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JANUARY IS HUMAN TRAFFICKING AWARENESS MONTH

The theme, “Emerging from the Shadows,” focuses on the recognition and prevention of human trafficking. Human trafficking is often described as a hidden crime. This toolkit aims to shed light on what is not only a global problem but a local one as well.

What is Human Trafficking?

**DEFINITION:** Human Trafficking is when individuals are compelled by FORCE, FRAUD and/or COERCION to provide labor and/or commercial sex.

The Center for Prevention of Abuse, in line with organizations such as Polaris, United Way End Human Trafficking, End Slavery Now, and The Blue Campaign, are uniting communities around the world to educate and raise awareness about human trafficking, the warning signs of possible trafficking, and what we can do to protect ourselves and our children. Statistics prove that human trafficking has become a local issue as more cases are reported each year.

For example, did you know:

- Every two minutes, a child is trafficked for the purpose of sexual exploitation in the United States, according to the U.S. Department of Justice.
- The Center for Prevention of Abuse has provided services for more than 78 survivors of human trafficking since January of 2018, 88% of whom were from Central Illinois.
- 71% of all victims of human trafficking are women and 1 of 4 victims of sex trafficking are children.
- There are 24 million people trapped in human trafficking worldwide.

With these statistics in mind, the Center for Prevention of Abuse created this toolkit to help you incorporate human trafficking awareness in your school/organization and encourage your staff and students to join the movement and end exploitation.

In this packet you will find:

- Information to educate your students and staff about human trafficking prevention.
-Activities to engage your students and staff and raise awareness.

**WE LOOK FORWARD TO HEARING WHAT YOU CHOOSE TO DO. PLEASE POST PICTURES AND/OR COMMENTS BY TAGGING #FIGHTHTIN309 ON HOW YOUR SCHOOL CHOSE TO BRING AWARENESS TO HUMAN TRAFFICKING.**
LOOK FOR THESE WARNING SIGNS OF POSSIBLE HUMAN TRAFFICKING OR UNHEALTHY RELATIONSHIPS.

Someone might be in a sex trafficking situation if they …

• Disclose they “traded” sex for something of value (shelter, food, clothing, etc.).
• Disclose they were reluctant to engage in selling sex but that someone pressured them into it.
• Live where they work or are transported by guards between home and workplace.
• Are children who live with or are supported by or dependent on a family member with a substance abuse problem or who is abusive in other ways.
• Work in an industry where it may be common to be pressured into performing sex acts for money, such as a strip club, illicit cantina, go-go bar, or illicit massage business.
• Have an older, or simply controlling parent, guardian, romantic partner or “sponsor” who will not allow you to meet or speak with the person alone or monitors their movements, spending, and/or communications.

Someone might be in a labor trafficking or exploitation situation if they …

• Feel pressured by their employer to stay in a job or situation they want to leave.
• Owe money to an employer or recruiter and/or not being paid what they were promised or are owed.
• Do not have control of their driver’s license or other identity documents.
• Are living and working in isolated conditions, largely cut off from interaction with others or support systems.
• Appear to be monitored by another person when talking or interacting with others.
• Are being threatened by their boss with deportation or other harm.
• Are working in dangerous conditions, without proper safety gear, training, adequate breaks, and other protections.
• Are living in dangerous, overcrowded, or inhumane conditions provided by an employer.

How children can keep themselves safe from labor and sex trafficking:

• Use safe online practices.
• Never share personal information online.
• Do not accept social media requests from unknown people.
• Never share inappropriate/explicit pictures.
• Never plan to meet someone they have met via social media in person or in a private location.
• Do not make decisions under the influence of drugs or alcohol.
• Look for signs of abusive or possessive behaviors. Is the person trying to isolate or turn them against your friends or family? If so, avoid that person.
• Ask lots of questions. Someone looking for a legitimate employee will thoroughly answer questions and provide documentation of the employment opportunity in writing.
• If someone promises something that seems too good to be true in return for sex or work, be very cautious.
  - Listen to your instincts and seek advice from family and friends.
  - Search the internet for any information you can find about the person or company making the offer to determine if they are legitimate.
Recognize the Red Flags:

- A significant other who is noticeably older.
- Signs of physical abuse.
- Unexplained access to cash, expensive items, new clothing, etc.
- Withdrawal or lack of interest in previous activities.
- Frequently runs away or is secretive about where they go or who they go with.
- Becoming isolated from their regular friends.
- Unexplained changes in behavior, temperament, or personality.

Source: polarisproject.org

WHAT CAN WE DO?

As parents?

- Research human trafficking, learn what it is about.
- Talk with children about human trafficking so they know what it is.
- Familiarize yourself with community resources.
- Monitor your child’s online activity.
- Look for red flags and human trafficking warning signs.
- Create a safety plan with your children.

As teachers?

- Seek out and attend awareness trainings.
- Familiarize yourself with human trafficking red flags.
- Know community resources that assist a victim of human trafficking.
- Do your research.

As students?

- Ask questions about human trafficking.
- Research it.
- Learn and practice safe online behavior.
- Learn common strategies traffickers use on victims and know the red flags.

As administrators?

- Know where to go. Contact others who work with HT in your area.
- Seek out and attend awareness trainings.
- Know protocol within your school district and build a team.
- Have resources in place before you need them.
### MYTHS VS. REALITIES

<table>
<thead>
<tr>
<th>MYTH</th>
<th>REALITY</th>
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<tbody>
<tr>
<td>Human trafficking is always a violent crime/kidnapping.</td>
<td>Human traffickers often groom, manipulate, defraud and/or threaten victims to exploit them for commercial sex and/or labor.</td>
</tr>
<tr>
<td>All human trafficking involves commercial sex. All commercial sex is human trafficking.</td>
<td>While sex trafficking is more prevalent in the U.S., globally there are more situations of labor trafficking. ALL commercial sex involving a minor is legally considered human trafficking. Commercial sex involving an adult who has been coerced, forced, or a victim of fraud is also considered human trafficking.</td>
</tr>
<tr>
<td>Only women and girls are targets for human trafficking.</td>
<td>Studies estimate that roughly half of human trafficking victims are male, but advocates believe that number may be higher. LGBTQ+ boys and young men are a particularly vulnerable group and may be underreported.</td>
</tr>
<tr>
<td>Human trafficking is moving or transporting a person across state lines.</td>
<td>Human smuggling involves illegal border crossings. Human trafficking can take place in the target’s home town or even in their own home.</td>
</tr>
<tr>
<td>Human trafficking victims are physically unable to leave. They are locked in/held against their will.</td>
<td>True in some cases, more often victims do not have what they need to leave – a safe place to go, transportation, food, and clothing. They fear for the safety of themselves or loved ones. Some have been manipulated to the point of not being able to identify their own exploitation.</td>
</tr>
<tr>
<td>If the trafficked person consented to the initial situation, then they “already knew” what they were getting into.</td>
<td>Initial consent to commercial sex or labor, prior to acts of force, coercion, or fraud, is not relevant to the crime. Neither is accepting payment.</td>
</tr>
<tr>
<td>Most trafficked persons do not know the people who targeted them for trafficking.</td>
<td>A majority of survivors report being trafficked by significant others, spouses, relatives, and parents.</td>
</tr>
</tbody>
</table>

*Source: polarisproject.org*
• In 2019, there were 63,380 total situations of human trafficking identified by the National Human Trafficking Hotline. There was a 19% increase between the years 2018 and 2019.
• The Center for Prevention of Abuse has provided services for more than 78 survivors of human trafficking since January of 2018, 88% of whom were from Central Illinois.
• In 2019, the United States National Human Trafficking Hotline identified 22,326 trafficking victims and survivors, 11,504 situations of human trafficking, 4,384 traffickers, and 1,912 suspicious businesses.
• 20.5 months is the average time a victim is in a trafficking situation.
• According to Polaris, the highest number of sex trafficking survivors reported that the first instance of exploitation began between the ages of 15 and 17.

Source: polarisproject.org
Wear Blue Day for Human Trafficking – January 11th, 2021

Wear blue on January 11th to show your support and promote human trafficking awareness. We are asking schools to observe the National Wear Blue Day on January 11th to pledge solidarity with victims of human trafficking and help raise awareness of slavery today. Encourage your students and staff to wear blue and:

• Take a selfie: Spread the word about #WearBlueDay within your school and encourage everyone to take a selfie. Don’t forget to share on social media and use #WearBlueDay and #FightHTin309.
• Get creative! Use blue backgrounds when teaching virtually!
• Share a video: Create a video message explaining why you are participating in #WearBlueDay. Post it on social media and encourage your friends, family, and colleagues to do the same.

We look forward to seeing how you participate in #WearBlueDay!

SCHEDULE A HUMAN TRAFFICKING PRESENTATION FOR YOUR STUDENTS AND/OR STAFF.

TO REQUEST PROGRAMMING, PLEASE EMAIL PREVENTED@CENTERFORPREVENTIONOFABUSE.ORG OR CALL LAURA KOWALSKE AT 309-691-0551 (EXT. 291).
SAFETY PLANNING

Creating a simple safety plan is a great idea that can help you avoid dangerous situations and know the best way to react should you ever be in danger. Everyone can benefit from a safety plan.

DIRECTIONS: Use the following prompts to encourage students to think about their own personal safety plan.

My Safety Plan

First, identify your support system.

CRITERIA FOR STRONG SUPPORTS:

• They listen without judgment.
• They don’t tell you exactly what to do but rather support you in brainstorming ideas or responses.
• They are someone you would trust with very sensitive information.

Take a moment to identify three people who can form this support system for you:

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________

SAFE PLACES:

List places you feel the safest or most comfortable. These could be frequently visited places or where you know you can go to be safe should you feel unsafe or in danger.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

CONTACTING SOMEONE SHOULD A PROBLEM ARISE:

Document the people whom you can count on to listen to you and support you if a crisis arises (brainstormed previously in step 1).

Name ___________________________ Phone ___________________________
Name ___________________________ Phone ___________________________
Name ___________________________ Phone ___________________________
Online Safety:

Write the answers to these questions to help be prepared for dangerous online practices.

1. If you are online and a picture or video shows up that shows nudity or anything inappropriate, what do you do to be safe?

2. What do you do if someone asks for naked pictures of you or sends you pictures of themselves?

3. Imagine you are talking to someone online whom you have never met but they seem very nice and interested in you. They ask to meet up in person. What would you do?

TIPS: Block a person or site sharing inappropriate content, never share inappropriate/explicit photos, delete any inappropriate photos/videos shared to your device, never plan to meet someone you have met via social media in person or in a private location, and do not accept requests from any unknown person.

Emergency Resources:

Call 911 if in immediate danger

Local Police Department Number _______________________________

NATIONAL HUMAN TRAFFICKING HOTLINE:
• Call 1 (888) 373-7888 or text “HELP” or “INFO” to 233733 (BeFree)

You can call this number to ask questions about trafficking, get resources or advice on services in your area, or report human trafficking.

CENTER FOR PREVENTION OF ABUSE
• 309.691.0551 or 1.800.559.SAFE (7233)
ONLINE ACTIVITIES

Global Slavery Footprint

Encourage students to take the Slavery Footprint exercise. This quiz is about the products they buy and the services they use every day. The results reveal how many global slaves are used to provide common goods and services and highlights the labor exploitation portion of human trafficking. ([http://www.slaveryfootprint.org](http://www.slaveryfootprint.org))

ACT – Awareness Combats Trafficking


The goal of this game is for players to correctly identify all red flags in the first episode of ACT. Doing so will unlock a second and third episode that will conclude the first learning module of “Identifying a Situation Where Trafficking is Occurring.”

ACT runs on smart phones, tablets, and computers. The first installment, Macy’s Story, presents an all-too-common occurrence where a young girl is tricked into being trafficked by a seemingly legitimate modeling scout.

Each player in ACT is unable to progress to the next game-play scene until all red flag objects have been identified. After each level, the game produces a report that ties each red flag to a learning objective explaining why the object selected is indeed a red flag.

*Source: Engineering Computer Simulations INC*
HUMAN TRAFFICKING AND SOCIAL MEDIA

LINKS: https://polarisproject.org/blog/2019/02/surviving-with-social-media-how-victims-and-survivors-use-social-media-to-stay-safe/ (social media can be used as a tool that victims can use to potentially escape their situation)

https://polarisproject.org/blog/2019/02/looking-for-love-online-this-valentines-day/ (please also consider how traffickers can use social media as a recruitment tactic)

Ask students to read the above articles and use the debriefing questions below to start the conversation, or have students answer the questions individually.

DEBRIEFING QUESTIONS:
1. What are the pros and cons of social media as it relates to human trafficking?
2. Can social media play a role in making an exit plan for human trafficking victims?
3. How could apps like Snapchat help human trafficking victims? How could apps like Snapchat put people in danger of becoming a trafficking victim?
4. What other apps could human trafficking victims use to get help? What other apps could human traffickers use to rope in victims?
5. Why do you think private messaging felt safer than phone calls?

Source: polarisproject.org
HUMAN TRAFFICKING VOCABULARY CROSSWORD

Source: projectstarfish.com and education.com

Provide each student with a crossword puzzle and a word bank. Once they have completed the puzzle, give each student a copy of the vocabulary list to get the full definitions of the words they used.

Down:
1. taking advantage of the sexuality and attractiveness of a person for personal gain or profit
2. sex trafficker’s “right hand man”
4. a person who facilitates and/or benefits by receiving something of value for the exploitation of a person, or attempts to do so
5. deceit or trickery used on a human trafficking victim
7. threats or intimidation to make a victim engage in a sex trafficking situation
9. willing, verbally, coherently, and continuously given explicit permission for sexual activity; cannot be given during a sex trafficking situation, due to the use of force, fraud, or coercion.

Across:
3. occurs when someone is forced to work or provide employment services
6. strength or power exerted over another person to make them engage in human trafficking
8. exchange of a sexual act for an item of value
10. an individual under the age of 18
11. a marking on a victim’s body asserting ownership by the trafficker
12. a commercial sex act induced by force, fraud, or coercion OR in which the person induced to perform such act is under the age of 18
HUMAN TRAFFICKING VOCABULARY CROSSWORD

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**Down:**
- 13. _EXTRAFFICKING_
**HUMAN TRAFFICKING VOCABULARY**

Use this page as reference when learning or talking about human trafficking.

*Source: http://projectstarfish.education/resources/vocabulary/

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOTTOM</strong></td>
<td>A term referring to a sex trafficker’s “right hand man” who is most often a female, and is also a sex trafficking victim. The bottom is oftentimes the one who has been with the trafficker longest, and is in charge of recruiting other victims, supervising victims, and sometimes even inflicting punishments.</td>
</tr>
<tr>
<td><strong>BRANDING</strong></td>
<td>A term referring to a tattoo or carving that the trafficker places on a victim to assert ownership.</td>
</tr>
<tr>
<td><strong>COMMERCIAL SEX ACT</strong></td>
<td>The exchange of a sexual act for an item of value (money, drugs, place to stay, food, protection, clothes, jewelry, etc.).</td>
</tr>
<tr>
<td><strong>COERCION</strong></td>
<td>Threats or intimidation to make a victim engage in a sex trafficking situation. Can include (a) threats of serious harm to or physical restraint against any person; (b) any scheme, plan, or pattern intended to cause a person to believe that failure to perform an act would result in serious harm to or physical restraint against any person; or (c) the abuse or threatened abuse of the legal process.</td>
</tr>
<tr>
<td><strong>CONSENT</strong></td>
<td>Willing, verbally, coherently, and continuously given explicit permission for sexual activity. Consent cannot be given during a sex trafficking situation, due to the use of force, fraud, and coercion.</td>
</tr>
<tr>
<td><strong>SEXUAL EXPLOITATION</strong></td>
<td>Taking advantage of the sexuality and attractiveness of a person for personal gain or profit. It is the abuse of a position of vulnerability, differential power, or trust for sexual purposes.</td>
</tr>
<tr>
<td><strong>FORCE</strong></td>
<td>Strength or power exerted over another person to make that person engage in a sex act through use of fear, kidnapping, drugging, physical assault, assault with a weapon, and sexual assault.</td>
</tr>
<tr>
<td><strong>FRAUD</strong></td>
<td>Deceit or trickery, which can include tricking the victim into believing that the trafficker loves them; telling the victim they are going to be a model or a star, offering to provide basic needs without explaining the true intention or what is required in return.</td>
</tr>
<tr>
<td><strong>LABOR TRAFFICKING</strong></td>
<td>Labor trafficking is the crime of using force, fraud or coercion to induce another individual to work or provide service. Common types include agriculture, domestic work, restaurants, cleaning services, and carnivals.</td>
</tr>
<tr>
<td><strong>MINOR</strong></td>
<td>An individual under the age of 18. Automatically considered a sex trafficking victim, with no elements of force, fraud, or coercion needing to be proven. Other terms include juvenile, child, adolescent, and youth.</td>
</tr>
<tr>
<td><strong>SEX TRAFFICKER</strong></td>
<td>A person who facilitates and/or benefits by receiving something of value for the commercial sexual exploitation of a person, or attempts to do so. Also known as a pimp.</td>
</tr>
<tr>
<td><strong>SEX TRAFFICKING</strong></td>
<td>A commercial sex act induced by force, fraud, or coercion, OR in which the person induced to perform such act has not attained 18 years of age.</td>
</tr>
<tr>
<td><strong>SEX TRAFFICKING VICTIM</strong></td>
<td>A person who is forced to engage in a commercial sex act who is either under the age of 18, or was forced into the situation through means of force, fraud, or coercion.</td>
</tr>
</tbody>
</table>
IS IT HUMAN TRAFFICKING?

Polaris developed an Action-Means-Purpose Model (AMP) which can be helpful in understanding the law and remembering the components that make a situation human trafficking. At least one element from each column of the model must be present to establish a potential trafficking situation.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>MEANS</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induce</td>
<td>Force</td>
<td>Commercial Sex</td>
</tr>
<tr>
<td>Recruits</td>
<td>Fraud</td>
<td>(Sex Trafficking)</td>
</tr>
<tr>
<td>Harbors</td>
<td>Coercion</td>
<td>Labor/Services</td>
</tr>
<tr>
<td>Transports</td>
<td></td>
<td>(Labor Trafficking)</td>
</tr>
<tr>
<td>Provides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtains</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Minors induced into commercial sex are human trafficking victims, regardless if force, fraud, or coercion is present.

Scenarios for further discussion:

**SCENARIO ONE:**
Paula had been in a relationship with Justin for a few months before he became controlling and started isolating her from her friends and family. Eventually, Justin took control of all of Paula’s belongings, including her driver’s license, phone, computer, and her car, then forced Paula to go on dates with other men and engage in commercial sex. Paula reported that Justin frequently used physical violence, threats, and verbal and emotional abuse as a way to keep her in the situation. Is this human trafficking?

**SCENARIO TWO:**
Sergio said he often worked extremely long days on a farm with no days off and no breaks. Sergio regularly received less than he had been promised for the hours he worked. Additionally, although Sergio was living in housing provided by his employer, he did not have access to a bathroom or clean running water. When Sergio spoke with his supervisors about the working conditions, they threatened to blacklist him from future employment. He also reported that they were withholding his immigration documents. Is this human trafficking?

**SCENARIO THREE:**
Patricia met Hector while living in a small village in Guatemala. Hector took Patricia out, brought her gifts, and told her that he loved her, and when Hector asked Patricia to come to the United States with him, she agreed. Hector had promised to get Patricia a job as a waitress, but shortly after they arrived in Texas, he confiscated her documents and told her she had to engage in commercial sex. For several years, Hector forced Patricia to travel across the country to work in residential brothels and out of motels. If Patricia refused, Hector would beat her. He convinced her that if she tried to escape, no one would help her. Patricia was able to escape one day with the help of a woman she met who saw that she was injured and offered to help her get to a safe place away from Hector. Is this human trafficking?
SCENARIO FOUR:
Adalyn had come to the United States to work as a domestic worker and her employers had promised that she would work 6 days a week, receive one day off every week, and she would earn a fair wage for her work. Instead, she was expected to be on call 24 hours a day, 7 days a week, and was paid irregularly. Furthermore, Adalyn’s employers threatened her with deportation often and she believed that if she left, they would report her to immigration authorities. Is this human trafficking?

SCENARIO FIVE:
James is walking around the mall with several of his friends. A man in a nice suit approaches them and asks them if they’ve found work for the summer months yet. While the rest of his friends had found jobs already, James had not. The man in the suit told James that he owned a local roofing business and that James could make good money working for him over the summer. The man gave James his brochure and business card and told him to speak to his mom about it. The next day, James went to the man’s office and met with him for an interview. The job sounded very physical, but James didn’t mind working hard. He reported to work the next week and received his checks every Thursday for the rest of the summer. At the end of the summer, though he had worked a lot of hours, he had saved all the money he needed to buy himself a used car. Is this human trafficking?

SCENARIO SIX:
Alyssa was a frequent runaway and was recently found at a home with several adults where commercial sex was believed to be taking place. Alyssa’s foster family had noticed that she had recently received some expensive gifts. Her classmates were worried because she would ask if they wanted to do sexual things with her. Is this human trafficking?

Answers:

PAULA: Yes
ACTION: Trafficker induces and obtains
MEANS: Force, fraud, coercion
PURPOSE: Sex trafficking

SERGIO: Yes
ACTION: Trafficker recruits, provides, and obtains
MEANS: Fraud and coercion
PURPOSE: Labor trafficking

PATRICIA: Yes
ACTION: Trafficker recruits, transports, and obtains
MEANS: Force, fraud, coercion
PURPOSE: Sex trafficking

ADALYN: Yes
ACTION: Trafficker recruits
MEANS: Fraud and coercion
PURPOSE: Labor trafficking

JAMES: No, the man offered James a job, he was hired through a correct process, wasn’t abused and was paid regularly as promised.

ALYSSA: Yes
ACTION: Trafficker recruits and provides
MEANS: Force
PURPOSE: Sex trafficking
There is no single method of fraud, force, or coercion used by traffickers. The Power and Control Wheel outlines different types of abuse that can occur in sex and labor trafficking situations.

Source: https://polarisproject.org/how-human-trafficking-happens/
JOIN US FOR

A MULTISTATE EDUCATIONAL CONFERENCE ON HUMAN TRAFFICKING

MAY 12-13, 2021 | VIRTUAL EVENT

SPECIALIZED SESSIONS FOR EDUCATORS AND ADMINISTRATORS

Human Trafficking Prevention Education Panel
Freedom for Youth: A Sexual Abuse Prevention Training for Elementary

FOR MORE INFORMATION, VISIT CENTERFORPREVENTIONOFABUSE.ORG/CONFERENCE
RESOURCES

Center for Prevention of Abuse
CALL: (309) 691-0551 or 1(800) 559-SAFE (7233)
HOURS: 24 hours, 7 days a week
WEBSITE: centerforpreventionofabuse.org

National Human Trafficking Hotline
CALL: (888) 373-7888
SMS: 233733 (Text “HELP” or “INFO”)
HOURS: 24 hours, 7 days a week
LANGUAGES: English, Spanish, and 200 more languages
WEBSITE: humantraffickinghotline.org

The Prevention Project
The Prevention Project, started by the Richmond Justice Initiative, has educational resources on human trafficking.
WEBSITE: http://www.prevention-project.org/home

Blue Campaign- Department of Homeland Security
The DHS is raising awareness during January with their Wear Blue Day January 11th.
WEBSITE: https://www.dhs.gov/blue-campaign

Polaris
Founded in 2002, Polaris is named for the North Star, which people held in slavery in the United States used as a guide to navigate their way toward freedom.
WEBSITE: https://polarisproject.org/
SOURCES

Polaris
https://polarisproject.org/human-trafficking/

Project Starfish
http://projectstarfish.education/

U.S. Department of Justice
https://www.justice.gov/humantrafficking

Center for Prevention of Abuse
https://www.centerforpreventionofabuse.org/