



Presents the

One Humanity Tour production of

# Live to Tell

by Eric Coble

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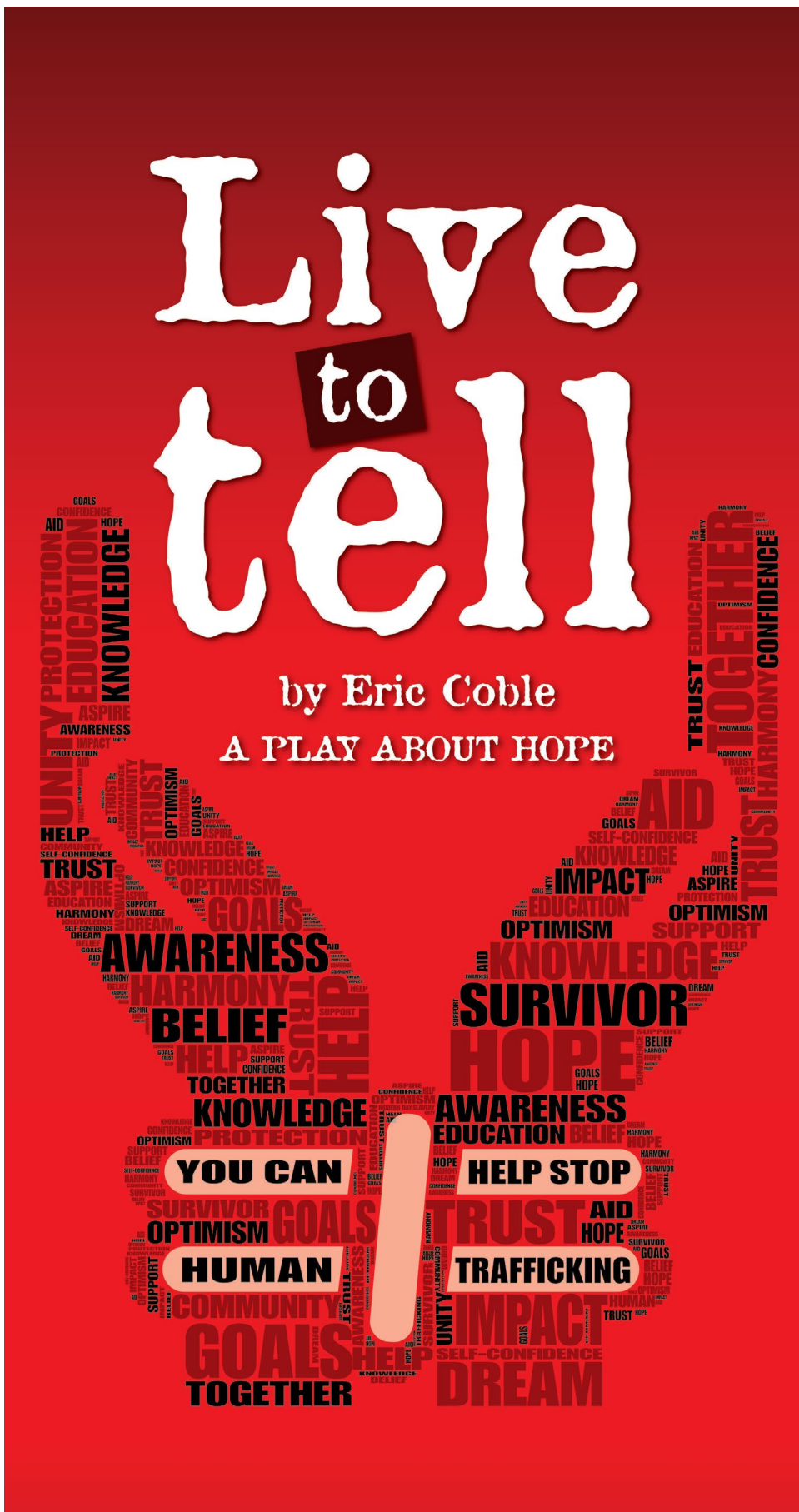
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This tour is generously funded by:



# Teacher Resource Guide



# WHAT WHO WHY

## What is Human Trafficking?

Human Trafficking is the recruitment, harboring, transportation, provision, or obtaining of another person for the purpose of exploiting that person for either commercial sex activity or labor services through the use of force, fraud, or coercion. In the case of child sex trafficking victims, coercion is not a required element.

- ❑ Florida ranks #3 in the nation for the suspected cases of Human Trafficking
- ❑ There are an estimated 400,00-650,000 victims of Human Trafficking in the United States
- ❑ 13 is the average age of U.S. children forced into sex trafficking
- ❑ Trafficking victims can be men or women, boys or girls, United States citizens or foreign nationals
- ❑ All young people are vulnerable: The victims are:
  - Honor students
  - Students looking for attention
  - Students with perfect attendance
  - Students from prosperous families
  - Academically weak students
  - Student athletes
  - Students with frequent absences
  - Students from economically disadvantaged families
- ❑ Traffickers often target young victims through social media and online game portals or public apps, and can be present anywhere and everywhere in the community where children are present.
- ❑ In many cases, teens who are already involved with human traffickers (spotters) are used to recruit other victims.
- ❑ Victims aren't always kidnapped. In fact, many victims are trafficked without leaving their home or hometown. Victims are lured into a relationship built upon lies.
- ❑ Approximately one in seven youths (10 to 17 years old) receive a sexual solicitation or are approached by adults over the internet.
- ❑ One in five runaways reports being forced into sex trafficking.
- ❑ Human trafficking can often go unnoticed even by an individual interacting with a victim on a regular basis. Recognizing the signs is the first step in identifying potential victims.

## Why do I need to know about human trafficking and why theatre?

**Educators and school-based staff, community leaders, and parents** play a critical role in recognizing and helping potential victims to understand the realities and dangers of human trafficking and to help them access services needed.

**Theatre** is a powerful tool for education, awareness, and in this case, social change. Theatre invites students to explore serious issues through the power of storytelling. This play is rooted in truth, inspired by real stories of survivors.

Students will walk away with compelling examples of vulnerabilities and risk factors made personal through three females' perspectives.

## Who is vulnerable? What risk factors should I look for?

**Human traffickers target vulnerable populations, including young people experiencing the following:**

- ❑ Lack of personal safety
- ❑ Isolation
- ❑ Emotional distress
- ❑ Homelessness
- ❑ Family dysfunction
- ❑ Substance abuse
- ❑ Childhood sexual abuse
- ❑ Disabilities
- ❑ Those who identify as LGBTQ
- ❑ Poverty
- ❑ Neglect
- ❑ History of foster care
- ❑ History of juvenile justice involvement

Anyone can report Human Trafficking, including students. Visit [YouCanStopHT.com](http://YouCanStopHT.com) for more information on reporting.

## What resources are available?

If you, someone you know, or a student you support is a survivor of sexual assault, abuse, and/or human trafficking, the following resources are available:

- ❑ **24 Hour Human Trafficking Hotline:** 1-888-373-7888 or text the BeFree Textline Text "BeFree" (233733)
- ❑ **911: In Case of Emergency**
- ❑ **211:** A local Community Helpline and Crisis Hotline. The caring staff members at 211 provide crisis intervention, information assessment, and referrals to available community resources and services. Visit [211palmbeach.org](http://211palmbeach.org) for additional information.
- ❑ **NetSmartz:** an online safety education program developed by the National Center for Missing and Exploited Children: [missingkids.org/netsmartz](http://missingkids.org/netsmartz)

## What do I need to know in order to take action?

- ❑ [Polaris](http://Polaris)
- ❑ [Florida DOE: Child Trafficking Prevention Education Guide](http://FloridaDOE:ChildTraffickingPreventionEducationGuide)
- ❑ [Trafficking in America's Schools: Trafficking Guide](http://TraffickinginAmericasSchools:TraffickingGuide)
- ❑ [Florida Department of Education: Human Trafficking Fact Sheet](http://FloridaDepartmentofEducation:HumanTraffickingFactSheet)
- ❑ [U.S. Department of Homeland Security Blue Campaign](http://U.S.DepartmentofHomelandSecurityBlueCampaign)
- ❑ [U.S. Department of Health and Human Services, Administration for Children and Families](http://U.S.DepartmentofHealthandHumanServices,AdministrationforChildrenandFamilies)

# Post-Performance Conversation Guide

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## What can I share with my students?

- ❑ [Key Tag Cards available through Homeland Security](#)
- ❑ [Posters to print for your classroom or hallways](#)

We understand your students will need additional opportunities to unpack and reflect upon the content in *Live to Tell* and the post-show discussion that follows. Sometimes these conversations require guided support. Before addressing these questions, think about the following devices to allow your students to keep themselves safe and participate as best they can.

- ❑ Think/Pair/Share - If you've established a safe classroom, you can ask some of the questions and invite peer conversation.
- ❑ Poster Dialogue - Post questions around the room and invite students to silently respond. This can be anonymous and yet create an interesting "conversation" that engages everyone.
- ❑ Individual journaling - Some of these questions might invite reflective journaling. Give students the opportunity to reflect and write as needed.
- ❑ Post-it notes - Students can respond on Post-its and bring them up silently or you can pick them up and post them under a question.



## Post-Performance Introduction to a Conversation:

"I want us all to take a breath. What we saw today may have made you uncomfortable, scared, or worried about yourself or a friend. Remember that you are not alone, you have a lot of people here at school that care about you and your well-being. I want to make space for us to discuss the show's content and themes right now. This conversation is not a place for individuals to share specific concerns about themselves or a friend. That should happen one-on-one. Please feel free to talk to me or [insert support personnel here] at anytime after this discussion. Thank you in advance for approaching this conversation with the seriousness it deserves. I appreciate all of you."

1. What words, images, or questions come to mind after seeing the performance, *Live to Tell*?
2. Why are these stories important for student audiences and school communities to see and discuss?
3. What makes it challenging for students to report serious issues like these?
4. What role does the internet or social media play in this story? Why is this important to consider?
5. What do you wish you could say to each of the characters in the play?
6. The play today addresses the very serious issue of human trafficking. What do you know about this issue already?  
  
Fill in the blanks: (See resources on page 3)
7. Power and control are weapons used to manipulate individuals who are trafficked. What recognizable "control mechanisms" were used to recruit and/or hold Alison, Isabella, and Makayla hostage?

### Answers might include:

**Force:** confinement, physical restraint or harm, inducing drug and alcohol addiction

**Fraud:** false offers of fame, money, a better life

**Coercion:** intimidation, threats of humiliation, blackmail, psychological harm, blaming, convincing victims that the trafficker is the only one who really cares, promises of protection

# A PLAY ABOUT HOPE

8. Makayla's brother Troy was suspicious of her actions, and began asking questions. What could Makayla's brother have done to help her?

### Answers might include:

**See something, say something:** Share concerns with a parent or supportive adult

**Call a hotline:** Share resources from this guide.

**Report suspected abuse:** Contact law enforcement.

**Say something to Makayla:** Share explicit concerns and offer support.

9. Often times people looking from the outside don't understand why those who are trafficked don't seek help. Why didn't Alison, Isabella, or Makayla try to escape or seek help early on?

### Answers might include:

Fear

Hopelessness or learned helplessness

Didn't see themselves as victims

10. "Grooming" is the process by which traffickers begin to build emotional connections with potential victims in preparation for trafficking. What made the characters in the show vulnerable to their traffickers? What other vulnerabilities might they look out for?

### Discussion might include:

Share resources from this guide

Individuals on your school campus

Share phone numbers for reporting

Discuss seeking support from law enforcement - their training and support in this area is extensive

11. There are many ways survivors of abuse can find support both here at school and in our community. What might you do if you are being trafficked or suspect that a friend is being trafficked?

### Discussion might include:

See examples from guide.

\*No **single** question, photo, or look into a person's life can provide enough information as to whether or not a person is being trafficked. However, if you suspect that emotional and/or physical boundaries are being crossed, if you witness red flag behaviors, or if a victim discloses information:

- Offer support: The most important words you can say are, "I believe you."
- Obtain information: Listen and note as much information possible.
- Remain calm: Refrain from overreacting or showing anger.
- Report!
- Remember that we are all mandatory reporters and that this is in service of young people in our community. You are not alone in this effort to combat human trafficking. Seek support for yourself as well.

# Standards Addressed

By watching *Live to Tell*, and participating in the post-show discussion and classroom conversation after the show, students will address the following Florida State Standards.

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## RESPONSIBLE DECISION-MAKING

1. HE.68.CE.2.1 Analyze possible solutions to a problem to determine the best outcome for yourself and others.
2. HE.68.CE.2.2 Construct a plan to organize and prioritize responsibilities while anticipating challenges.
3. HE.68.CE.3.3 Apply ethical and responsible decision-making that considers multiple perspectives.
4. HE.7.B.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
5. HE.7.B.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.
6. HE.7.B.5.1 Predict when health-related situations require the application of a thoughtful decision-making process.
7. HE.7.B.5.2 Select healthy alternatives over unhealthy alternatives when making a decision.
8. HE.7.B.5.4 Determine when individual or collaborative decision-making is appropriate.
9. HE.7.B.5.5 Predict the short- and long-term consequences of engaging in health-risk behaviors.

## RELATIONSHIP SKILLS

1. HE.68.CE.1.1 Describe the benefits of compassion building and sustaining relationships.
2. HE.68.CE.3.1 Demonstrate empathy in a variety of contexts and situations.
3. HE.68.CE.4.1 Describe the benefits of kindness and trust on building and sustaining relationships.
4. HE.68.CE.5.1 Develop and apply conflict resolution skills in a variety of contexts.
5. HE.68.CE.5.2 Analyze ways to pursue common goals as a part of a team or group.

## SOCIAL AWARENESS

1. HE.68.CE.3.1 Demonstrate empathy in a variety of contexts and situations.
2. HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents.
3. HE.7.C.2.5 Analyze how messages from media influence health behaviors.

## SELF-MANAGEMENT

1. HE.7.C.2.9 Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
2. HE.7.B.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

## SELF-AWARENESS

1. HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents.
2. HE.7.C.2.5 Analyze how messages from media influence health behaviors.
3. HE.7.C.2.9 Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

## ELA (B.E.S.T.)

1. ELA.7.R.3.2 Paraphrase content from grade-level texts.
2. ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.

## THEATRE STANDARDS

1. TH.68.H.1.2 Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
2. TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.

