



Presents the

One Humanity Tour
production of

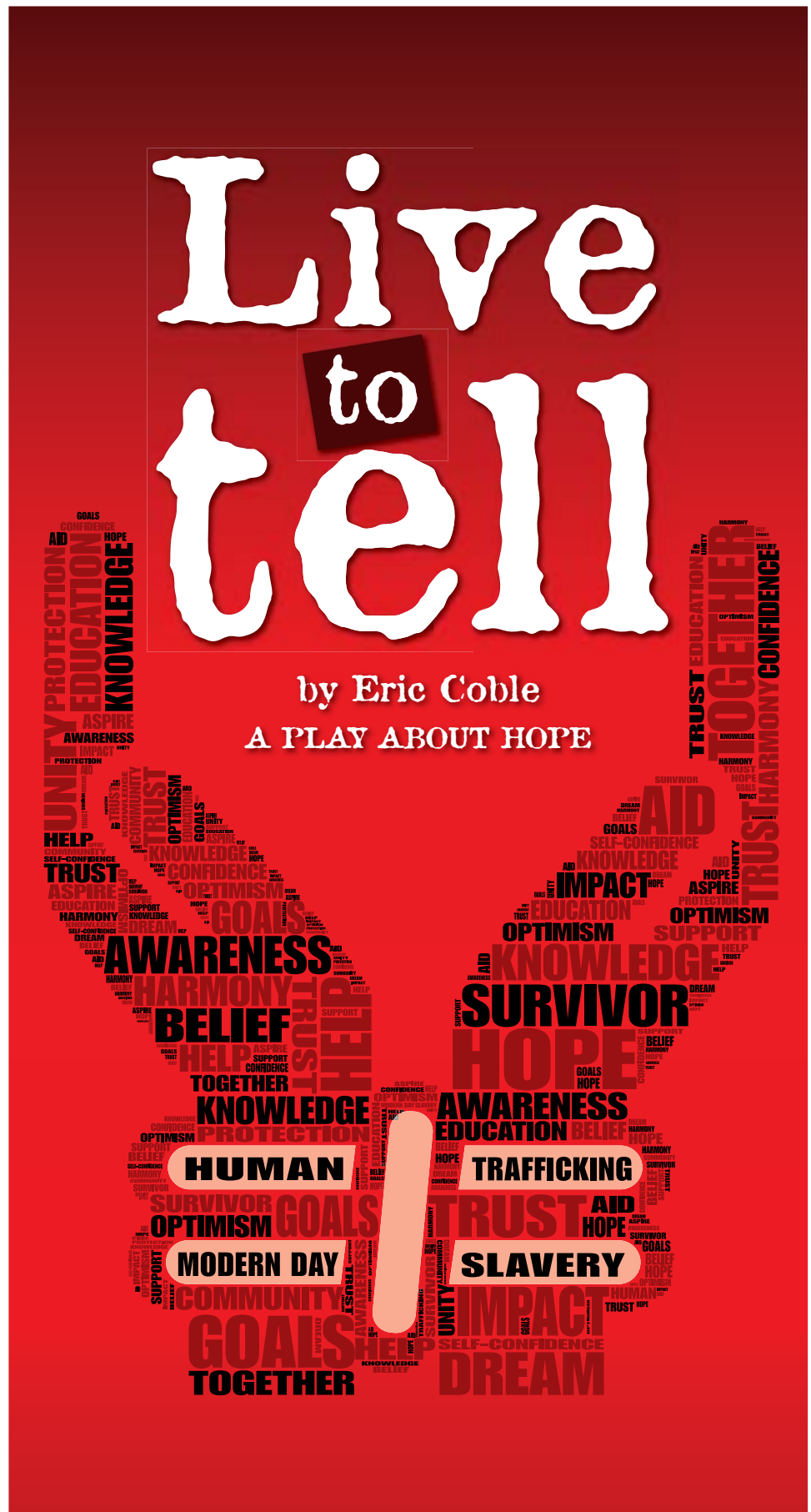
Live to Tell

by Eric Coble

Table of Contents

| | |
|--|-----|
| Introduction..... | 2 |
| About the Play..... | 2 |
| Trigger Warning Information..... | 2 |
| What is Human Trafficking?..... | 3 |
| Why do I need to know about it and why theatre?..... | 3 |
| Who is vulnerable? What risk factors should I look out for?..... | 3 |
| What resources are available?..... | 3 |
| What do I need to know in order to take action?..... | 3 |
| What can I pass out and share with my students?..... | 3 |
| Post-Performance Conversation Guide.. | 4-5 |
| Standards Addressed..... | 6 |

This tour is generously
funded by:



Teacher Resource Guide

Educators, Administrators, Staff and Parents/Guardians:

Thank you for participating in the Palm Beach Dramaworks One Humanity Tour, a world premiere production of playwright Eric Coble's play, *LIVE TO TELL*. This guide, play, and post-show discussion address Human Trafficking and internet safety as a direct response to the **Florida Department of Education Child Trafficking Prevention Education mandate:**

Rule 6A-1.094123, F.A.C., was approved by the State Board of Education on September 20, 2019. This rule requires school districts to annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.

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

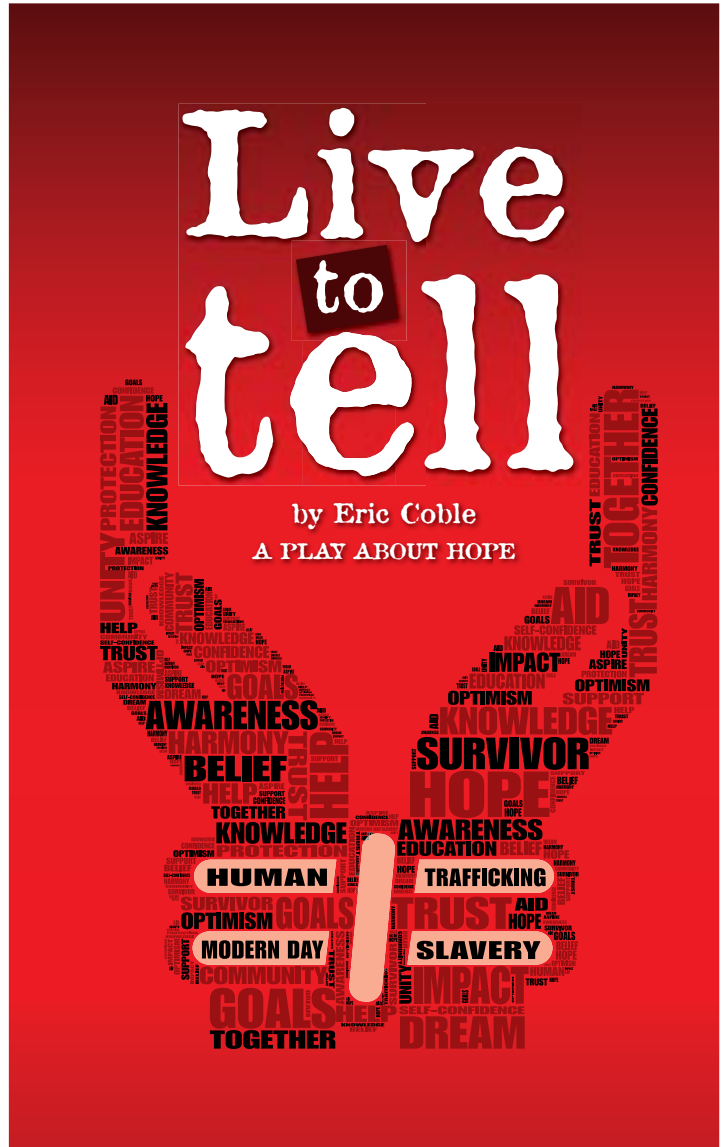
In light of the show's topic, the staff at PBD encourages you to carefully read this guide prior to your students attending the performance and participating in the post-performance discussion. The script is available by request.



SYNOPSIS

Three vulnerable teen girls, 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 but not through explicit action. No literal scenes of sexuality or violence will be portrayed onstage.

A complete, detailed synopsis is found here: [hyperlink](#)



***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: What is Human Trafficking?

Human Trafficking is the recruitment, harboring, transportation, provision, or obtaining of a person for labor or sexual exploitation through the use of force, fraud or coercion. Many victims are lured with false promises of financial or emotional security. Human trafficking is modern slavery.

- ❑ Florida is the third largest hub for human trafficking in the United States and as many as 300,000 American children are at risk for sexual exploitation each year.
- ❑ Trafficking victims can be men or women, boys or girls, United States citizens or foreign nationals.
- ❑ The victims are:
 - Honor students
 - A student looking for attention
 - A student with perfect attendance
 - A student from a prosperous family
 - Academically weak students
 - A student athlete
 - A frequently absent student
 - A student from a low SES family
- ❑ Traffickers may target young victims through social media and online gaming portals or public apps, and anywhere and everywhere in the community where children are present.
- ❑ In many cases, teens who are already involved with human traffickers are used to recruit other victims.
- ❑ Victims aren't always kidnapped. In fact, many victims are trafficked without leaving their home or hometown.
- ❑ Approximately one in seven youth (10 to 17 years-old) receive a sexual solicitation or are approached by adults over the internet.
- ❑ 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: Why do I need to know about it 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: Who is vulnerable? What risk factors should I look out 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: 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.

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

- ❑ [Florida DOE: Child Trafficking Prevention Education Guide](#)
- ❑ [Trafficking in America's Schools: Trafficking Guide](#)
- ❑ [Florida Department of Education: Human Trafficking Fact Sheet](#)
- ❑ [U.S. Department of Homeland Security Blue Campaign](#)
- ❑ [U.S. Department of Health and Human Services, Administration for Children and Families](#)

WHAT: What can I pass out and share with my students?

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

Post-Performance Conversation Guide

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.



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 come 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 restraints, induces drug and alcohol addiction

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

Coercion: intimidation, threats of humiliation, blackmail or harm; actual harm, blaming, convincing the girls that the trafficker is the only one who really cares; promises of protection

A PLAY ABOUT HOPE

8. Makayla's brother Troy appeared suspicious 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 those 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 participating in the tour, post-show discussion, and conversation after the show, students will address the following Social and Emotional Learning Standards outlined for Palm Beach County.

SOCIAL AWARENESS

1. SOC.SS.4 Demonstrate empathy
 - a. SOC.SS.4.6-8.A Differentiate the appropriate response to a situation, taking others' feelings into account (e.g. using self-talk, adult assistance, brainstorming with a trusted friend).
2. SOC.SS.9 Demonstrate social maturity and behaviors appropriate to the situation and environment
 - a. SOC.SS.9.6-8.A Recognize and choose healthy relationships (weighing positive/ negative impact).

RELATIONSHIP SKILLS

1. RS.SS.1 Use effective oral and written communication skills and listening skills
 - a. RS.SS.1. 6-8 C Develop guidelines for effective communication via technology (e-mail, texting, social media).
2. RS.SS.2 Create positive and supportive relationships with other students
 - a. RS.SS.2.3-5.A Demonstrate qualities of a positive and supportive relationship (e.g. kindness, respect, trustworthiness, encouragement, empathy).
3. RS.SS.3 Create relationships with adults that support success
 - a. RS.SS.3.3-5.A Identify the attributes of a positive adult relationship (e.g. safe, mutual respect, encouragement, kindness, support, mentor, ally).
 - b. RS.SS.3.3-5.B Discriminate between situations that require adult support and those that do not
 - c. RS.SS.3.3-5.C Identify inappropriate and appropriate ways to seek adult help
4. RS.SS.7 Use leadership and teamwork skills to work effectively in diverse teams
 - a. RS.SS.7.6-8.A Demonstrate leadership in the midst of external pressures in school and community. (e.g. peer pressure, media influence, social norms).
 - b. RS.SS.8.6-8.B Utilize various forms of communication to express needs (email teacher regarding grades, put a note in the bully box, social media/technology).

RESPONSIBLE DECISION-MAKING

1. RDM.SMS.9 Demonstrate personal safety skills
 - a. RDM.SMS.9.6-8 Evaluate a variety of personal safety situations, predict consequences, and identify appropriate safety skills (cyber safety, personal relationships, bullying, body image, substance abuse).
 - b. RDM.SMS.10.6-8. Demonstrate the ability to self-regulate while successfully transitioning through a variety of changing situations (changing classrooms, puberty, elementary to middle, emotions, social/peer groups).
2. RDM.SS.5 Demonstrate ethical decision-making and social responsibility

