



GRADE 7

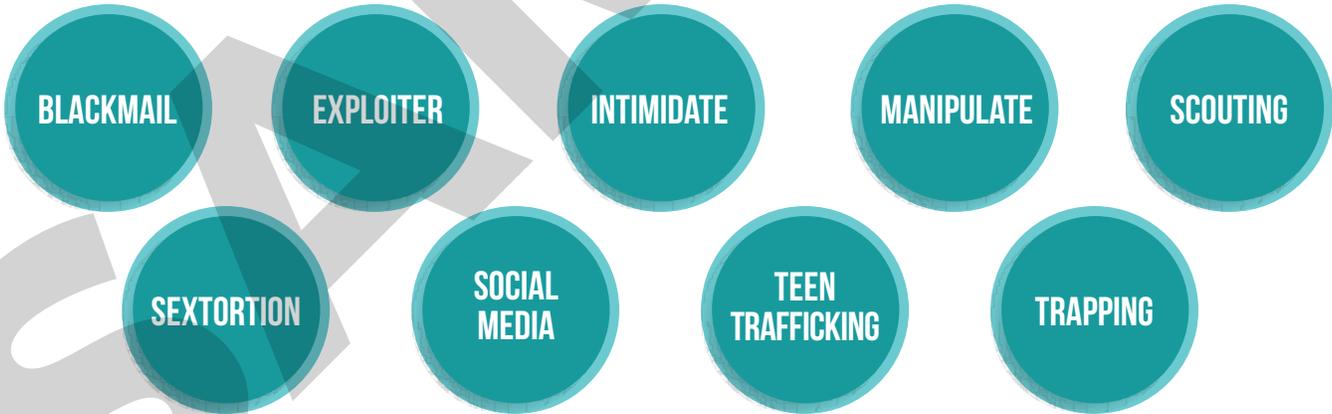


# MIDDLE SCHOOL EPI CURRICULUM

## TEEN TRAFFICKING AND ONLINE SAFETY

**Essential Question:** How can teens stay safe when communicating with technology and avoid potentially exploitive scenarios?

**Key Terms:**



This curriculum has been designed exclusively for “-----”  
by the Just Ask Prevention Project.

For more information contact Just Ask at [info@justaskprevention.org](mailto:info@justaskprevention.org) or call 1-833-ASK2END

# EPI LEARNING OBJECTIVES:

## 7.1 STUDENTS WILL EXPLORE SAFETY ISSUES RELATED TO THE INTERNET.

**Descriptive Statement:** Instruction includes descriptions of how predators use the internet to exploit young people – to include human (child/teen) sex trafficking; common techniques and lures used by the internet exploiters; and strategies for protecting personal information and seeking adult support in uncomfortable situations.

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## 7.2 STUDENTS WILL DEMONSTRATE AN INCREASED UNDERSTANDING OF EXPLOITATION AND HUMAN TRAFFICKING.

**Descriptive statement:** Students will be educated on various forms of exploitation and human trafficking with an emphasis on how these threats present themselves to teen populations. A representative example will elaborate on the coercive nature of online exploiters.

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## 7.3 STUDENTS WILL DEMONSTRATE PREVENTION AND INTERVENTION SKILLS.

**Descriptive Statement:** Methods of preventing abuse and exploitation in the context of their relationships will be taught. Relevant resources and techniques for reporting and seeking help will also be discussed.

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## 7.4 STUDENTS WILL UNDERSTAND THE SCOUTING, MANIPULATING, AND TRAPPING PROCESS USED BY ONLINE EXPLOITERS.

**Descriptive Statement:** The methodology of online exploiters will be explained. The student will possess an increased knowledge and awareness of the process and be able to more readily identify when they or their peers are being targeted.

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### Materials:



LCD PROJECTOR



COMPUTER /SPEAKERS



JUST ASK EPI –G7 PRESENTATION



FAN-AND-PICK SCENARIOS



**Time:** This lesson should take one 90-minute period or can be delivered in two 45-minute class periods.

## TEACHER NOTE:

Information on the sensitive topics of internet predators and teen sex trafficking are included in this lesson. Prior to teaching the lesson, teachers may want to consult with school counselors or school psychologists to assist with lesson instruction and/or provide support to students. Student reporting and requests for assistance may increase following instruction. Teachers are encouraged to engage the students in conversation.

A teacher may find that the students have more knowledge on social media and other online applications than the teacher does. Teachers should allow students to educate them and the rest of the class; encourage peer to peer learning through guided/monitored conversation. This may be the first time that a student realizes that they have been targeted online because they did not understand what was happening at the time.

It is important for the teacher to create a safe environment in which every student feels comfortable discussing their opinions and sharing stories without judgment. Encourage students to ask questions, explore their feelings, ensure understanding of the subject matter and report concerns to the teacher, counselor, psychologist, social worker, or other trusted adult.

## FORMAT:

This lesson plan is divided into numerical sections, 31 in total. Each numbered section correlates with the same numbered slide, in the accompanying Power Point presentation.

Text in speech bubbles like this one is a recommended script for that slide.

Text in this box is a transcription of the recorded story which is available as an audio file in the accompanying Power Point presentation.

## INSTRUCTION:

### 1. INTRODUCTION

#### SAY TO STUDENTS:

While technology enables all of us to find information quickly, to do work more quickly and efficiently, and to communicate with people next door and around the world, unfortunately technology can also put people at risk. When communicating electronically, you only know what is being written on the screen. Even with emoticons or text shorthand like LOL, you do not have access to information that provides you with additional understanding such as facial expressions, body language, and in some cases – being able to see if the person you are communicating with is who they say they are. People can be at risk for things such as cyberbullying, harassment, and other illegal activities that can occur when using technology. We are going to discuss some things to be aware of when online and how we can be safer when using technology. You all probably know more about some of the technology that is out there than I do, so I would encourage you to share your stories and opinions as we talk about this topic.

### 2. Social Media Apps

Make a chart of currently used social media applications with the students. Have the students tell you the top 5 – 10 programs that are used by students to communicate through social media. Also have them list what they like about each social media platform and what they don't like.

#### 3. SAY TO STUDENTS:

Now that we have made this list and talk about what you like and don't like about the different platforms, can someone give me a definition of social media?

Allow time for the students to respond, allow students to offer multiple definitions/perspectives on what social media is, then share the definition on the slide show with them.

**Social media is any website, application, gaming system, or other electronic device that allows the user to create and share content or to communicate through the internet. That means that your phone, laptop, iPad, or even your XBOX or PlayStation can be a device that accesses social media.**

Referring back to the list that the class came up with ASK

**We talked about which social media platforms you like and dislike, but which one on our list is the most dangerous?**

Allow students to respond and ask them to give their reasons. You may want to consider asking them what kind of dangers/threats are on some of the social media platforms that they have listed.

#### **4. SAY TO STUDENTS:**

**Let's talk about a couple of other key terms that are important for our understanding of online safety.**

Review the definitions on the slide with the student.

#### **5. Further Learning**

##### **SAY TO STUDENTS:**

**Social media is a great way for us to stay connected to our friends, to meet new people and share information. Almost everyone uses some form of social media to communicate today. Even the schools use social media to communicate with students and parents.**

**However, sometimes people do not have the best of intentions. Some people may use the internet for selfish reasons. When we use things or people for purely selfish reasons, especially when it may cause harm or make that person do something they don't want to, we call that exploitation and the people that do it are called exploiters. Exploiters like to build relationships with people online. Why do you think exploiters prefer to use social media to scout out teens?**

Engage the students in a conversation about why they believe exploiters use the internet. Make sure that the following reasons are brought up and discussed:

- Exploiters can lie about their identity
- Exploiters can be having the same conversation with many different people but make each person think they are only talking to them
- Most people will say or do things online that they won't do in person
- Exploiters can save the conversations, pictures, or videos to blackmail teens
- Exploiters can gather so much personal information

