be/3fi7DGQXgeU

- Emotional Fluency: The Language Black Boys aren't Taught: https://youtu.be/PNMBRcoBb-Q

A note on videos in general:
There are many activities throughout the program that include or suggest videos. We have included videos from a range of mediums (YouTube, TED Talks, TikTok, Instagram, etc.) and with a range of times (from a few minutes to an hour+).

In terms of length of videos, facilitators of youth groups have often found that shorter videos (5–6 minutes and sometimes even 1-3 minutes) work best, but we have provided some longer video options as well if you determine that your group would like to, and is capable of, sitting for longer video content.

In terms of video content, always feel free to find your own videos that speak to the unique needs and interests of your group. You may also consider asking participants to find videos on a certain topic (with specific time limits).

Discuss:
We hear the word "trauma" a lot. What does it mean?

Give participants a moment to respond before providing the definition of trauma below. It's okay if they are unsure or do not have any examples at this time. We will be unpacking what trauma means to them throughout the discussion.

- **Provide a definition of trauma.** Write this on a flipchart/board: **The effects on our brains, hearts and bodies of an experience that involves the threat of, or actual, serious emotional or physical 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?*

> Examples may include:
> - Serious accidents, like a car accident
> - Witnessing violence at home or in the community
> - Family substance abuse, like a parent doing drugs at home
> - Losing someone you love
> - Being in situation where you feared for your life or believed you would be injured
> - Experiencing racial discrimination or hate crimes
>
> 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

> A reminder about videos: feel free to find videos that work for your group in terms of content and timing. While we have included this 15-minute video for this activity, some groups might find this too long.
>
> You could use the following TikTok video "5 Tips for Building Resilience" at https://www.tiktok.com/@ meetcharlottemarie/video/7200822420368854315?_r=1&_t=8cms94EvGjm instead (1 minute). Note that you will have to adjust the discussion questions if you choose this video.

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]

> Some groups will have preferences for certain grounding techniques, which is why we have provided a variety of activities from which you can choose in the additional resources (or do your own!). If something is not working for your group, try something else. Activities can always be adapted to meet your group's needs and interests.

- 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=AJOqlzXclHPedORHl1amXJUvYe54_e5TvQ:1678992405123&source=lnms&tbm=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, 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.

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 the 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

(45–60 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?

If the group is struggling to come up with examples on their own, you can describe leaders you admire and ask them what they think about this person as a leader.

When working with boys, be sure to include examples of male leaders past (e.g., Martin Luther King Jr., Nelson Mandela, Mahatma Ghandi, etc.) and present.

- *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).

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 weeks' 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:
  - *Self-Care:* https://www.youtube.com/watch?v=LY4i5CSn7AA

> As previously mentioned, feel free to find videos that work for your group in terms of content and timing. For this and similar activities, you may also want to ask participants to find and share videos that speak to them on a topic. If you do allow time for independent research on videos, consider giving them a time limit within which to work (e.g., 5 minutes) and then ask them to be prepared to share or describe what they found with the group.

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?*

Introduce/talk about the different components of self-care (mental, physical, social, emotional).[6] You can make this more interactive by asking them what they think each kind of self-care means and providing examples. Use the following points to add to those examples, as needed.

- 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!

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 image[8] and/or relay some points from it:
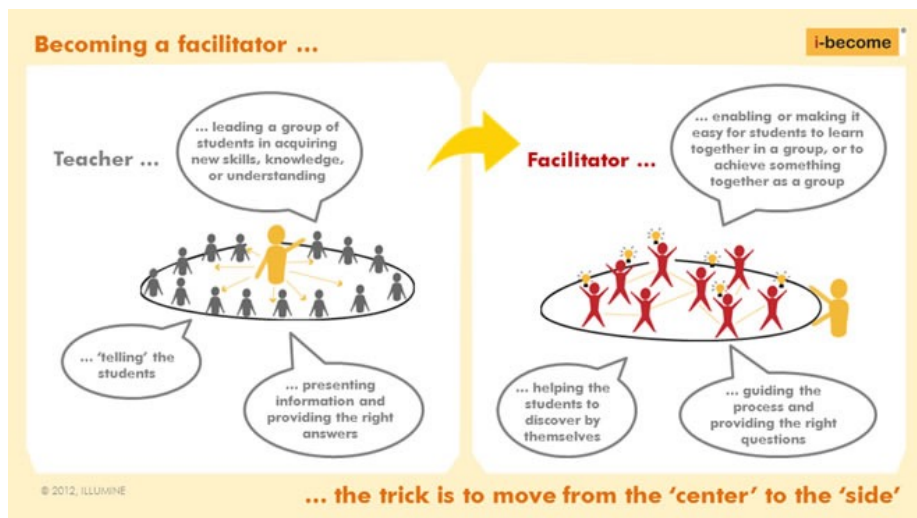
Discuss: *Does everyone learn the same way? Why or why not?*

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—any topic—they'd like to present on. This can be something one of them is really knowledgeable or passionate about, e.g., a sport, music, cooking, fashion, a subject at school, movies, etc.

■ 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:
  □ *The* Understanding Human Trafficking *training is a series of five interactive online modules that offer foundational learning on trauma-informed and victim-centered approaches to human trafficking: 5-hour virtual training on human trafficking:* **https://www.ovcttac.gov/understandinghumantrafficking**

  □ *Planning Domestic Violence Training Programsyou're your Community: A Practice Guide:* **https://www.innovatingjustice.org/publications/dv-training-your-community**

  □ *Trauma-Informed Training and Facilitation:* **https://www.kcsdv.org/wp-content/uploads/2019/05/3-1-TI-Training-Facilitation.pdf**

  □ *We Facilitate: 20 facilitation tips to help you be a better facilitator:* **https://www.sessionlab.com/blog/facilitation-tips-martin-gilbraith**

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.

Table of Contents

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.

Part A: Being Your Authentic Self (30 minutes)

Discussion
- *What does it mean to be one's authentic self? (note: it's okay if they don't know. We will explore what this means throughout the session)*

- *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.

This independent activity might not be for every group. You can adjust the activity to make it more of an interactive group activity by, for example, having participants share their horoscope signs and looking up together what those signs represent.

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[2] they can share:

- 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 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 fried 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[4] of positive self-talk that would be helpful in this situation?*
    - *Attempting to do this took courage and I am proud of myself for trying.*

    - *Even though it wasn't the outcome I hoped for, I learned a lot about myself.*

    - *I might still have a way to go, but I am proud of how far I have already come.*

    - *I am capable and strong, I can get through this.*

    - *Tomorrow is a chance to try again, with the lessons learned from today.*

    - *I will give it my all to make this work.*

- *I can't control what other people think, say or do. I can only control me.*

- *This is an opportunity for me to try something new.*

- *I can learn from this situation and grow as a person.*

□ *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 tools[5] that support professional development to the list (below – can also be distributed as a handout). Ask the group their thoughts on how each of these tools could help in the situations they brought up.

> A note on handouts:
>
> Lengthy or wordy handouts may not work for every group. In lieu of handouts, feel free to convey the information contained therein in a more interactive way or through a visual format (e.g., a video). As with the above instructions, we have included some guidance throughout the curriculum about how to make handout content more interactive if that works better for your group.

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 conservations with the following points[6] 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 styles[7] 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 points[8] 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.

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

Self-Advocacy (10 minutes)

Watch the following video:
- Self Advocacy Introduction: https://www.youtube.com/watch?v=L4r5j44JR2M (1:42 minutes)

- Learn to be an advocate for yourself: https://www.tiktok.com/@mochunks/video/7167048518811634949?_r=1&_t=8cmug3hYiuk (1:30 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 points[10] 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 school or work, or not?*

- *When might disclosing something personal about ourselves at school or 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 or School (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 school or at work asked you to talk about your lived experience in the life?*

- *What other comments or situations might bring up trauma reminders at school or at work?*

- *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 school or work. Examples: asking about their love life, religion, age, what your tattoos mean, if you like someone or not at work, etc.

- 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:[11]

    - **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, self-advocacy, 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,[12] 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 Story[13]
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.

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?*

It is important to make the point here that anyone can be a public speaker and that, quite likely, they are already doing some public speaking. While participants might come up with examples of famous public speakers (e.g., Michelle Obama), you do not have to be famous or have a big platform to be a public speaker. Public speaking means any sort of oral presentation given before a live audience, which means you are already doing some public speaking in this program.

Facilitators have noted that some boys may find it more difficult to recognize their potential for public speaking. If you find this to be the case, take time to explore why they might think or feel this way, and work together to identify examples of male public speakers, both past and present. Consider politicians, artists, musicians, academics, athletes, activists, people in your community or church, etc. (e.g., Martin Luther King, Jr., James Baldwin, Kobe Bryant, Barack Obama, etc.). Time permitting, watch videos that show these people public speaking.

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.

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. Decide on a video (or videos) demonstrating public speaking that you would like to share with your group.

> Here, we have suggested some longer (TED Talk) and shorter (TikTok) videos. As previously mentioned, feel free to find videos that work for your group in terms of content and timing. For this and similar activities, you may also want to ask participants to find and share videos that speak to them on a topic. If you do allow time for independent research on videos, consider giving them a time limit within which to work (e.g., 5 minutes) and then ask them to be prepared to share or describe what they found with the group.

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=tedspread&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?*

Introduce the idea that digital communication is also public speaking. For example, TikTok videos! Time permitting, facilitators can show a few TikTok videos or even ask participants to find their own video examples on TikTok of public speakers they like or who they think are interesting! Participants might push back on the idea that social media influencers are public speakers, but this brings us back to our initial point that, while there are many different kinds of public speakers and forums, anyone can be a public speaker, including themselves! Some examples (you can search by #publicspeakingtips for more examples):

- https://www.tiktok.com/@legalbaddie/video/7079257751372860718?is_copy_url=1&is_from_webapp=v1&lang=en&q=public%20speaking&t=1658386618413 (1 minute)

- https://www.tiktok.com/@sallyprosservoice/video/7031028110212517122?is_copy_url=1&is_from_webapp=v1&lang=en&q=public%20speaking&t=1658386618413 (1 minute)

Then quickly ask and discuss the same questions above for the TED Talks, plus discuss:

- *In what ways are these forms of public speaking similar? Different?*

- *Where else do you see public speaking online?*

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 Life[14]
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.*

Part A: Public Speaking Tips (30 minutes)

Video and Discussion (10 minutes)

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

Show the following videos (5 minutes):
- "It girls know how to grab the room" (2.5 minutes):
  https://www.tiktok.com/@shareefahayat/video/7219030038250032430?_r=1&_t=8cmtgGRPM3q

- "Public Speaking Tips" (2.5 minutes):
  https://www.tiktok.com/@tamillionaire4eva/video/7164073038580075822?_r=1&_t=8cmtNuNXOLD

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 (or other public speaking videos) they watched in the previous session for examples. You can look to additional examples on each of these tips in the handout included below (which you can consider printing as a handout for participants).

- 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 tips[15] 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

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 themselves or with the help of a tool online:* **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.

Virtual adaptation = suggest words in chat.

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. https://positivepsychology.com/positive-self-talk.

5. Adapted from https://www.attendancebot.com/blog/self-management and https://www.indeed.com/career-advice/career-development/self-management-skills.

6. 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.

7. Ibid.

8. Modified from https://www.marketing91.com/assertive-communication/#:~:text=Assertive%20communication%20leads%20to%20clear,a%20count%20on%20others'%20beliefs.

9. From video: https://youtu.be/cDVfZG4CzLY.

10. 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.

11. Ibid.

12. https://www.happierhuman.com/mindfulness-activities-adults. For a video body scan, use this exercise: https://www.youtube.com/watch?v=e0f9wa2SUX0.

13. https://slightlyunconventional.com/fun-public-speaking-activities.

14. Ibid.

15. 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.

Career Planning and Job Seeking

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.

Table of Contents

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 SMART[1] 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 Now[2] (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 or studies— *What job will you be doing 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.

Note that many of them may be in school and not working full-time, and/or working a part-time job or internship. This exercise is meant to look ahead to help them develop longer-term career goals.

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**)

> If this activity is too time intensive for your group, consider changing this activity to a discussion about what their professional goals are or, if they are not sure, some paths they might like to explore.
>
> Career assessments might also be a good activity to do one-on-one with a facilitator or a mentor.

- *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 or educational 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/ or educational goal, 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. Participants may focus on short-term goals. Encourage them to also consider long-term goals. If time permits, have participants think about additional goals, both long and short-term, that they would like to work towards.

> 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. Participants can also create SMART goals with a partner through discussion or even recording a voice memo.

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. If the article activity seems too time intensive, you can skip straight to the second discussion question):

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 an internship or 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: Toiler 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 and 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 points[3] 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 and or walk through some of the points mentioned and ask the group for specific examples of each kind of networking.

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

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.

💡 You may find it helpful to provide a basic script to work from:

If in school:

"Hi, my name is _____ and I'm a (if in high school) _____ (year in school) at _____ (high school) in _____ (town and state, if applicable). I am interested in _____ as a possible career path. I enjoy doing _____ in my free time."

"Hi, my name is _____ and I'm a (if in college) _____ (year in school) at _____ (college or university) studying _____ (major) and _____ (minor, if applicable). I am interested in pursuing work in the _____ industry/field and have done _____ (extracurriculars, organization, volunteering) as a result. I have developed these skills by _____ (participating in an internship, working a particular job, etc.)."

If not in school:

"Hi, my name is _____. I am interested in pursuing work in the _____ industry/field and have done _____ (extracurriculars, organization, volunteering) as a result. I have developed these skills by _____ (participating in an internship, working a particular job, etc.)."

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.

Optional: Putting it All Together: Elevator Pitch and Networking

Time permitting, have participants practice their elevator pitches in a hypothetical networking scenario. Facilitators can model some examples. Possible scenarios:

- There's a job fair at your school and the employer for whom you'd like to intern this summer has a table. Introduce yourself and explain your interest in interning there.

- You've been invited to a youth leadership event where you don't know anyone. There are different groups of people standing around chatting before the first speaker takes the stage. Imagine you're going to join a group and introduce yourself.

- You're at a fundraising event organized by a non-profit that works with survivors of human trafficking. There is a survivor-advocate who you saw in a video online once who you liked and with whom you would like to connect. How do you approach them? What do you say?

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%252-0events%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.

Virtual adaptation = use breakout rooms.

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_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.

- 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 an internship or 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 study[4] 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.

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

- 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?*

Part A: Interviewing (60 minutes)

Consider asking participants to research how to prepare for an interview on their phones or a computer for 10 minutes. This can be done individually or in pairs. Some helpful videos they may find include the below (if you have limited time, you can show these videos instead of including the research activity):

- https://www.tiktok.com/@hannagetshired/video/7206038743336389934?_r=1&_t=8cmYp5AYkJe (1:30 minutes)

- https://www.tiktok.com/@candacecreatescontent/video/7227251589474520366?_r=1&_t=8cmYxA0gWhK (1:18 minutes)

- https://www.tiktok.com/@armanigems/video/7208715377029811498?_r=1&_t=8cmZ3KGyM86 (:34 minutes)

- https://www.tiktok.com/@kenyattatds/video/7220111281548758314?_r=1&_t=8cmZUUR1sh0 (:12 minutes)

- https://www.tiktok.com/@byteyukon/video/6962262257724083461?_r=1&_t=8cmZcEk4rDq (:12 minutes)

Recap and elaborate on some of the points presented in the videos (5 minutes) You can also provide the below handout or just review and discuss the tips as a group):

> 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 xyx," 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)

> Have facilitators and/or invited volunteers or other speakers (e.g., employers, mentors, etc.) visit the pairs to observe, answer questions, provide feedback, or pair the participants up with the guests for a longer mock interview (~15 minutes). Consider creating several fake job postings (or finding real ones) based on participant' interests to make the interview practice seem more realistic.

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.

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, ask:
- *What do you 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**

> If this video is too long for your group, you can feel free to skip ahead to the practice component to keep the session more interactive.

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 the 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://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.

Table of Contents

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.

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 the 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%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

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 games: https://onlinetyping.org/typing-games/?utm_content=cmp-true

- 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%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

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 games: https://onlinetyping.org/typing-games/?utm_content=cmp-true

- 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 (you can include points from the handout below if not raised by the group and/or print and review the handout together as a group after your discussion):

- *Do you think you could use social media and other online networks to help you as a student? Professional? If so, which ones and how? See examples of how to use various social media platforms for professional advancement in the handout below.*

- *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? You can bring up some of the statistics from the CareerBuilder study in the handout below. Consider framing the statistics as true or false questions.*

- *Can you keep your personal and professional separate online?*

Before moving on, be sure to discuss some tips on how to safely enjoy social media and protect their reputation (tips in the handout below).

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.
>
> Note that the minimum legal age for joining LinkedIn is 16 years old or older if a specific law where you are requires an older age. As such, this is likely not a relevant topic for ages 13–15, though it is worth describing and showing as a potential future tool.

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)?

Share some points from the article, "8 Things Teenagers (and Their Parents) Need to Know about LinkedIn"[1] (access the article for more information on the following points):

- College and grad-school admissions committees will likely google you.

- LinkedIn can help you choose a college or grad program.

- Expand your network and influence. Start with the people you know.

- Build and expand a business: recruiting, advertising, etc.

- Job hunting. Become familiar with search features and set up job alerts.

Are you in school? There's a LinkedIn Student app that is made just for students where you can access valuable information on LinkedIn *without having to create a LinkedIn profile*. All you have to do is download the app and answer a few questions.

- This is a one-hour tutorial: Create a Profile and Network on LinkedIn: https://www.coursera.org/projects/create-a-profile-and-network-on-linkedin

- 5-minute video on how to create a profile: https://www.youtube.com/watch?v=2ffdgZFyjUk

- LinkedIn Student
  - *For students in high school:* https://blog.collegevine.com/how-to-use-linkedin-in-high-school/#:~:text=%20Strategies%20for%20Using%20LinkedIn%20As%20a%20High,About..%20You%20should%20definitely%20describe%20your...%20More%20

- 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.*

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.
>
> If a writing-intensive workshop does not work for your group, feel free to come up with a more interactive group writing activity. For example, you could:
>
> - Select 10 emojis and use those to generate ideas for the setting, characters, and plot of a story.
>
> - Review and discuss writing examples, such as lyrics to a song they like, a speech from a public speaker they identified in previous sessions, etc.

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**

- Song-writing:
    - **https://www.coursera.org/specializations/songwriting**

    - **https://www.coursera.org/specializations/singer-songwriter**

- Journaling:
    - **https://www.journalwithpurpose.co.uk/workshops**

    - **https://getmessyart.com/start**

- Poetry: **https://www.topcreativewritingcourses.com/blog/online-poetry-courses**

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 found[2] 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..."[3]

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.

Option B, Part II: Setting SMART Financial Goals[4] (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.

> You can workshop individual SMART goals as a group to practice this method.

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.

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 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.[5]

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.

Budgeting resources

Time permitting, you can ask participants where else they might look for information on budgeting and financial literacy more generally.

You could connect with a financial planner or advisor (or community resource that offers these services at low or no cost), but there are also plenty of resources online, including "personal finance influencers" who give advice in blogs or on social media.

Some TikTok examples: @Pricelessstay, @Sarafinance, @yourrichbff, @clevergirlfinance, @herfirst100k, @ brokeblackgirl

You can check out these links for more finance influencers:

- https://www.hercampus.com/career/finance-accounts-tiktok-instagram

- https://www.moneyunder30.com/tiktok-finance-influencers-you-need-to-follow

Ask:
How do you know if these finance influencers know what they are talking about? Are they legitimate?

Some ideas (check out the full article in the footnote for more information on these following points):
- They respond to their community's comments.

- They have a long-term mindset.

- Their past experiences match their expertise.

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/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.linkedin.com/pulse/8-things-teenagers-parents-need-know-linkedin-william-arruda

2. https://www.edelman.com/sites/g/files/aatuss191/files/2021-08/TrustBarometer_AddressingRacismAmericaFinancialSystem_Report_Final.pdf

3. https://fortune.com/2022/01/21/financial-firms-are-still-falling-short-at-serving-communities-of-color-banks-diversity-edelman.

4. Adapted from: https://adamhagerman.com/smart-financial-goals.

5. Examples: https://www.nerdwallet.com/article/finance/best-budget-apps.

Adding to Your Professional Toolkit

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.

Table of Contents

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 human trafficking, including the legal landscape around human trafficking laws as well as rights and resources for survivors. 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 is divided into two parts, which should be followed in order. Do them together in one longer session or two shorter sessions.

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.

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.

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?*

Part A: Human Trafficking Defined (30 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

This activity is a series of true or false questions accompanied by brief resources and ideas so that all participants are aware of some of the basic definitions and statistics around human trafficking. We have provided suggested answers and resources for each statement, but these definitions may or may not reflect their own experience, and participants should be encouraged to point out those differences throughout the discussion. Unless otherwise cited, this information is taken directly from Polaris's Myths, Facts, and Statistics web page. See the first footnote in this section for more information.

Virtual adaptation = use Zoom whiteboard or Jamboard. You can also present true/false statements with a poll.

For the next 25 minutes, lead the group through the following series of statements,[1] asking them whether they believe they are true or false. Encourage discussion and differing opinions throughout.

■ *Human trafficking is always or usually a violent crime. True or false?*
   □ *False. The most pervasive myth about human trafficking is that it often involves kidnapping or physically forcing someone into a situation. In reality, most traffickers use psychological means such as, tricking, defrauding, manipulating or threatening victims into providing commercial sex or exploitative labor.*

■ *All human trafficking involves sex. True or false?*
   □ *False. Worldwide, experts believe there are more situations of labor trafficking than of sex trafficking, but there is much wider awareness of sex trafficking in the U.S. than of labor trafficking.*

   □ *Human trafficking is when someone exploits and profits from another person by having them perform labor or engage in commercial sex. It's a crime under state, federal, and international law, and is defined under the Trafficking Victims Protection Act (TVPA).*
      • *The term "commercial sex" means any sex act in exchange for something of value, like money, food, or a place to stay.*

      • *"Sex trafficking" is when a person is compelled to engage in commercial sex through the use of force, fraud, and coercion. But, if the person is under 18, there doesn't need to be any force, fraud, or coercion.*

      • *"Labor trafficking" is when a person is compelled to perform labor, through the use of force, fraud, or coercion.[2]*

> It may be helpful to break down the definition further and define key words like compelled, force, fraud, and coercion. The What's Going On? Your Rights and Who You'll Meet resource from the OVC-funded Child Witness Materials for Trafficking Victims has youth-friendly definitions for all these terms and more on pp. 7–9.

■ *Many survivors have been trafficked by romantic partners, including spouses, and by family members, including parents. True or false?*
   □ *True. People often incorrectly think that traffickers only target victims they don't know.*

■ *Men and boys are also victimized by sex traffickers. LGBTQ boys and young men are seen as particularly vulnerable to trafficking. True or false?*
   □ *True.*

■ *People being trafficked are physically unable to leave their situations/locked in/held against their will. True or false?*
   □ *False. That is sometimes the case. More often, however, people in trafficking situations stay for reasons that are more complicated. Some lack the basic necessities to physically get out – such as transportation or a safe place to live. Some are afraid for their safety. Some have been so effectively manipulated that they do not identify at that point as being under the control of another person.*

- *The crime of human trafficking does not require any movement whatsoever. Survivors can be recruited and trafficked in their own home towns, even their own homes. True or false?*
  - *True. Human trafficking is often confused with human smuggling, which involves illegal border crossings.*

- *Human trafficking can happen to anyone but some people are more vulnerable than others. True or false?*
  - *True.*
    - *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.*

    - *Often, traffickers identify and leverage their victims' vulnerabilities in order to create dependency.*

    - *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 or someone with lived experience of trafficking).*

- *Only undocumented foreign nationals get trafficked in the United States. True or false?*
  - *False. Trafficking can involve foreign national survivors who are legally living and/or working in the United States. These include survivors of both sex and labor trafficking.*

- *Perpetrators of human trafficking span all racial, ethnic, and gender demographics and are as diverse as survivors. True or false?*
  - *True. There is no single profile of a trafficking perpetrator. Some use their privilege, wealth, and power as a means of control while others experience the same socio-economic oppression as their victims. 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.*

  - *Note that perpetrators of trafficking can include labor and sex traffickers, pimps, and buyers of commercial sex.*

- *Traffickers employ a variety of control tactics, the most common include physical and emotional abuse and threats, isolation from friends and family, and economic abuse. True or false?*
  - *True. Traffickers can make promises aimed at addressing the needs of their target in order to impose control. As a result, victims become trapped and fear leaving for myriad reasons, including psychological trauma, shame, emotional attachment, or physical threats to themselves or their family.*

- *People in active trafficking situations always want help getting out. True or false?*
  - *False. Every trafficking situation is unique and self-identification as a trafficking victim or survivor happens along a continuum. Fear, isolation, guilt, shame, misplaced loyalty and expert manipulation are among the many factors that may keep a person from seeking help or identifying as a victim.*

- *Human trafficking impacts millions of lives. True or false?*
  - *True. Human trafficking happens every day, and can happen in any community. There are documented cases in nearly every country as point of origin, transit, or destination.*

  - *One of the fastest growing criminal enterprises in the world.[3]*

  - *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.[4]*

  - *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.*

- *Human trafficking is a crime under state, federal, and international law. True or false?*
  - *True.*

  - *The Trafficking Victims Protection Act (TVPA) of 2000 was the first comprehensive federal law against trafficking of persons. It has been reauthorized many times. In 2005, U.S. citizens were recognized as trafficking victims for the first time.*

  - *International laws:*
    - *U.N. Trafficking Protocol, aka "Palermo Protocol," specifically the Protocol to Prevent, Suppress and Punish Trafficking in Persons,[5] especially Women and Children. World's primary legal instrument to combat human trafficking; legally binding instrument; most countries have ratified.*

  - *State laws:*
    - *Note that state laws include a diverse and complex array of laws and regulations where victims and perpetrators of human trafficking might show up in the legal system.*

    - *Some laws are designed to specifically combat human trafficking.*

    - *Some laws specifically criminalize commercial sexual behavior and, in turn, can criminalize victims.*

Conclude this activity with additional discussion questions.

Ask:
- *What, if anything, did you learn about human trafficking from this activity that you didn't know before?*

- *How is what we discussed here about human trafficking the same or different from your own definitions or experiences?*

Part B: Legal Needs, Rights, and Resources (30 minutes)

Introduction and Background

Begin the activity by sharing that victims of human trafficking are entitled to certain protections, services, and public benefits for their safety and well-being. Let participants know that, in this activity, we're going to discuss and explore the legal needs and rights of human trafficking victims, and the services that can be helpful to survivors.

We're going to explore these topics through Zoe's story, which a book about a young person named Zoe and is based on real people's lives.[6] Zoe's Story shares the experiences of a young girl who was sex trafficked and presents in court as a defendant. In this book, Zoe talks about her experiences with a support group about what it was like for her to get arrested and placed in detention, meet with a defense attorney and social worker, and go to juvenile court. Note that some of Zoe's experiences might not look or sound like yours, but they can help us understand some of the issues that trafficking survivors face.

> Be sure to note that reading (or listening to) Zoe's story may bring up some feelings or memories. That's totally okay. Facilitators should take time to check in with the group and take a break or do a grounding exercise as needed.
>
> Zoe's story is available as a graphic novel that can be downloaded here, and in multiple languages: **https://ovc.ojp.gov/child-victims-and-witnesses-support/human-trafficking/zoes-story-12-18.pdf**
>
> Facilitators may choose to print the graphic novel for each participant in the group and read through it together (or the facilitator can read the novel while the group follows along) or you can listen to the audio book, which is also accessible here: **https://ovc.ojp.gov/sites/g/files/xyckuh226/files/2023-03/Zoes%20Story.mp3**
>
> For this activity, we are only reading portions of Zoe's story. You can choose to read or listen to her entire story depending on your group's capacity and interest.

Part I: Legal Landscape and Issues facing Trafficking Survivors (15 minutes)

Read and our listen to (1 – 6:11) Zoe's Story, *Part One: Zoe's Arrested and Goes to Court*.

Then discuss the following and communicate the relevant points that follow:
- *Do you relate to Zoe's story, why or why not?*

- *What kinds of legal issues is Zoe facing?*
   - *Criminal charges that include shoplifting and assault on a police officer.*

- *What other kinds of legal issues might trafficking survivors face?*
  - *Like in Zoe's story, "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."[7]*

  - *"Civil legal issues commonly presented by trafficking victims include family law, employment law, public benefits access, rights enforcement, and immigration or repatriation..."[8]*

  - *Some laws specifically criminalize commercial sexual behavior and, in turn, can criminalize victims. Examples:*
    - *Prostitution (including of minors[9] 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.*

- *What do you see as some of the weaknesses in these laws?*
  - *Example: The fact that criminalization of victims still occurs.*

- *In what ways can laws and policies protect and support survivors?*
  - *You can share that some laws are designed to specifically combat human trafficking, such as:*
    - *The Trafficking Victims Protection Act (TVPA) of 2000 was the first comprehensive federal law against trafficking of persons. Three main components of the TVPA—Protection, Prosecution, and Prevention—commonly called the three Ps.*

    - *Expungement and vacatur are 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.*

    - *Safe Harbor laws are an 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.*

- *What kinds of legal assistance do survivors need, and where might they be able to find that assistance?*
  - *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."[10]*

  - *"[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."[11]*

  - *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, consult: What's Going On? Your Rights and Who You'll Meet:* **https://ovc.ojp.gov/child-victims-and-witnesses-support/human-trafficking/whats-going-on-12-18.pdf**

Part II: Survivor Support and Resources (15 minutes)

Read and our listen to (15:03 – 20:45) Zoe's Story, *Part Three: Zoe's Lawyer Shares News About the Case*.

Then discuss the following and communicate the relevant points that follow:
- *What, if anything, do you relate to from this part of Zoe's story?*

- Zoe mentioned that her lawyer and social worker helped her find support. Support can mean a lot of different things. *What kind of support might Zoe need? What kind of support might other survivors need?*
  ☐ *someone to talk to about your experience*

  ☐ *a place to live*

  ☐ *appointments with doctors*

  ☐ *clothes*

  ☐ *getting support with school*

  ☐ *learning new skills to get a job*

  ☐ *support to learn how to take care of yourself*

  ☐ *help with immigration or visa issues*

  ☐ *meeting other young people with similar experiences*

  ☐ *To learn more about other support you can get, check out the 'What's Going On?' booklet:*
    https://ovc.ojp.gov/child-victims-and-witnesses-support/human-trafficking/whats-going-on-12-18.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 Myths and Facts:
- https://polarisproject.org/myths-facts-and-statistics/

Rights and Resources:
- What's Going On? Your Rights and Who You'll Meet:
  https://ovc.ojp.gov/child-victims-and-witnesses-support/human-trafficking/whats-going-on-12-18.pdf

- Zoe's Story: A Journey Through (and Beyond) the Legal System:
  https://ovc.ojp.gov/child-victims-and-witnesses-support/human-trafficking/zoes-story-12-18.pdf

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 two parts of 60 minutes each. Each of these parts is important and builds on the content of the previous part. We recommend breaking down the content into 2–3 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 and Systems of Oppression (60 minutes)

Overview

In this activity, 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 (15 minutes)

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.

Give participants an opportunity to respond and then explain that the concept of culture and cultural identity are not always easy to explain or define, and that there are many definitions out there.

- 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*

- 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.

Then ask participants to take a few minutes, on their own, to think about and write down responses to the following (we will be referring back to this in the following activity):
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.

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 Flower[12] 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.

Background:

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 identity.

Outer Petals (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 outer petals of the flower, ask: *What are some real-life examples of how those dominant groups hold power in society?*

Inner Petals (15 minutes):

- After completing the outer petals, instruct participants to work in pairs (or individually if people do not want to disclose all their identities) to fill in the inner petals with their personal identities. They can draw from the earlier discussion of the 3–5 of the cultural groups they identified that they think are most important to their identity.

- Once finished, instruct participants to count how many of their inner petals match the outer petals. They can compare with others in the room.

- Ask volunteers to share some examples of where their inner petals do not match the outer petals. Fill in some inner-petal examples on the group flower diagram. Then discuss:
    - *What are some of the positive things about your cultural or social identities? What are some of the challenges?*
    - *What are some examples of the negative beliefs society attaches to these social or cultural identities?*

Privilege and Oppression: Discussion and Definitions (15 minutes)

This discussion is a continuation of the work participants did in the Power Flower activity. Begin by explaining that:

- Whether we are aware of it or not, we are all assigned multiple social identities, there are many identities, such as our race, religion, sexuality, and gender that make us who we are.

- Within each category, there are dominant and non-dominant groups (i.e., the outer and inner petals).

- Some of these identities bring us advantages in society and some bring us disadvantages, and we can experience both at the same time.

- We sometimes call these advantages and disadvantages "privilege" and "oppression."

Then write "oppression" on the flipchart/board and ask them what comes to mind.

After a few minutes, offer the following definition and ask them if they agree with the definition or have something else to add to it:

- "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.[14]

Then convey the following points:

- A person of the non-dominant group can experience oppression in the form of limitations, disadvantages, or disapproval.

Examples of these systems of oppression are ageism, ableism, racism, sexism, heterosexism, nationalism, classism, anti-Semitism, and hetero/cis-sexism.
These systems of oppression (e.g., racism, sexism, heterosexism) affect how we are perceived by others and how we view the world.

- But these -isms are s*ocially constructed ideologies* = they are created by the people in power = there is no truth or facts behind them.

Let's go back to our Flower and identify/name some of these -isms for which they already provided examples during the activity. For each of the following examples (or use participant examples from the Power Flower activity), ask participants to find the related social or cultural identity on the flower diagram and try to name the -ism. Provide a definition for that particular -ism as needed.

- Typically, younger or middle-aged persons favored over older persons.
  - "**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."*[14]

- People without disabilities favored over people with disabilities.
  - "**Ableism** *is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior."*[15]

- Upper income classes favored over lower income classes.
  - **Classism**: *"A belief that a person's social or economic station in society determines their value in that society."*[16]

- White people valued over people of color.
  - **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."*[17]

- Men valued over women.
  - **Sexism**: *Prejudice or discrimination based on sex or gender.*[18]

- Heterosexuality or opposite-sex/gender relationships and cisgender people favored over homosexuality or same-sex/gender relationships.
  - **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 (LGBTTQ) people."*[19]
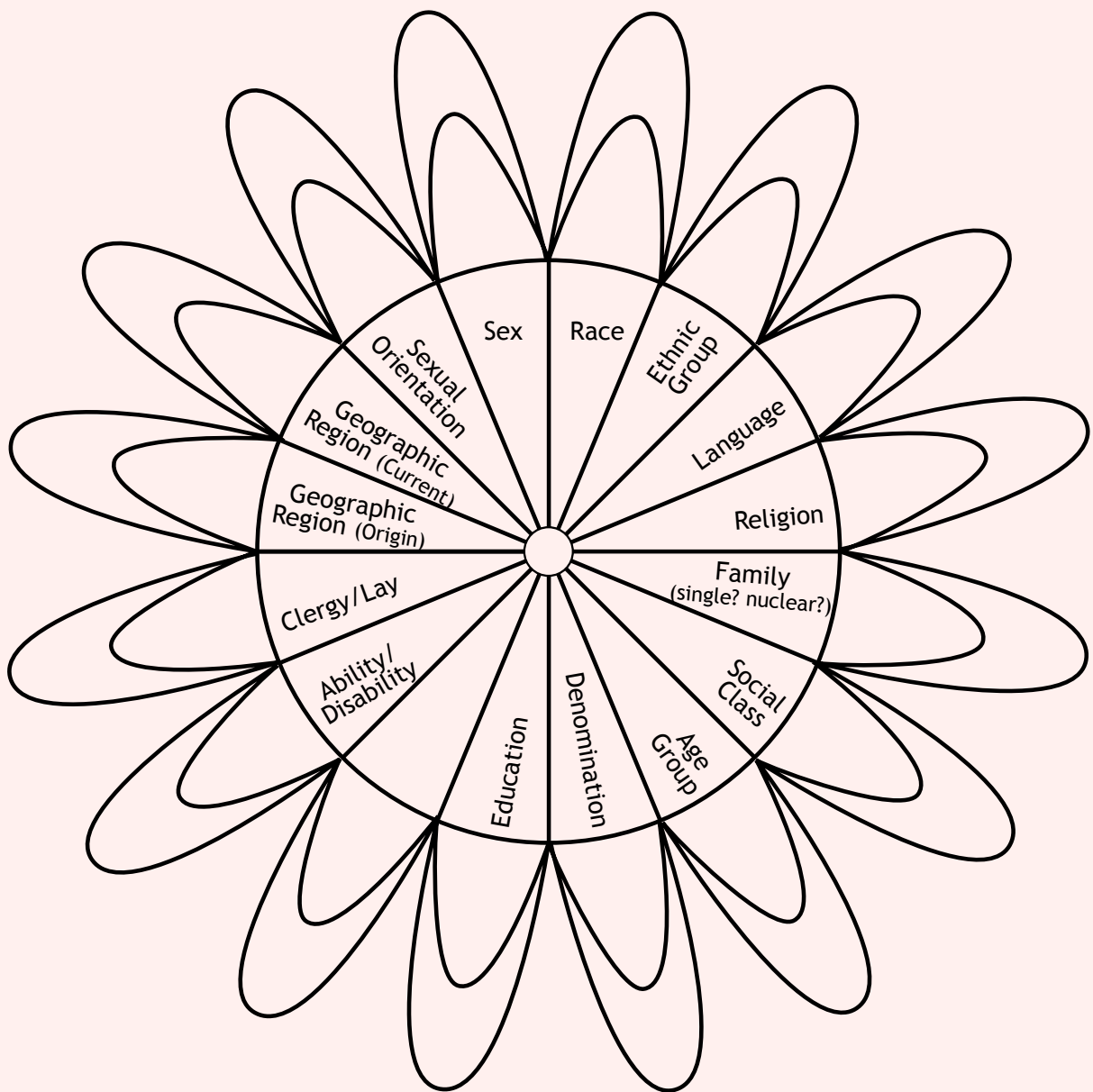
- Ideology that domestic-born people are valued over foreign-born (or those perceived to be foreign born).
  - *Nationalism.*

Conclude the activity by making 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.

💡 Hold onto the large group Power Flower graphic for the following activity.

Handout: Power Flower

The power flower diagram with petals labeled: Sex, Race, Ethnic Group, Language, Religion, Family (single? nuclear?), Social Class, Age Group, Denomination, Education, Ability/Disability, Clergy/Lay, Geographic Region (Origin), Geographic Region (Current), Sexual Orientation.

Part B: Intersectionality and Human Trafficking

(30 minutes)

Intersectionality (15 minutes)

Post the large Power Flower group graphic from the previous exercise.

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 (-isms) and can also give us unearned power and privilege.

Now we will continue to 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.

Then show a video on intersectionality (3 minutes):
- 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=X5H80Nhmn20**

Ask the following after watching the video:
- *What is intersectionality?*
  - *Intersectionality 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.*

- *What intersecting identities did the video talk about?*

- *What other intersecting identities can there be?*

Cultural Oppression, Intersectionality, and Human Trafficking (15 minutes)

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?
  - *Example:* **Sexism**
    - *Ideology that men are superior to women; systems favor men.*

    - *Sexualization/commodification/dehumanization of women leads acceptance/condoning of violence against women.*

  - *Example:* **Racism**
    - *Racial biases and stereotypes dehumanize racially marginalized people as inferior, justifying exploitation and violence.*
    - *Similar biases and stereotypes sexualize and promote ideas about women's (and, particularly, women of color's) promiscuity and willing participation in their exploitation.*

    - *Systemic racism in the U.S. leads to a disproportional representation of BIPOC victims in human trafficking.*

> Note: 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 (1 hr.) to prepare to facilitate this session.

- *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 (i.e., the outer petals) within those identities.*

> **Systems of oppression impact the response and resources available to victims.**
> - They can influence knowledge of community organizations, service providers, how they view interventions, and how they identify and process their experience and, in turn, whether they reach out for help (do they identify as victims/survivors?).
>
> - 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).**
> - 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.
>
> - There are more reported victims than criminal cases against traffickers.

- *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.**

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?*

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. We recommend doing both activities in one longer session of 90 minutes.
>
> 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!

Part A: Government 101 (20 minutes)

> You might start by explaining that we cannot cover all of the who/what/where/why of government in 20 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?

Explain that we're going to watch a short video and then show the video:
https://www.youtube.com/watch?v=IAnjKNUQERY (3:29 minutes)

After the video, ask 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?*

Once the video is finished, ask the above questions again. Also ask:
- *What are some ways to participate in government and politics?*

Offer 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

Then 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.

Time permitting, you can propose different topics of potential interest to participants about how the government works and play a video (or two):

On the branches of government (3 minutes): https://www.pbslearningmedia.org/resource/branches-of-the-government-video/wviz-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

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 Officials[20] (25 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	State	Local
President: ▪	Governor: ▪	Mayor: ▪
Vice President: ▪	Senate: ▪	Councilmember ▪
Senate: ▪ ▪	Representative/Assembly member: ▪	
Representative: ▪	Other state representatives (title and name): ▪ ▪ ▪	

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:
- The Purpose of Government: https://www.youtube.com/watch?v=IAnjKNUQERY (3:29 minutes)

- American Government 101: https://www.youtube.com/watch?v=e6L0Nj3wabQ

- Branches of government: https://www.pbslearningmedia.org/resource/branches-of-the-government-video/wviz-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

Non-Profits

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.

- 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!

Part A: Non-Profits (30 minutes)

Discussion & Activity (15 minutes)

Explain that today we're going to learn more about what non-profits are and what they do.

Then ask:
- *What is a non-profit?*

- *How is it different from a for-profit? Is there really no profit?*

- *What kinds of things do non-profits do?*

Some points to cover if not raised by participants:
- 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**)

- "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.

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.

Find a Non-Profit (15 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.

Part B: How to Get Involved (30 minutes)

> This activity builds on the previous activity which you can explore within this session or in a separate session.
>
> Consider inviting leaders of local non-profits or youth board members to come in to lead this part of the 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.

Intro (5 minutes)

Discuss:
- *Why are we talking about non-profits?*

- *How can survivors get involved in non-profit work?*

There are many ways to get involved, including:
- Volunteering.

- Working as an employee.

- Start your own.

- Sit on an advisory board. We'll talk more about this in a bit.

Volunteering/Working at a Non-Profit (10 minutes)

As a group, return to some of the local non-profits you identified in the last activity. If you did not identify any local non-profits in the last activity, can you identify a few now? Then identify any career or volunteer opportunities listed on their website that may interest them and discuss how they might contact them to learn more about opportunities. Also discuss how they might reach out to non-profits about volunteer opportunities even where none are listed online.

- *How would you reach out to them? Through their website? By email? Phone? Stop by in person?*

- *How would you introduce yourself?*

- *Who would you need to speak with?*

- *What documents might you need to share with them (e.g., resume, cover letter)?*

Youth Advocacy and Youth Boards (15 minutes)

Share that there are 0ther ways to get involved in non-profit work is as a youth advocate, which might include sitting on an advisory board or committee.

Define that a non-profit board of directors is the governing body of a nonprofit. This means they focus on the high-level work of the organization, like the review of its activities and the organization's long-term strategies and vision. They are typically not involved in the day-to-day work of the organization.

Share that some roles and responsibility of a youth board member might include:
- Serving as an ambassador.

- Use their voices, knowledge, skills, and vision to: advocate for and shape policies; develop trainings, tools, and resources; and create change in programs, services, and systems that impact themselves and others.

- Focus on bigger picture of organization.

Drawing from what we just discussed about the role of boards and board members, discuss:
- *What is the role of survivors on a board? Why might it be important to have a youth survivors on a board (or a youth survivor board) for a non-profit doing anti-trafficking work?*

- *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?*

- *Who would you want on your youth board and why?*

Now let's take a look at some examples of youth boards and their activities. Facilitators can visit and share the following websites and some of the specific content we highlighted:
- Youth Action Institute (formerly Youth Justice Board): **https://www.innovatingjustice.org/programs/youth-action-institute**
  - *Time permitting, show a video that shows what 2015-16 Youth Justice Board worked on (6 minutes):* **https://www.youtube.com/watch?v=whVksD8QGo4&t=11s**

- The Youth Collaboratory's Youth Catalyst Team and Girls Action Board: https://www.youthcollaboratory.org/youth-catalyst-team.
  - *What is it? It's a national initiative for young leaders, ages 16–24, who use their knowledge, skills, vision, and personal understanding of systems/services to advance the youth services field.*

  - *Girls Action Board: Consultants are also part of the Youth Catalyst Team and focus specifically on addressing the complexity of sex trafficking of minors and the approaches required to properly address prevention and intervention needs through an equitable lens when serving Black girls.*

  - *Take some time to look at their current members and highlight experience that they resonate with and what that might contribute to the work:* **https://www.youthcollaboratory.org/yct-members**

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.uschamber.com/co/start/strategy/nonprofit-vs-not-for-profit-vs-for-profit

- 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

Footnotes

1. Myths, facts, and statistics from Polaris Project, and can be found at https://polarisproject.org/myths-facts-and-statistics.

2. What's going on? Your rights and who you'll meet: https://ovc.ojp.gov/child-victims-and-witnesses-support/human-trafficking/whats-going-on-12-18.pdf.

3. 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.

4. *Human Trafficking by the Numbers*, Human Rights First, January 7, 2017, https://www.humanrightsfirst.org/resource/human-trafficking-numbers, accessed August 10, 2021.

5. https://en.wikipedia.org/wiki/Protocol_to_Prevent,_Suppress_and_Punish_Trafficking_in_Persons,_Especially_Women_and_Children.

6. Note: Zoe's story is part of a series of child victims and witnesses support materials developed by the Center for Justice Innovation and funded by the Office for Victims of Crime. Based on input from national experts and survivor leaders, the graphic novels and accompanying audiobooks, are intended to teach child and youth victims of trafficking between the ages of 12–18 about how the legal system works, what their rights are, the roles of different practitioners they might meet, and how they can cope with the difficult feelings they might have. In addition to Zoe's story, there is Jaime's story (a young nonbinary individual who serves as a victim witness in a sex trafficking case and Sergio's story (a young boy who is a victim of labor trafficking and is part of a federal case). Feel free to use the stories about Jaime or Sergio in addition to or in lieu of Zoe's story, depending on your group.

7. *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.

8. Ibid.

9. 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.

10. 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.

11. Ibid.

12. 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.

13. *Social Identities and Systems of Oppression*, the National Museum of African American History and Culture, https://nmaahc.si.edu/learn/talking-about-race/topics/social-identities-and-systems-oppression, accessed August 13, 2021.

14. T. D. Nelson, in Encyclopedia of Gerontology (Second Edition), 2007.

15. *Ableism 101*, Access Living, https://www.accessliving.org/newsroom/blog/ableism-101, accessed August 12, 2021.

16. As defined by Merriam-Webster: https://www.merriam-webster.com/dictionary/classism, accessed August 12, 2021.

17. As defined by Oxford Dictionary: https://www.lexico.com/definition/racism, accessed August 12, 2021.

18. As defined by Merriam-Webster: https://www.merriam-webster.com/dictionary/sexism, accessed August 12, 2021.

19. Rainbow Resource Center, 2012: https://rainbowresourcecentre.org/files/12-11-Heterosexism.pdf, accessed August 12, 2021.

20. 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.

Table of Contents

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?*

Option A: Leadership and Advocacy in Action

(60 minutes)

> This is a guided activity option to do in lieu of, or in addition to, having a guest speaker on this topic. Here, participants will have the opportunity to explore 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.

Part I: Leadership and Advocacy, Revisited (20 minutes)

In Module One, Session Three, participants discussed what it means to be a leader and advocate, identifying those qualities in themselves and in others whom they admire. Begin this session by refreshing their memory of these earlier discussions.

> Virtual adaptation = use Zoom whiteboard or Jamboard.

Ask:
What comes to mind when you think of a leader? You can name people, characteristics, or definitions.

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.

Ask:
What comes to mind when you hear the word "advocate"? You can name people, characteristics, or definitions.

Note that, as with leadership, facilitators can note that there is not one "correct" definition of advocate. Some people define advocacy as "the process of taking action to support a cause." Share that advocacy can take on many forms:

- Self-advocacy: speaking up for yourself.

- Individual advocacy: speaking up for individual persons.

- Systems advocacy: speaking up to change institutional policies and practices.

Then ask:
Who can be an advocate?

Share these points:
- Anyone can become a leader and advocate at any point in their personal and professional life and make a difference.

- There are many opportunities for trafficking survivors to become leaders and advocates in the anti-trafficking movement and beyond.

Then ask participants to pair up and ask each other the following questions for 5-10 minutes:
- *Have you been an advocate for yourself, others, or speaking up to change systems in the past?*

- *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?*

Finish the discussion by asking volunteers to share their partner's answers with the large group.

Part II: Identifying Advocacy Activities (20 minutes)

Show the first part of the following video (0–1:24): https://youtu.be/ojryBLYFwuU.

Then pause the video and ask:
- *What do you think of their definitions of advocacy/advocate and their description of who can be an advocate? Does this match with what we just discussed?*

Play the rest of the video (1:24 – 7:10): https://youtu.be/ojryBLYFwuU.

After the video ends, ask the group:
- What are some of the issues the advocates in the videos wanted to advocate for? What other kinds of issues can someone advocate for?

- What kinds of things did the people in the video do to advocate for their causes? 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 video or group discussions, 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: 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.

Finding Your Advocacy Issue

As a group, free think around the following question and note responses:

Virtual adaptation = use Zoom whiteboard or Jamboard.

- What specific change do you want to see in the world? This can be anything! Examples: topics, issues, or policies that relate to education, health, immigration, youth, housing, the environment, animals, human trafficking, criminal justice reform, etc.

Then ask participants to take a few minute to complete a personal advocacy statement.[1] Ask them to choose a topic from the group free think or any other topic or issues they are passionate about and complete the following, on their own (they can write this out or simply think about it):

When I think about _____ (a topic, issue, or policy I'd like to change), I feel _____ , because _____."

Once every participant has had a chance to think about their personal advocacy statement, ask volunteers to share: (1) the causes or issues they want to advocate for and why; and (2) the kind of advocacy activities they might be interested in doing to advocate for that cause. For this second part, other participants can help them come up with ideas.

Conclude the activity with some key take-aways:
- 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.)

- Remember that small acts can make a big impact. You can be an important light for yourself and those around you.

- For more information on youth advocacy and starting an advocacy plan, look at: UNICEF's Youth Advocacy Guide: https://www.voicesofyouth.org/media/61066/download?attachment.

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

- UNICEF's Youth Advocacy Guide: https://www.voicesofyouth.org/media/61066/download?attachment

- 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!

Part A: Media Literacy (30 minutes)

Overview

The following activities provide foundational definitions and a framework for understanding what the media and media literacy are, 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?*

"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.[2]

Media can be international, national, state, local.

Traditional media formats include print media, TV and radio. Today's media also includes digital media, such as social media (YouTube, Twitter, Facebook, Instagram, etc.), blogs, forums, website, newsletters, podcasts, etc.

- *Where do you get your news or information about what's going on in the world?*

What Is Media Literacy? (10 minutes)

Introduce the topic of this session, which is media literacy: what it is and why it's important.

Ask:
- *Has anyone heard of media literacy? What do you think it might mean?*

Share these definitions:
- Essentially, media literacy means the skills required to effectively interact with the media.

- Media literacy gives us "a framework to **access**, **analyze**, **evaluate**, **create** and **participate** with messages in a variety of forms—from print to video to the Internet."[3] (Facilitators might want to write "media literacy" on a flipchart/board with these different components below).

Then ask:
- *Why should we care about media literacy?*

Some points to convey:

- We are all consumers of the media. Media literacy helps us understand the messages that are being communicated to us. This means being able to analyze the intent behind the message, the presence of bias, and telling the difference between fact and fiction.

- The media plays a big role in influencing the public perceptions and conversation around human trafficking and other issues you care about. Engaging with media and/or creating your own media provides yet another opportunity for survivors to become leaders and advocates by contributing to and shaping messages conveyed by the media.

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.

Evaluating and Analyzing Media Messages (10 minutes)

Start by repeating that two key elements of media literacy are being able to analyze and evaluate media messages.

Ask:

- *How do you know if you can trust a media source?*

- *How do you know if what you're reading or seeing is true?*

- *Can you spot bias?*

Show the following video (2:50): **https://youtu.be/WAq4oS2OZM4**

- *What do you think about the tips for navigating information on social media? What else would you add?*

- *Do you think these tips can apply to how you navigate other forms of media?*

Part B: Creating and Participating in Media Messages (60 minutes)

Introduction and Overview

Start off this activity by reminding participants that the definition of media literacy also includes being able to create and participate in media messages. For this activity, we want to start by focusing on how to develop a media message and engage with the media.

Developing a Media Message and Plan (40 minutes)

Free Think

As a large group, free think around a message they would like to convey to the media. Facilitators can refer back to the issues they identified in the previous session when they discussed the change they wanted to see in the world and defined their personal advocacy statements. Example: January is National Human Trafficking Awareness Month and we want people to know that everyone can play a role in combatting human trafficking.

Once they have decided on a message for this activity, they will work together as a group to develop a media plan.

Developing a Media Plan

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.

> Virtual adaptation = use breakout rooms. Facilitators should visit different breakpout rooms to observe and assist.

Let's consider each of these elements one-by-one. Write each element on a flipchart/board as you go.

1. **Message** (see above)
- Consider: *Will this be a personal message or story?*
  - *Note that 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.*

2. **Target Audience**
■ Consider: *Who are you trying to reach with your message?* E.g., local community

3. **Media Format**
■ Consider: What will be the format for sharing that message? E.g., interview, podcast, phone, written, live video online, TV, social media, article, etc.

4. **Who to Contact**
■ Consider: What is that outlet? With whom will they be working to share their message?

5. **Prepare for Media Engagement**
■ Consider:
   □ *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?*

Risk and Benefits of Engaging with the Media (20 minutes)

Begin this final activity by conveying that the media can be both helpful and potentially damaging to the anti-trafficking movement and survivors. Let's look at some potential benefits and risk of engaging with the media.

For this activity, go through the following list one-by-one and ask participants to state whether they think it's a benefit or a risk, and why. Sometimes engagement is both a risk and benefit, so differing opinions are to be expected.

Benefits are marked by (B)
Risks are marked by (R)

■ Raise awareness (B)

■ Re-victimization/re-traumatization (R)

■ Help efforts (B)

■ Create political will (B)

■ Hold actors accountable (B)

■ Can be used in criminal legal process (R)

■ Educate (B)

■ Positively impact public opinion (B)

■ Privacy/confidentiality (R)

■ Humanizes crime and its impact (B)

- Validating for the survivor (B)

- Inspire other survivors to seek support (B)

- Can create safety issues for survivors and witnesses (R)

- Inappropriate or inaccurate reporting (R)

Conclude the activity with a few points and tips:
- Remind participants that engaging with media is their choice.
- When engaging with the media, setting boundaries is important.
- 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.*

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

Your Voice, Your Choice: A Survivor Media Guide: http://victimrights.org/wp-content/uploads/2020/11/CQ-Survivor-Media-Guide.pdf

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: Policy and Policymaking (60 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.

Video (5 minutes)

Begin the activity by showing the first 5 minutes of this video (0–4:50): https://youtu.be/OeQbR4J_pXA

Discussion (25 minutes)

Then begin the discussion questions related to points raised in the video. Ask:
- *So what is public policy?*

As we saw in the video, public policy can be hard to define. 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[5] and policymaking:
- Policy responds to some sort of issue or problem that requires attention. It is aimed at a goal, such as the solution of that problem or issue.

- Policy is ultimately made by governments for the public. It is what the government chooses to do or not do about a particular issue or problem.

- Policy can take the form of laws and/or regulations.

- Policymaking is simply the process of creating policy.

Continue the discussion:
- The man in the video described why he is studying public policy and why he thinks it's important. *So, why do you think public policy matters?*

Some examples:
- Public policy affects all of us in our daily lives.

- Addresses and impacts social issues, including human trafficking.

- Improves well-being, safety, health, etc. of citizens.

-

- Leads to the creation of laws and standards that make a difference in people's lives.

- Changes public opinion.

- Provides 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 (think back to the work done in Module 5, Session 3: Government). 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?*

You can start your own project to influence public policy, join existing efforts, work professionally as public policy advocates, etc.

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.

Getting Involved in Public Policymaking (30 minutes)

For the remainder to the time in this activity, let's get involved in policymaking.

- *What are some policy 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. They can think back to issues they identified in their personal advocacy statements during the first session of this module, if they relate to human trafficking. Some other examples:

- Ending the criminalization of survivors.

- More training for those who work in the criminal legal system.

- Having a more survivor-centered, trauma-informed, and culturally competent approach to working with survivors.

- Improve coordination among law enforcement to increase accountability for human trafficking.

Note responses to the question. Then, as a group, decide on a policy issue you would like to work on during this time and then choose one of the following public policy activities to help you start working on that issue (or split the group into two and assign a different activity to each group):

- 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. Refer back to the previous session on creating media messages. Create a blog post, hashtag or a tweet to convey that message.

- Arrange to provide audio or written testimony for any upcoming local legislation.

- Come up with your own policy exercise!

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?*

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

- 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 and a guest speaker option.

> 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 (60 minutes)

The What and Who of Community Organizing (30 minutes)

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.

Begin the activity by showing the following video(s):
- "How are you organizing your communities" @action4climate (1 minute):
  https://www.tiktok.com/@action4climate/video/7078372155305512234?_r=1&_t=8cmDyfRLHti

- "What is community organizing tho" @reallygoodtalker (1 minute):
  https://www.tiktok.com/@reallygoodtalker/video/6907801593027022085?_r=1&_t=8cX7wOYPA2k

- "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?*

Here's another definition:
- "Organizing is people coming together to collectively create the change they want to achieve. It is people joining together to work toward common goals."[6]

Continue the discussion:
- *How can community organizing help the community?*

Some examples to share if not raised by the group:
- 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: "Stepping Up: The Community Organizer" from KQED Education
(2:22 minutes): https://www.youtube.com/watch?v=9y_nAdIhJuY

- Veronica in the video is a community organizer and embodies examples of what it means to be a community organizer. *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

Your Community Action Involvement (30 minutes)

- *What are some community organizing examples?*

> For the voting activity below, you will ideally have flipchart paper and small stickers (enough for one per participant).

Discussion
As a large group, discuss:
- *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.

- *What do you think can be the unique contributions of survivors in community organizing?*

Note that working alongside and building the power of those with lived experience, like survivors, is a core component of organizing. When issues are identified in the community organizing field, organizers should talk to and bring together a group of those who are experiencing the problem that will be addressed to help develop the campaign.[7]

Selecting and Refining Issues

Explain that they are now going to take some time to select an issue that the group would like to address through community organizing. Explain that in organizing, an issue is the **solution** to the problem the community is facing.[8] For example, a problem may be that students are coming to school hungry because they don't have time or access to breakfast foods. An issue may be that the school starts a free breakfast program for students.

To select an issue, participants will first need to identify issues that are important to them and then, as a group, come to a consensus (a general agreement among a group of people) on an issue they would like to work on. They will start by a free think to identify issues.

Ask the group the following and note each issue on the flipchart/board:
- *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?*

Once everyone has had a chance to offer examples of issues, take some time to offer tips about selecting and refining issues.
- Issues should resonate with the people who are impacted by the problem. The issue should also resonate with your group (those of you in program).

- Issues should create a positive change in the lives of those impacted by the problem.

- Issues should be winnable.[9]

> For more tips, refer to the We Rise Checklist for Choosing an Issue found at https://werise-toolkit.org/en/system/tdf/pdf/tools/Checklist-for-Choosing-an-Issue_0.pdf?file=1&force=. More framing can also be found here: https://cchealth.org/tobacco/pdf/12_selecting_the_issue.pdf#
>
> These links also provides longer exercises that could be helpful for your group if participants want to spend more time on this topic.

Use this time to ask them whether they think some of the examples can be refined based on these tips, and then refine them.

> Virtual adaptation = use Zoom whiteboard or Jamboard.

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.

■ Make sure the issue is clear and easy to understand.

Consensus Building: Voting

Once the issues have been defined and refined, clearly list the issues on flipchart paper. Explain that we will now use a consensus process (you can explain this as a way for a group of people to come together to agree on something) to select an issue that they would like to work on as a group. Share that there are many different ways to build consensus, and that today we will be practicing the process of voting to build consensus.

Provide everyone with one sticker for voting and ask them to put the sticker next to the issue they want to work on.

Virtual adaptation = use Zoom whiteboard or Jamboard to do this as a poll.

Once the voting is finished, identify the issue that received the most stickers (aka votes). This is then the issue selected by consensus. Conclude the activity with a debrief:

■ *What do you think of the result?*

■ *Why might consensus building be important in community organizing?*

■ *What other ways can you build consensus?*

Time permitting, ask:

■ *If you would like to join an existing community organizing effort on the issue selected during the voting activity or another issue you care about, 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?*

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.

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**

- **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	**Timeline**	**Resources**
Tip: break your project down into small, concrete steps. Certain tasks can be further broken down into sub-tasks.	Tip: assign each task and subtask a start and end date and be sure to note who is doing what.	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. Adapted from https://www.voicesofyouth.org/finding-your-advocacy-issue

2. https://www.sdgaccountability.org/working-with-informal-processes/engaging-with-the-media, accessed July 28, 2021.

3. https://www.medialit.org/media-literacy-definition-and-more, 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. Project Citizen, *What is Public Policy?*, https://www.civiced.org/project-citizen/what-is-public-policy, accessed August 5, 2021.

6. Definition from the National Education Association, https://www.nea.org/sites/default/files/2020-11/22122_C4O%20Organizing%20Toolkit.pdf.

7. Note from Identifying the Right Issue in Joan Minieri's and Paul Getsos's 2007 *Tools for Radical Democracy: How to Organize for Power in Your Community*. (Ed. Kim Klein). Chardon Press Series.

8. Ibid.

9. Ibid.

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 Feeling[1]

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 Story[2]

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 Life[3]

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 Scan[4]

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://www.therapistaid.com/worksheets/self-care-tips.pdf

- SelfCare-wheel.pdf (buckner.org): https://www.buckner.org/files/uploads/SelfCare-wheel.pdf

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:
  - *The Understanding Human Trafficking training is a series of five interactive online modules that offer foundational learning on trauma-informed and victim-centered approaches to human trafficking:* **https://www.ovcttac.gov/ understandinghumantrafficking**

  - *Planning Domestic Violence Training Programsyou're your Community: A Practice Guide:*
    https://www.innovatingjustice.org/publications/dv-training-your-community

  - *Trauma-Informed Training and Facilitation:*
    https://www.kcsdv.org/wp-content/uploads/2019/05/3-1-TI-Training-Facilitation.pdf

  - *We Facilitate: 20 facilitation tips to help you be a better facilitator:*
    https://www.sessionlab.com/blog/facilitation-tips-martin-gilbraith

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 Breathing[2] (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 methodor 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:

- https://www.blackdoginstitute.org.au/wp-content/uploads/2020/04/relaxationtechniques.pdf?sfvrsn=10

- https://www.uclahealth.org/marc/mindful-meditations

- Grounding Exercises for Survivors: http://hhri-gbv-manual.org/about/tools/grounding

- 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

- https://www.tiktok.com/@expressyourselfblackman/video/7161866331569130798?_r=1&_t=8cmHC8nx6xH

Communication:
- Tips for Healthy Boundaries (therapistaid.com): https://www.therapistaid.com/worksheets/healthy-boundaries-tips

Self-Advocacy:
- https://youtu.be/cDVfZG4CzLY

- https://www.tiktok.com/@mochunks/video/7167048518811634949?_r=1&_t=8cmug3hYiuk

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

- https://www.tiktok.com/@shareefahayat/video/7219030038250032430?_r=1&_t=8cmtgGRPM3q

- https://www.tiktok.com/@tamillionaire4eva/video/7164073038580075822?_r=1&_t=8cmtNuNXOLD

- https://www.youtube.com/watch?v=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.ovcttac.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

- 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://staysafeonline.org/stay-safe-online/securing-key-accounts-devices/social-media

- https://staysafeonline.org/stay-safe-online/related-links

Linked-In:
- How To Build A LinkedIn Profile: https://www.youtube.com/watch?v=2ffdgZFyjUk

- How To Use LinkedIn For Beginners - 7 LinkedIn Profile Tips: https://youtu.be/_kwqqtpprrE

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/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

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-TVPRA-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.dhs.gov/human-trafficking-laws-regulations

  - https://www.youthcollaboratory.org/resource/understanding-human-trafficking-legislation

Human Trafficking Victims: Legal Needs, Rights & Resources:
- General overview for youth: What's Going On? Your Rights and Who You'll Meet:
  https://ovc.ojp.gov/child-victims-and-witnesses-support/human-trafficking/whats-going-on-12-18.pdf

- 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

- 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

- 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=X5H80Nhmn20

- Video by Teaching Tolerance, founded by the Southern Poverty Law Center: *Intersectionality 101*: https://www.youtube.com/watch?v=w6dnj2IyYjE&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:
- Videos:
  - *The Purpose of Government:* https://www.youtube.com/watch?v=IAnjKNUQERY *(3:29 minutes)*

  - *American Government 101:* https://www.youtube.com/watch?v=e6L0Nj3wabQ

  - *Branches of government:* https://www.pbslearningmedia.org/resource/branches-of-the-government-video/wviz-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.uschamber.com/co/start/strategy/nonprofit-vs-not-for-profit-vs-for-profit

- 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

Module Six

Handouts

- Developing a Media Plan

- Leadership & Advocacy Project Design Worksheet

Online Resources

Advocacy:
- UNICEF's Youth Advocacy Guide: https://www.voicesofyouth.org/media/61066/download?attachment

- 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:
- Your Voice, Your Choice: A Survivor Media Guide: http://victimrights.org/wp-content/uploads/2020/11/CQ-Survivor-Media-Guide.pdf

Public Policy:
- 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://americancultures.berkeley.edu/sites/default/files/a_student_guide_.pdf

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