PALM BEACH
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DRAMAWORKS

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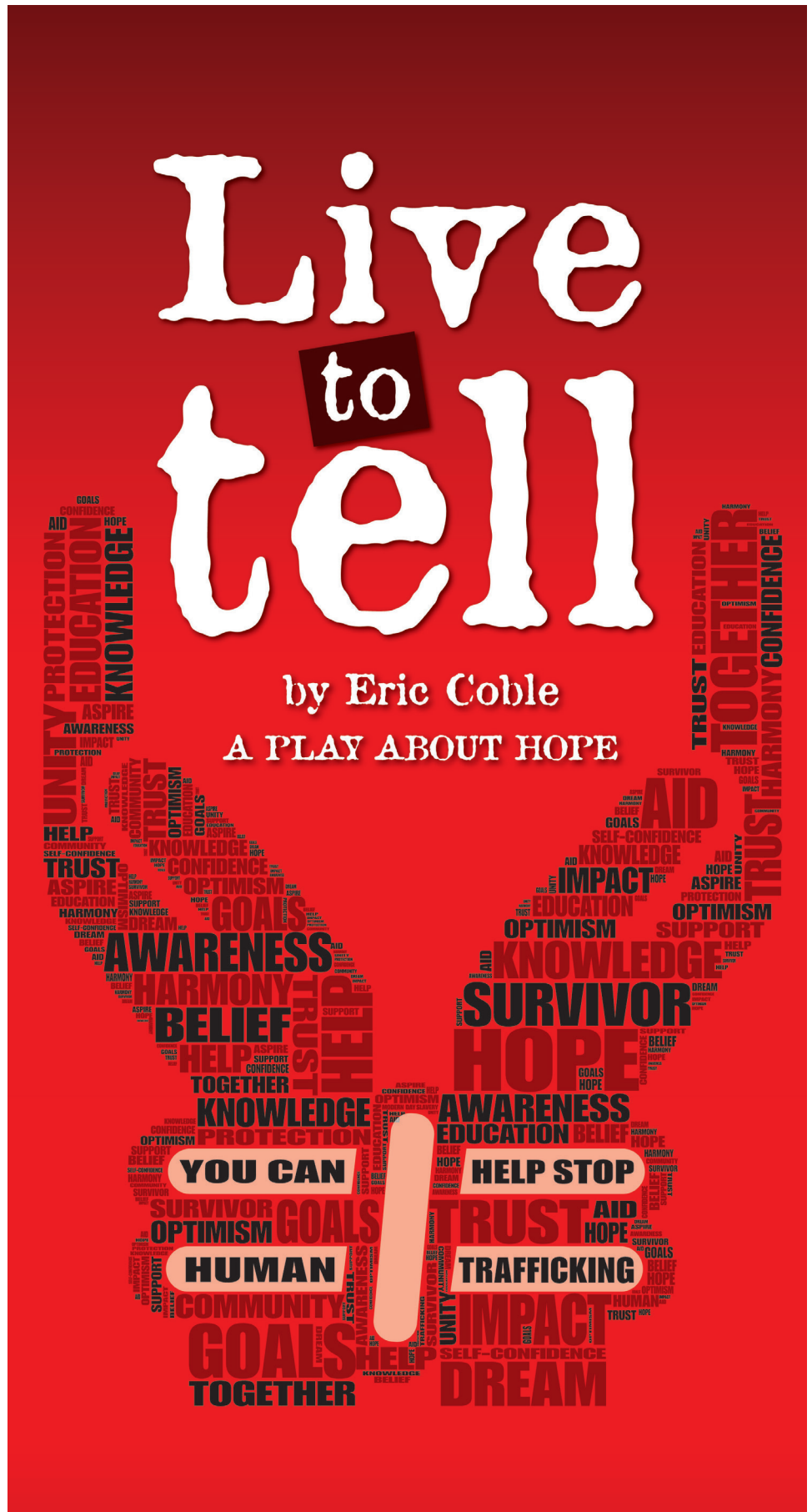
One Humanity Tour
production of
Live to Tell
by **Eric Coble**

Table of Contents

Live to tell

by Eric Coble
A PLAY ABOUT HOPE

YOU CAN | HELP STOP

HUMAN | TRAFFICKING

Teacher Resource Guide

## Educators, Administrators, Staff and Parents/Guardians:

Thank you for participating in the Palm Beach Dramaworks One Humanity Tour, the world premiere production of playwright Eric Coble's play, *Live to Tell*. The play, this guide, and post-performance discussion address human trafficking awareness and internet safety, and were created for 7th grade students by Palm Beach Dramaworks with assistance from the Palm Beach County Sheriff's Office Human Trafficking Task Force, the West Palm Beach Police Department SVU, The National Center for Missing and Exploited Children, and the Human Trafficking Coalition of the Palm Beaches.

South Florida is the third largest region for human trafficking in the United States. Palm Beach County records the third highest number of teen human trafficking rates in the state, and the average age of children trafficked in all neighborhoods of Palm Beach County is 13.

In an effort to support education, awareness, and prevention efforts at the middle school level, this tour uses the power of storytelling and the performing arts to draw attention to the severity of this local issue. Viewing the play and participating in the talkback touches upon:

- ❑ Responsible Decision-making
- ❑ Self-Management
- ❑ Self-Awareness
- ❑ Social Awareness
- ❑ Relationship Skills

In light of the show's topic, the staff at PBD encourages you to carefully read this guide prior to your students attending the performance and participating in the post-performance discussion. The script is available by request.
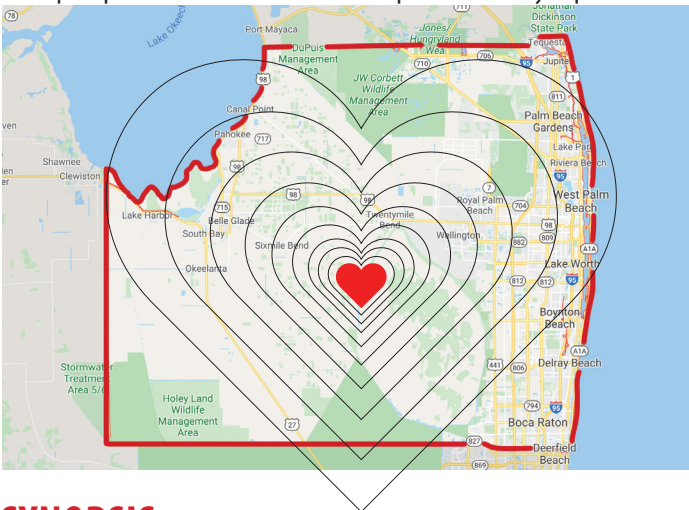
SYNOPSIS

Three vulnerable teens, Alison, Makayla, and Isabella, share their firsthand stories of being trafficked over three years. The play is told in direct address style, and the girls' stories are revealed reflectively — not through explicit action. No literal scenes of sexuality or violence will be portrayed onstage.

A complete, detailed synopsis is found **HERE**

Live to tell
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A PLAY ABOUT HOPE
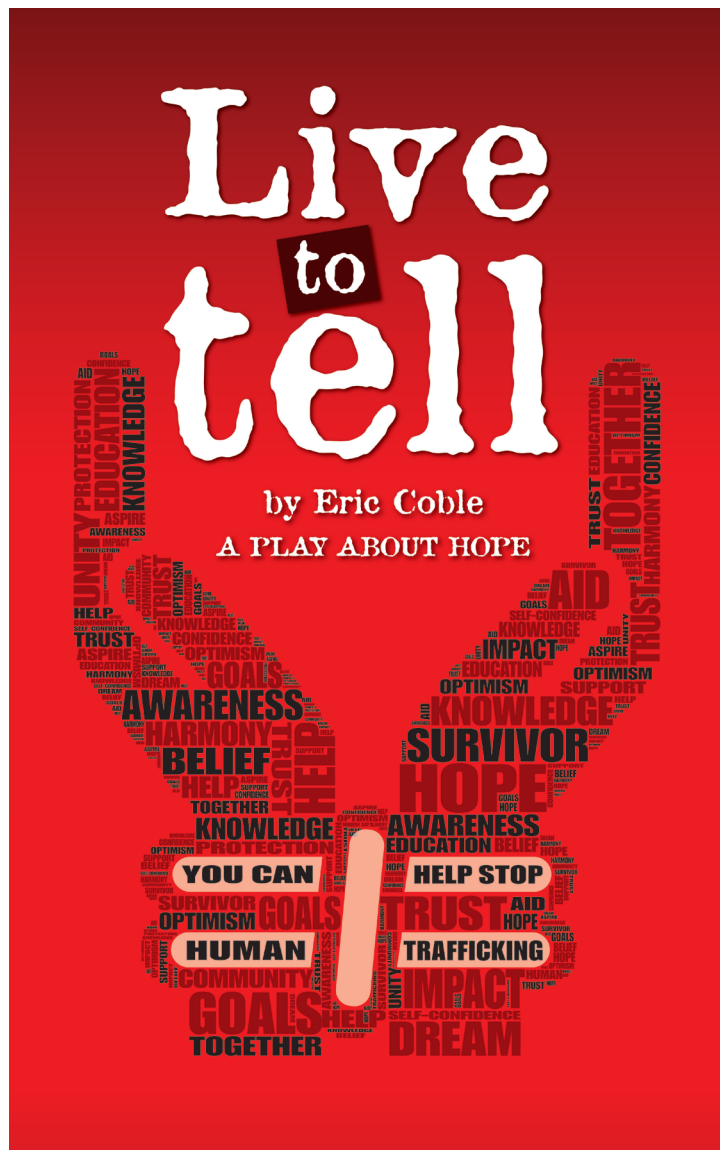
*TRIGGER WARNING: Due to the sensitive nature of this play, we are striving for transparency and your partnership. Human Trafficking and Internet Safety are very serious issues that require everyone's efforts to provide support, education, and awareness to your school communities. The content in this play contains information about sexual violence and coercion, which may be triggering to some survivors. Even if you or your students are not survivors, a strong emotional or physiological response may occur. If you or your students are triggered by any of the material in this section, Palm Beach County Schools offers a number of resources for counseling and victim advocacy services, including Fortify FL: Active on every school district computer in Palm Beach County:

getfortifyfl.com

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 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 for additional information.
❏ **NetSmartz:** an online safety education program developed by the National Center for Missing and Exploited Children: missingkids.org/netsmartz

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

❏ Polaris Project Resources
❏ Florida DOE: Child Trafficking Prevention Education Guide
❏ Florida Department of Education Healthy Schools: Human Trafficking Resources
❏ U.S. Department of Homeland Security Blue Campaign
❏ U.S. Department of Health and Human Services, Administration for Children and Families

Post-Performance Conversation Guide

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.

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 decisionmaking is appropriate.
9. HE.7.B.5.5 Predict the short- and long-term consequences of engaging in health-risk behaviors.
10. HE.912.CEH.3.5 Examine barriers that can hinder healthy decision making.
11. HE.912.PHC.1.3 Analyze the role of individual responsibility in enhancing health.
12. HE.912.PHC.2.9 Analyze the impacts of technology and social media on popular culture and personal life.
13. HE.912.PHC.2.10 Demonstrate the ethical and responsible use of technology.
14. HE.912.R.2.2 Analyze different perspectives to inform responsible decision-making.
15. HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflicts.

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.
6. HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors.
7. HE.912.P.8.1 Demonstrate how to influence and support others in making positive health choices.
8. HE.912.R.4.3 Describe ways to anticipate, avoid, or de-escalate conflicts.

RESILIENCY
1. HE.912.PHC.3.2 Assess whether individual or collaborative decision making is needed to make a healthy decision.
1. HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes.
1. HE.912.SUA.3.2 Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse/abuse.
1. SS.912.P.19.7 Distinguish between effective and ineffective means of dealing with stressors and other health issues.

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.
4. HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.

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.