

So the Big Band Coalition is the agency or is the organization,
I should say, here in Florida's Panhandle, that has a whole
array of people who are regularly part of our effort.

So we meet quarterly.

We do networking.

When we were in person, it was great to be able to see each
other, but we still do that online.

We welcome anyone in our community, whether or not you're
an agency like Stack Law Enforcement Social Services.

One time I remember somebody attending and saying, look,
I'm a member of the community.

I'm retired.

I just want to learn more about trafficking.

You are welcome to BB Cat Kelly Docherty, who's with the
Us Attorney's office, is the point person for BB Cat.

And she is the one you would contact to be on our mailing
list as well as to there's her phone number.

Our next meeting coming up next month is May six th at two
P. M.

And to get information about how to join you, contact Kelly,

I will tell you that as cochair of the coalition, it's been

really important for us to focus on what this last point

is, which is what can we all do to build enough trust in

what we do and who we are in the community so that survivors
will come forward for the support they need.

And that could be a survivor who is recently out of a trafficking
situation or someone who might have been trafficked 10 years

ago. We know that the impacts of raffing or life long, and we were here to help all of us at the Big Ben Coalition.

So Stack is the agency that I'm honored to be the executive director for.

We assist survivors of sex and Labor trafficking, adults and children, people who are from this country, people who are immigrants, anyone who is a victim or survivor of human trafficking. And also we work with people who are at risk of being trafficked.

We do case management directly.

We do this in coordination with our community partners.

Our victim assistance director and case manager is Graciela Martina. She's a social worker, and she's amazing.

And we work really closely also with the International Rescue Committee to do case management for victims.

Now, I'll tell you, too, just as a side note, as I was doing a monthly report this month, I realized that this month we have the largest case load we've had since we started six years ago.

And I really think this is a function of the increase of vulnerability that we're all seeing on account of COVID 19 and the economic crisis that it has wrought.

And I'm not surprised to see that.

But I will tell you, it is very impactful, and we are feeling it in our nonprofit as many nonprofits are.

The way we do our work successfully is with partners.

We're delighted to be partnering today with Salah, and we

look forward to continuing that collaboration.

But I'll tell you, the only way we do this as work with many people and whether it's nonprofit business community with people in the faith community.

And that's how we make sure we can do whatever we can to assist survivors and support them on their journey.

We've been working over the last several years to do outreach into our rural areas.

Our focus is in the Second Judicial Circuit or the VCF second region, which is the six counties essentially that are part of that all around Tallahassee County, and we do public awareness as well.

One of the things that we're really excited to do all the time is to tailor and develop training specific to agencies.

We recently trained at the Big Ben Homeless Coalition and working with both people who work directly with single moms or veterans.

Whatever it is, we really want to help spread the word about what human trafficking is and what you can do.

One of the things I'd really love to share with you, and

Here's our website.

I'm going to mention it a couple of times, but encourage you to go on to our website for a couple of reasons.

We've developed recently a toolkit that gives all of you who are interested the opportunity to share.

In fact, we'd love it.

If you would look at our toolkit and maybe share one of the

social media pieces, we've got graphics and sample captions.

Just saying, Hey, attended a training today.

It was great.

So people know that we're out there doing this and more people can learn about it.

We've developed a poster which, as you might have known, over January, a law went into effect to require every health care facility to post the National hotline information.

We also have that information about how you can download a poster that's in compliance.

And we also have those posters available for anybody in any workplace. Frankly, every workplace should know that there is a National Human trafficking hotline number.

Get that information in English and Spanish at least, and have all people who work there know that we've made our website accessible, and also all of our services and support are free of charge.

We do that.

And of course, no surprise.

There's a donate button on our website.

If you do want to support us because we do like to keep all of our services free, we would love it.

So know that that's available for you too.

This is an example of one of the things in the toolkit.

It's a flyer that some of our partners, for example, the Big Ben A Heck, which is the Rural Health Network here locally, have included this flyer, which is if you'll notice at the

very top, it asks key questions about someone who might be trafficked. But it doesn't even use the word human trafficking because, frankly, a lot of people who are trafficked will never identify or might not identify themselves as fitting that legal definition.

And in that reality, as we've labeled it, but they might be working without pay.

They they might be forced to work.

They might be lied to.

They might be tricked all of these things.

So what we like to do is to depict as many different individuals as possible, because, as you know, human trafficking can happen to anyone who has any vulnerability and also to know that there's help available.

We did this, and we've done some other work, by the way, with the help of the Lean Cares grant.

This is funding that came down to our County through the federal government to assist with COVID relief.

And I mentioned that, too, because we noticed both with the isolation on account of the pandemic.

And as I mentioned, because of the economic impact of that pandemic, more people have been vulnerable, made vulnerable to being trafficked, and certainly both in our area and around the nation.

We've seen, particularly with children who are online more that there's great vulnerability.

And so we're really grateful for this, and we know that it's

important to kind of get the word out.

And, again, have the questions, have the information be available.

So anyway, one who might be vulnerable or might know someone who's vulnerable can reach out for support.

Okay.

So today, our presentation is one that I'm very much looking forward to and want to introduce you to our panel.

First, let me tell you that I had the opportunity to work with Sail of Freedom and Sail Away Sail Away Foundation a couple of years ago, doing training in a couple of the rural counties just West of here.

So I've been very impressed, impressed with the work of Sailor for some time and have been grateful to be working with them.

In fact, one of the things that is such a nice synergy is even since that time and a rule has been developed through the Florida Department of Education that creates this requirement, really, for schools to train on this issue.

I'm going to talk about that in a second.

But first, let me just tell you about our presenters first, Tyra Montau, who is the Southeast Prevention coordinator for Sale Freedom.

Tyra has spent seven years working for the public school system, and her goal was to ensure that the success of all children, regardless of background, is assured.

Since coming on board with Salah Freedom in 2,017, she carries the same passion she had in the classroom with her work to prevent an equipped not only children but also adults with

knowledge that's needed to end sex trafficking and exploitation.

In current role, she's able to create the trainings and curriculum needed to bring this awareness forward and also to train and speak on the problems that young people face and what adults can do to be part of the solution.

Also with us today is Shannon Meyer, who, as you can see, is the speak up curriculum developer.

And they're going to talk to you about the speak Up program.

She's an educator turn teacher advocate, also with a passion for empowering teachers and parents with knowledge and freedom of being trauma informed and creating all access instruction.

As an educator from inner city Los Angeles, she transitioned to a role as an instructional coach and watch teachers and school leaders respond with tremendous is enthusiasm to the knowledge about how the brain works and how it impacts learning and student interactions.

In addition, receiving training and certification under the Gates College Ready Promise Grant, Shannon is skilled at identifying the most powerful levers of success for planning instruction and classroom management.

Using the power of the whole Child approach to education, as well as other training and positive discipline and cognitive coaching, she's been able to empower teachers and school leaders to know their students more deeply and respond rather than react.

This knowledge is also empowering empowering to students as they learn how to better listen and communicate with each

other. Elizabeth Fisher Good, our third speaker, became a leader in the anti sex trafficking movement by cofounding Sale of Freedom.

She's been instrumental in providing freedom to nearly 100 survivors since 2011 and out of Sale of Freedom.

Another Dream was Born, which is the Sail Away Foundation created in 2018.

That collaboratively brings together the leading organizations across the Us and globally to provide for best practices and proven models to eradicate sex trafficking and sexual abuse. Three initiatives work together to achieve this goal of prevention, protection and provision.

Elizabeth is a passionate pioneer and inspirational thought leader with a desire to expose the root of the issues behind sex trafficking, child sexual abuse.

She's the author of Groomed, Harper Collins 2020 and by the way, I'm looking forward to reading that Elizabeth, which recounts her own story of loss, trauma and triumph.

Fisher Good dedicates their life to helping women from all backgrounds discover how to live free from past traumas strongholds and the lives that they've been groomed to believe about themselves. I want to mention too.

So much has been done and Elizabeth your true leader here.

One of the things in your bio I want to highlight is the concept is a sale or a time for rest and reflection that helps explore active ways to forgive and move forward toward a whole level of freedom.

Elizabeth has been recognized in many different forms for her work.

Srq Magazine and their article Fight for the Innocence describes her as part healer, part business woman, and all resolve.

If Sal of freedom is bring light into the darkness, as the slogan says, then Fisher is the one behind the megawatt.

She's the recipient of the prestigious New York City Global Business Leader Award and Tampa Bay Business Woman of the Year. Oh my gosh.

So much talent we're about to have today.

So welcome, everybody, and I want to do one little preface slide for us on our topic before I turn it over completely to you.

And this is kind of a larger context.

And I promise you, I'm not going to go all kind of lawyer wonky on you.

But I want to give you some Foundation, everybody for why we're here.

Not exactly why we're here, but an impetus for why we're here. So we know that the Department of Education in 2,020 developed rules that required every school to develop a plan, an implementation plan for how they were going to educate students around human trafficking.

And I'll tell you, I don't know that I present ever where someone doesn't say what's going on in the schools.

And so this is why here today to talk about what is going on and what could go on.

Plans have to be submitted annually.

And also, you should know.

And I did some research just this morning to give you the latest updates on you might know, a rule is just a rule and it can be changed kind of easier than a law can.

And there is a bill, and I think it's probably at least the third year in a row.

There's been a bill in the Legislature to require there to be this education on human trafficking.

There are a couple of these legislative initiatives this year. This is just to inform you.

So, you know, this year at Senate Bill 1,094 and House Bill 519, it looks like those are moving through the respective houses, and they will require, as part of health education for students, that they include age appropriate developmentally K through 12 education on a slew of topics, including the prevention of child sexual abuse, exploitation and human trafficking. So again, those are two bills, Senate Bill 1,094 and House Bill 519.

They look like they're moving the other bills that were filed.

And I'll just tell you this, House Bill 133 and Senate Bill 554, they were more explicit about talking about the elements of what should have been included in the training for human trafficking. Not crucial.

I think having a bill passed that requires this or a law in place would be a very good thing.

Here on this slide is information about where you can go.

If you go on this Department of Education website, you'll see that there's information by Florida Department of Education about human trafficking.

Michelle Gains, who has been a hero in this field forever.

I know, was instrumental in creating that in Valerie Eerie Kudos, to both of those really fantastic leaders to have that page in place.

And then the last point I want to end with is best.

I think we've done a lot over the past several years to promote awareness of human trafficking.

And really, I think a lot of people are aware that it's there not everybody, but for the most part, it's getting better.

What we need to be focused on so much now is what we can do, what actions can we take.

This particular website shows where you can go.

And I see in the chat, we have information.

We have people from all over the state.

So I did some research search with our team to figure out what the six counties in our community have been doing in terms of their education on human trafficking planning.

And I will tell you, frankly, it's up to us.

We have some very complete plans.

We have people mentioning it.

We have counties articulating that.

And we have two of our six counties that we can't find any information about.

I'll tell you also, we went on that website.

We went into the school's administrative pages, and what we found was it was really, really hard to find.

Find this information about human trafficking.

Even when you Typed in as a keyword human trafficking or trafficking, you couldn't find it.

You had to put in child protection or child safety.

And then maybe you saw the human trafficking piece, and that's not right.

I mean, in my opinion, you need to be able to find out your apparent you're someone who cares about kids in your jurisdiction.

Finding out this information should be easy.

It should be straightforward.

And you should be able to talk to your elected representatives, Superintendent, school board members, and say, what are you doing to protect our kids from human traffic cars?

So I really encourage this as a point of action for everybody that a lot of you are already aware, of course, that we have something called human trafficking.

But you can do vitally is to look up what your County is doing. And if you're not happy with it.

And I can tell you, after doing research and prep for today, we're going to be calling quite a few of our Superintendent offices and offer our services and help, right.

So that they can get this done and also be looking at, of course, to some guidance from Sale.

So Let's get going.

Thank you all for being here.

Hi, everybody.

And Robin, thank you so much.

If we were, like, in a live audience, I'd be like, everybody,
isn't she great?

Let's give a round of applause.

Right.

She's excellent.

We appreciate this platform.

And there's no more important work to me.

Quite honestly.

I'm going to give you just a little bit of a background on
what we've done over the last decade that gives us the credibility
and the credentials to be standing here speaking to all of
you with a very excited and passionate heart in mind.

So I am one of the founders of Sale Freedom, which we launched
a little over a decade ago.

So we were based out of Florida, and then we had some work
up in the Midwest as well, in the Chicago area, and then
sort of around the country, different arms.

But one of the arms that we launched, in addition to doing
residential and outreach on creating one of the first prostitution
court, diversion courts and all of the education that we've
done over the years, through Sala freedom, we launched a
prevention arm.

And that Prevention arm was my biggest heart and passion.

Because quite honestly, once you work in the safe housing
and the restoration business, as many if you do.

When we started the Prevention arm, it was because for years, we spoke about the work that we did with child sex trafficking. And I'm pretty certain that everybody on this Zoom call you're all experts in your own areas, and everybody knows what we're dealing with.

But to put it in a nutshell, the fact that the stats are all over the place.

Some people say one out of three little girls, one out of five little boys.

Some say one out of 10 children.

Regardless, it's horrific that there's this secret making that's being established.

This is America.

If we were talking India, Cambodia, Romania, it's a different story of the pathway to sex trafficking.

But here in America, that our story is our children are being taught how to keep secrets.

They're being taught how to keep the secret of childhood sexual abuse.

And it's typically the hand that somebody that should be telling them and teaching, um, what.

So there's great confusion.

I think we've all heard of when love and abuse are mixed, how difficult it is for someone's worldview and for them to come out knowing what is what and what side is upright.

So for little kids that are abused, and typically, it starts 3-4-5 years old, and they keep that secret by the time they're

11, 12, 13.

Typically, the stats say 12 to 14 in our program over the years. The youngest said when she was 11, she literally said, whatever is on the Street had to be better than what was happening in her bedroom every night with her dad and her brothers. And she ran away.

And the stats tell us, within 48 hours of children, these little kids running from horrific to what they hope will be freedom within 48 hours.

Any Zip code in Florida, wealthy or not.

And the Zip code in America, wealthy, white, black, Hispanic, doesn't matter than 48 hours.

80% are approached by a trafficker who literally just has to say, Are you hungry?

You need a place to stay.

I bet your parents didn't love you.

I love you.

And they're still longing for that.

This little girl said at 11 when she ran away, the first guy that came up to her was like a 50 year old man looking to buy sex with her.

And he said, I'll give you 10 dollars if you have sex with me. And her 11 year old mind that had been used for sex every week by her dad and her brothers, right?

She's like, This is great.

It's not my dad.

I'm gonna buy McDonald's.

This is fantastic.

But then the second man that approached her was her trafficker.

You know, they say Romeo Pimper, a gorilla pimp.

And this guy was a Romeo at first that turned into a gorilla.

And he ran her for a good 10 years.

We got that girl.

She was one of our very first intakes into our sex trafficking home about a decade ago.

And she had been on the streets for about eight years.

The stats say they're sold 15 to 40 times a day and typically are in the life for up to seven years before they die or incarcerated or just out there recruiting new 11 year olds.

So we brought her in.

And by the time we brought her in, the laws used to be every three misdemeanors.

They used to arrest these kids for prostitution was a felony.

So the undoing of what needed to be undone.

And still, over the decades, the thousands and thousands over 10,000 survivors we've worked with over the last over a decade.

And everybody they say the stats are 92% of sex trafficking survivors survived childhood sexual abuse.

I could tell you 100% 1 of the girls that we worked with a Sailor Freedom.

So when we started Sailor Freedom back in the day, this is sort of an overview to help you know where we are now.

We launched these four arms, and the prevention arm has always

been my passion.

So I'm like, we get this to put this out of business all day long, we win.

And so we've gotten up to maybe training 20, 25, 0 kids a year at a great year, Cova just everything out the window.

Forget about it.

Between the different markets just sub the Midwest and in Florida, that's a small number.

So we're like, how do we grow that number to 2,000,000?

So back a decade ago and we started Sail of Freedom.

We also have the vision for the Sail Away Foundation.

And the Foundation acts as an umbrella to the movement because

there's so many individuals, you guys know, look around the state of Florida, individual organizations, everyone's working in their own silo little Hamster will, you know, operating on a probably small budget, working hard for every dollar, afraid someone's going to get some money and not them.

We wanted to be an umbrella of funding to fund the best of the best.

Who can?

We have lock arms to fight this.

If organized crime is organized, the good guys over here, we got a good organized.

So the passion that we had was we're going to need this provision.

So Sale Freedom is the domestic model that we're endorsing and anybody that's starting an organization say level mentor them. Their goal is not to start more Sale Freedom, but to

mentor others to be your own amazing organization.

We have another model that we endorse out of Europe.

It's out of Romania called in Cage.

We have two models there, international and domestic of housing that we endorse.

And then we have protection because we need to teach law enforcement and health care how to find and know what they're looking at.

So we have that arm.

But then we're over here with what we're talking about today, where we're like, How do we take the best of the best?

Sailor Freedom had great curriculum.

There was other great stuff we've worked with a lot over the years.

We boiled this into the best that we could find of a train.

The trainer model.

Because, quite honestly, one organization, 1 team, one staff.

They're not going to get the world trained.

But if we build, our advisors were like, How do you go from 25,000 to 2,000,000?

How do you get every single person in a school system trained for me?

I was sexually abused as a child.

I didn't see it coming.

It was by a favorite uncle came out of nowhere.

And then after that, my guard went down, my self esteem went down. And then I found myself in a situation where I was

drinking, just does not feel it.

And then I was raped, and I almost failed out of high school.

And the school didn't have eyes to see what had happened
to me.

I was labeled a bad girl.

Problem girl.

I was promiscuous.

I just went off the rails from an honor student said chaos.

And nobody really understood or cared for whatever reason.

Like the security guards, they felt like a safe place to
me. And for some reason, they sort of saw me, and I was able
to talk.

And through inviting in them a little bit.

They never knew what happened to me.

But they took a passion for me, and they helped me get out
of high school.

I barely graduated in high school.

My master's degree to game today, but I almost didn't make
it. But what we know is this prevention curriculum that we've
done with Salt Freedom within the guidelines of Department
of Education.

It is DCFS approved DCF.

Different States have different acronyms.

It is stellar.

It starts kindergarten through twelfth grade.

It matriculates every year with the children.

We turned it into a train.

The trainer.

We scoured the country.

Who's the best curriculum team?

We already had great trainers here.

Kyra.

Who.

I'm going to turn this over to you in a second.

Brilliant.

She comes out of the education world.

She's been leading this on a Sailor Freedom level, where the trainers actually go in themselves and bring the training to the classroom.

We now went and found a National curriculum team headed up by Shannon, who you'll also hear from today.

So I'm bringing you educators, and I'm going to bow out in a second because I'm not an educator.

But it's important for you to understand the back story that there's many reasons that we created to train the trainer because we just want to multiply it.

We want it absolutely everywhere.

I was in DC and our congressman's, like Elizabeth.

Now this is big enough.

Let's write a bill.

Let's go.

So we had Florida.

We're here.

We were part of the first federal mandate, the first state

level mandate.

Now we're part of a federal mandate that hopefully we'll be rolling out.

So we're ahead of it here in Florida.

So you guys are like the leaders, and we want to give you all of the tools.

We're not about hoarding our gifts, we're about giving them away. And the other reason I call this to action so hugely is because now that it was a rule, you're watching all of these curriculum companies, right?

Anybody that publishes any sort of educational curriculum, they're like, Oh, we'll make a human tapping one.

We'll make money off of it.

There's no ways done in that.

We've done it for 10 years.

We know the words.

We know what works.

We know how to speak to kindergartener.

We know how to prevent this first grader from being groomed.

My books called Groom do whole lot of story, and I appreciate that plug, Robin, but there's just a pathway of people children being silenced and being groomed to keep messages, to keep secrets. And our curriculum hits it on every level, every grade level.

And I couldn't be more proud of it.

So I've shared a little bit about who we are, what we come from, how we turn this into the train, the trainer model.

Now I think you know the stats.

Everybody knows what I shared in the story there.

But the fact that now so many schools are still online, and the statistics tell us about one out of nine children are being groomed right in your own home.

It used to be like, Oh, stranger danger, don't let your kids out. Don't talk to anybody that you don't know.

They're in their bedrooms on these things, and we don't know who they're talking to.

And these guys are presenting, and one out of nine of them are being groomed and coerced right under your eyeballs, and they don't know what's happening.

And parents need the tools and the students and the parents all need to be equipped.

And so the other stat that I wanted to share with you is the American Academy of Pediatrics released a report that 92. I think it was 92%.

I can't remember.

I might even have this wrong.

It might only be 75%.

It's a ridiculously high number, but a four year olds are given a smartphone, and they're given these smartphones with parents not even knowing that they come preset to explicit, they don't know how to block things.

Our kids are so at risk.

So we're so honored and so excited that you guys are sitting in and we are ready after everyone speaks today, if you want

to have a conversation, a phone call to get this in, to meet
with your Superintendent in your town, any at the top.

As the CEO, I could tell you if I give somebody Yes.

Boom.

It rolls through the organization.

If you start on a lower level with a teacher, a counselor,
it's harder to work your way up.

So starting here and getting districts to say Yes is the
way to protect our children.

So we are very grateful and without further Ado that I miss
anything on my part.

Hirahara.

She's excellent.

Her and Shannon, you guys are in for such a treat, and I'm
just so proud of them.

So I'm going to turn it over and sign off here.

But thank you so much.

Thank you, everyone.

I appreciate your time so much.

So when I started collaborating with Elizabeth, I was a classroom
teacher for many years and then moved into instructional
coaching and working with schools, particularly around professional
development for a classroom culture and classroom management
and using a trauma informed model when working with students.

So just very practical things, like offering students some
level of choice when they're working on activities to drive
up a sense of autonomy or designing activities with the understanding

that prior knowledge might have gaps in it because of lack of attendance and that type of thing.

And so how can we design learning experiences that don't activate students if they don't feel like they have prior knowledge for the content?

So these are the types of things that have gotten an opportunity to work with teachers on.

And I think for me and for any educators who are on this call or anybody who knows anybody, that's an educator, they're exhausted. They're so tired, they're so overwhelmed.

And there are so many different, really important things that we want our students and children to know.

But the ability to get that information to kids a lot of times filters through schools and schools are stretched very thin. So when I got an opportunity to partner with Elizabeth on this and then talked to Kyra, the great cars.

Amazing.

They're both amazing.

These are like powerhouse women.

The one thing that I really wanted to do was design something that had really high output with not a ton of input, simply because schools didn't have the capacity for that.

So I like to call it your most powerful levers.

So we are most effective when we can be really strategic about what it is we're doing with kids in schools.

So what I did is I took the curriculum and then backwards planned from student outcomes to design a train the trainer

model. So the way that it works is you have your student outcomes, which are the curriculum.

They're measurable, and they include all of the materials so that teachers can just roll out these lesson plans.

But backwards planned from that for a learning experience for teachers, from school leaders.

So school leaders will work through a facilitation guide to educate their teachers on what the teachers will be doing with students.

But the way I've designed it is that it's a modeling based learning experience.

So the idea is that when principals go through or school leaders go through this learning experience, they are essentially walking the teachers through it.

So when the teachers leave that PD experience, they can go into their classrooms and they're ready to go.

They're not spending hours going through documents, trying to figure everything out.

It's all right there.

And then taking a step back from that, I have the onboarding process, which is a process designed for principals here and some this is in the next slide, but we can stay on this one for a second.

Yeah.

You can go here either one's.

Fine.

Where school leaders are going to become, like a like sale

of freedom, safety, human safety, sex trafficking.

101.

School principals are going to get this.

It's in a nutshell.

It's quick and easy to walk through.

And then they have a step by step guide.

I call them refillable.

It's like a very easy guide that they're going to walk the teachers through.

And then the teachers will go into the rooms and work on that with students.

When I was designing this, I made sure everything was measurable.

I followed the cycle of a basic learning plan.

So we activate prior knowledge in students and teachers.

We build on that prior knowledge through extending it.

Then we have an application period where we apply our new learning, and then we reflect on our new learning.

So it has the form of a very basic lesson plan.

It's tight, it's clean.

It's measurable.

And the idea is that when students walk away, they feel really empowered. And principals and teachers and all school leaders counselors can go, Wow.

I did something really amazing for my students, and I did it in a reasonable bandwidth, particularly with everything that's going on right now.

Teachers are overwhelmed.

And so that was really at the forefront of this.

Also, something I want to say is that we've partnered with some researchers from amazing universities to really track data. I came up in the data informed instruction era of teacher education. So I really made sure that we had things that were measurable with pre and post and learning experiences so that we can track data and really make sure that our students are moving towards proficiency on the information that's most empowering to them.

So the next part of what we would be able to definitely do for you guys is kind of walk you through a little bit of the curriculum side of Speak Up, so you can see some of the details. And I want to talk you through some of those details.

And I'm going to tag the tag team this section with Shannon, as well as their curriculum developer.

And so one of the amazing things about Speak Up is that it's age appropriate.

So we have differing levels of the curriculum so that if I'm lower Elementary or upper Elementary, middle school high school, I have a specific curriculum that centered around that age group.

So it's age appropriate, because when coming in at the lower level, Let's say K through second grade, bringing terms like exploitation, sex trafficking that's way over their head.

Right.

So when we're coming in at the Elementary level, key through second. This is one of the first pieces here, which is safety.

And this particular curriculum is very interactive.

We know that that children at this age range, their attention span is not as long as maybe a middle or high school student.

And so this this curriculum has a really interactive coloring book that meets the needs of about four different sections.

So we're going through safe adults.

We're going through safe speech.

We're going through safe touch.

We're going through safe screens.

And I'll talk more about those pieces in a little bit.

But the coloring book itself caters to activities for each side of those topics.

So that kids are taking in the information from their instructor.

They're also able to do an activity to then kind of solidify what it is that is being discussed.

So students here, they're going to cover a range of topics that are age appropriate.

And again, this safety curriculum has been created for that lower Elementary students, so that's that K through second grader. So just to kind of give you a little bit of information in case you have a question or you're wondering what's hit on. Safety itself is an acronym that has been used for speaking against fear every time.

So it's this notion of, you know, how can we keep a child safe? Like, what is it that we need to be discussing or going over? And so one of the amazing things with this being interactive, a coloring book, there's activities that the kids are doing.

You know, my background is education.

I spent many, many, many years in the high school setting educating youth.

And as a teacher, I feel like we get to be Super creative.

One of the things I do as a trainer, because I have been working with this particular curriculum for a number of years now is we've implemented signing into a part of the conversation.

So as I'm teaching young kids about how to speak against fear every time, I'm also showing them what it looks like.

So one of the first activities that I do with my K through second graders when I'm going into different schools is I teach them how to say speak against fear every time through signing. So age appropriate or put up their number four to show how you say speak and sign the term for against.

And we're putting it.

I want to make sure you guys can see me, but against their chest so they can see that sign for against, what fear is.

And then the sign for every time we use the sign always.

And so that's something that throughout these different pieces, as we're going through what safe adults are, what safe speeches, what safe touches, and what safe screens are technology.

Because we know kids are learning how to operate smartphones, younger and younger.

We also have this thing that they can go back to, which is the signing of Speak Against Fear every time.

So it's really interactive.

It's fun.

I literally hear kids at the end of these trainings say,

Wow, it's over already.

Or can we learn more?

Or that was so exciting.

Like, these are their comments.

I'm talking about kindergarteners first graders, second graders.

And so we're teaching them these pieces, but we're teaching it fun.

We're interacting with them every step of the way.

I also want to show you a piece of and again, this is a several page coloring, but this is just one of them about how we can have safety even when connecting with technology.

Right.

So the idea behind this and there's directions for this, and all of this is in this toolkit that's easily accessible, easy for an educator to go through.

And I'll speak to the coaching aspect as we get to the end of just presenting each piece because we're not handing this to anyone and then saying, Good luck, go for it as easy as Shannon has made it for a for the facilitation of this, we still want to partner and walk alongside you as you're implementing this inside of your classroom.

And I keep saying schools because of this role in this mandate that Robin spoke about in the beginning that we have in the state of Florida, but this can be used in community centers.

This can be used in Church.

This can be used anywhere where you want to bring this type

of education.

Two Elementary, middle, or high school students, right.

For this particular activity.

This is just one of the coloring book pages where we're discussing with the kids about, you know, apps, applications, what things should we be asking permission to use?

And the premise behind all of this is that we want young kids to start learning that no matter what I want to do when it comes to technology, I need to go to my safe adult, which we've already discussed safe adults prior to getting to this piece and what safe adults are.

And so I want to make sure that as a young person, I'm going to my safe adult, and they always know what I'm doing while I'm using technology.

So there's a learning piece for parents as well at the end of this because they get to take the coloring book home.

Kids get to show their parents or their Guardians what it is that they've learned.

And I have kids sometimes that say to me, Well, Miss Kyra, I don't have to ask permission if I want to play a game my parents don't make me.

And so I'm encouraging the kids as I'm coming into the classroom.

And I'm saying, you know what?

I think it would be really awesome if you went to your parent or Guardian and said, you know, Sale Freedom CIRA.

She came into our class, she educated us, and she said, she told me to say to you, is it okay if I ask permission when

using apps?

So there's like, an educational piece for the parents as well, because it is good practice to know what our kids are doing while they're using technology.

And now the kids are feeling empowered.

At the end of this, actually go to their safe adult, their parent, their Guardian, and say, I want to start asking permission.

I want you to know what I'm doing when I'm on my tablet, when I'm on the phone, when I'm on gaming apps, and the kids I'll tell you, they know these apps.

When I'm coming into the classroom, we've got different icons inside of the presentation that we use, the PowerPoint, that visual piece and their name and all of them.

So the kids know these.

They know how to operate the technology, they know what's on it, and they're being connected with.

Sometimes kids tell me stories.

They're gaming, and they get a message from someone that wants to play with them.

Or it is like, Hey, come game with me in this room.

I mean, there's so many different things that kids can do.

So again, we want to open up and be able to have that conversation for you in a safe space, which should be the classroom with their teacher or the guidance counselor or whoever it is that would be implementing this sort of curriculum.

And so as I'm moving forward, I want to just kind of touch on that third through fifth now, which kindergarten or third

grader different levels.

Right.

So, Yes, we're still identifying safe adults and safe speech and all of these areas that we want to make sure kids are understanding and they have the correct resources for and any questions that they may have are being answered.

But with this, again, interactive coloring book with the kids, they're covering these topics like body safety and trust triangles and online safety.

And so I want to kind of just touch on a couple of these areas just really briefly for you.

And so one of the things that the objectives for.

First, I'll touch on safety, the objectives, the things that they're hitting.

They're identifying the difference between safe and unsafe adults because there are differences.

The premise behind Stranger danger is so old and outdated and makes no sense because the reality is that a number of the survivors that were working with the first person to exploit the first person to take advantage was someone that they knew.

Right.

So if we say stranger danger, then all we're protecting them from his people that they don't know.

But what about the person they do know?

So we're taking two categories now.

We're staying safe versus unsafe adult.

And during this presentation, during this training, during this curriculum overview that the kids are experiencing, we're identifying those adjectives.

I like to call them.

As an English teacher background, I would say what describes a safe versus an unsafe adult.

And how do we feel if there's fear behind that person that I'm thinking about, then that's not safe.

That's not a safe adult.

And I need to learn who my safe adults are and who I can go to if I ever feel unsafe.

We're learning how to speak against unsafe scenarios by using safe speech.

How do I communicate when I'm feeling unsafe?

What do I say?

How do I use my voice to tell a safe adult I felt unsafe?

I felt scared.

Right.

So we're actually practicing this during the training itself with kids so that they have that understanding, just doing a couple of different practice scenarios.

I felt unsafe when or that feels unsafe or I'm scared.

I literally had youth tell me I've been scared before, but

I didn't know how to say it.

I didn't know how to articulate it and use the word articulate.

But you guys know what I mean, right?

They don't know how to communicate that with someone else.

Practicing those things can be a really empowering tool for a young person.

Recognizing the body safety rules and not keeping our bathing suit. Zones are private areas that people shouldn't be asking to see them.

People shouldn't be taking pictures of them.

Right.

And we're talking about unsafe situations.

So we always want to put that word next to it.

Unsafe.

Right.

If I'm scared or there's fear behind what a person may be doing, then now we're talking about unsafe situations because kids have parents and Guardians that are going to bathe them.

Right.

So they're going to see those private areas they have doctors that they have to go to.

So making it very clear for a kid as we speak against fear every time they have an understanding that we're talking about unsafe situations, situations that care, situations that confuse me, situations that make me feel weird and really driving that point home in every single section of the activity.

It's a lot of repetition, because at this age level, that repetition is going to be key for a better understanding of the topic and what we're talking about.

And then finally, being able to identify a safe adult that they can talk to when they're in an unsafe situation, it's

really important for a young person to understand that they do have multiple faith adults around them.

There's not just one.

Right.

And we've had people that have young people that have come to us and said, well, survivors, even I told someone about the situation that I had going on.

No one believed me, so I stopped talking about it.

That's a problem.

Right.

So when I go to the pause section, we use a term called a trust triangle, and we want young people to understand that there's a safe person at every point of that triangle.

So if I go to one person and they don't believe me, I still feel unsafe.

There's a second person that I can go to.

And we're talking about what these different people, who they may be, even I shouldn't just have safe adults at home.

And I shouldn't just have safe adults in school.

And I should have state modules all around me.

And who might these people be?

Who's in my life that maybe I'm not even thinking about as being a safe adult?

I was just in a middle school yesterday.

One of the kids middle school, right?

Eighth grader, not Elementary.

So if this is happening with our middle school kids, it's

definitely happening at the Elementary level.

Middle school student asks, What if I don't feel like I have a state bill around me?

That was her question during the training, and we are not doing at the middle full level.

I was doing sex, lies and media, which I'm going to get to like pieces of that as well, because that is in our train, the trainer model.

But it's really interesting that an eighth grader have that question. Well, what if I don't feel like I have a seal around me? And so I asked her.

I said, you know, do you think that you could start to look at the adults around you through a different lens?

Who is at this school that's here to protect you when you're here? So she starts naming teachers and counselors, and I said, Have you ever gone to them?

No.

I've never talked to them about things I'm going through.

What if you tried it to see how you felt?

And she was like, I could I could go to my teacher and talk with them about, you know, things.

And I said, see how you feel after you do it, see if it makes a difference for you.

And I left it there because I want young people to begin to think about maybe the adults that are around them in a different way.

And I'm talking about an eighth grader who you may think

would know, Oh, go to your teacher.

If you find yourself in an unsafe situation, go to a guidance counselor, go to a principal, go to.

But she's never connected in that way.

And so she didn't really feel like she had a safe adult in her life, maybe at home or at school.

But she had looked at her teacher as being a safe adult either.

And so that's why it's the Elementary level.

We want to put those people into perspective and talk about the adjectives that describe them, because we all watched the news.

Right.

We know that there are people that are out there that are in these positions that are still abusing and exploiting our children.

Right.

So then if I can identify the adjective, even at a young age, like being an Elementary student, that shows me, okay, this person is not safe because they are not aligned or walking with those words.

Those terms that I know to be true for what a safe person embodies. That's powerful, right?

We're not steering kids.

We're not going through these trainings.

And then at the end of it, they're shutting down.

They don't want to talk to anybody.

They're like, Oh, I don't know who States the news.

Not because she's saying it could be someone I know.

So now I'm scared to go to anybody.

At the end of this, kids are feeling empowered.

They're feeling like they have a voice.

They're feeling like, you know what?

There are people that I can go to.

So then again, connecting on the pause level, just the objectives that we're hitting.

We're recognizing the difference between an unsafe secret and a surprise.

Right.

It's really important that we use the word unsafe before secret, because in our everyday right.

A parent may say, Oh, don't tell the secret.

But the secret may be something like, Mama's favorite color is blue.

That's me.

And your secret.

Does that secret scare you?

That secret cause fear.

That secret where you no.

And a kid knows it.

I use the example all the time when I'm going into classes.

If I told you my favorite color is blue, how does that make you feel?

That's cool.

My favorite color is blue, too.

Right.

That's the reaction from the kids.

So now I need to make sure that I'm identifying that a child knows we're talking about something unsafe, something that scares you, something that causes concern, something that makes keeps you anxiety comes fear.

Right.

And at the beginning, just to go backwards for a second on the safety curriculum, one of the very first activities that we do is we talk about things that scare us at the Elementary level, being in the dark.

I hear it all the time.

Clowns, Sharks, spiders, roaches.

These are the kids that these are the topics that the kids are bringing up in the curriculum.

So now they're able to associate.

Right.

That scary feeling when a Spider is around to the scary feeling of an unsafe person, I want them to be able to connect that I'm doing that for them.

But through activity, you see.

So there is a level of understanding when I say unsafe secret, now they're saying, Oh, okay.

So if a person is telling me a secret, but it doesn't cause me concern, it doesn't give me fear, doesn't cause anxiety.

Well, that's not what Miss Hire was talking about.

She's talking about something that causes those things.

So there's clarification, right?

Yeah.

There's a little question here.

I'm thinking you might want to incorporate it as you're speaking, which is definitely how do you teach kids who have disabilities about this curriculum?

So let me just throw that in for you now.

Absolutely.

And the brilliant thing about all of this is that we give that age range K through second, third through fifth.

But even when we're talking about a disability, whether it be mental or physical, when we say age appropriate, we use this curriculum these trainings.

We use them, even with our students who may be at a middle school level or even high school because we've used it there, too. But their developed mental ability is maybe at a lower level if we're talking about a mental disability.

So they're still able to understand and get the pieces that they need on how to protect themselves and be safe.

But it's catered to their mental ability, so it makes still a lot of sense for them.

So even with those guidelines that we're showing you K through second, third through fifth, if I know that the mental ability of the person that I'm connecting with is maybe at a lower level than their actual age, this would still be appropriate to use with them.

I hope I've addressed that.

But if I haven't direct another question for me, that's perfect thing. Awesome.

And so, again, hitting these objectives for pause.

We're identifying body safety rules that keep that bathing suits on private.

We're naming three safe adults that we can go to for our trust triangle.

These are activities, and the objectives are meeting.

We're identifying how they can talk to a safe adult and feeling unsafe. Right.

And we're recognizing how they can be safe online because kids are learning how to operate smartphones.

Younger and younger.

I have almost two year old twin boys, and they know that when they see Mama's phone, they can swipe on it and things are going to change.

They know that the picture is going to change.

They know how to end the phone call by pressing the red button.

They're not even two.

So we're talking about a kindergarten, first grade, second grade, third grade of four, fit 6.

They know, too.

So we have to have the conversation around technology.

So these are just the first.

These are the Elementary.

What does Pause stand for, right?

There's power in learning.

All secrets can be told.

Doesn't matter.

The secret.

They also be told, even the one that doesn't Spears can be told, but especially the ones that cause concern or fear or anxiety.

You are the boss of your body.

We want kids to be empowered to feel like you know what?

I'm in control of me.

And there's a cultural position that can be taken on this, too. I have a bilingual advocate who is Spanish.

She does all of our trainings in Spanish.

And one of the things that she speaks to is this cultural bias in our community.

It's rude if you don't kiss a person coming in, hug a person coming in, which I understand.

I grew up in a family where you hugged, you greeted people.

But what if we allowed our child to have say so?

And what that greeting looks like?

What about a fifth pound?

What about an elbow?

We're in the world of Covin, right?

We're seeing these things now.

But what if we let our child decide how they wanted to greet that family?

Member and what feels safe to them instead of making them or saying to them, Oh, you have to do that.

You have to kiss.

You have to hug.

Right.

If they're the boss, Let's give them choice.

And I know that's a whole, like, societal shift, but I like to throw it out there, especially when I'm with adults, adults who work with kids who might have kids just to think about that, because my how that could change things if we just changed our way of thinking.

Safe adults are there to help, and everyone can find their voice. That's what Paul stands for.

And through each piece of that, we've got directions that we give that there's power and learning.

So we're showing the kids are power that all secrets can be told.

So the things that people say about those can be told.

We're pointing to them.

Here's the boss of your body.

You guys are in charge.

We're pointed to the safe adults, which is usually myself and another teacher.

When their room, these people are here to help you, and that everyone were pointing everyone.

I have points to everybody in the room.

Everyone can find their voice.

So there's little things that we do, even at the thirdgrade level. But as an educator, if I have this toolkit in my hand,

maybe there's other things that I could then do to build upon or further develop to bring that interaction in that fun way of learning to my classroom.

Right.

This is one of the work pages in the pause book as well.

When we talk about body safety, we have them identify the outlines of the two genders.

We gave them a bathing suit.

This is helping to reinforce that they have an understanding that these are the areas that are private, that people shouldn't be touching, that people shouldn't be taking pictures up.

And again, with the notion behind that, that we're talking about things that are making us feel unsafe.

And then again, because we tell them the boss of their body.

One of the things that they get to do is write their name on the line like a name tag.

I'm the boss.

Kyra is the boss of her body.

Right.

So we do these activities for each section of the topics that we're covering.

We have a little activity or something that the kid also has to do because we know there's many, many different ways to learn.

And one of them is learning by doing.

And when we're writing and when we're getting up and when we're using our hands and our motions, things are sinking

in better.

Right.

And I saw a couple of things pop in the chat that I don't want to miss.

Yeah.

One of the things is how do you make sure that the trainers that are being trained are actually safe?

Because we know that sometimes we have people attracted to children who are actually very unsafe.

Yes.

Absolutely.

So Here's the thing, because when we're handing this toolkit over to a school, if there is an educator and I speak as an educator, so this is by no means to point a finger or to make it seem like there aren't wonderful educators out there because there are.

But there are a few because we watch the news.

Something just popped up in the County that I live in about a high school coach that was exploiting kids, but in a trafficking ring. Right.

So Here's the thing.

If that high school coach was the person that was speaking about these topics to a kid, if I'm sitting in his class while he's doing these lessons with me, I'm feeling more empowered to go tell someone about him.

If he's telling me that there are always safe people around me and that you have multiple safe adults, and you should

be using your voice, as he in turn, is actually exploiting me are scaring me.

I actually am going to fill in power to then go speak to maybe one of my other safe adults about this person.

Because what exploiter?

Right.

What trafficker, what abuser is going to give you those keys?

That's not the message that they speak.

What they speak is don't tell anyone this is your fault.

But if I'm directly educating against those things now, what I'm doing is I'm putting the power in that child's hand.

Right.

Because as an educator, they're not maybe coming into the school system.

That's probably not the message they're trying to convey.

But if they're forced now to then implement this type of curriculum, it goes against everything that they are.

So that would be the hope in all of this, because obviously, we know that not every adult that works with kids is a safe person. But if that adult has to speak directly to these concepts, that's really empowering, that's what the kids needs to hear, even if it's coming from that person who is unsafe. Right.

Interesting.

Interesting thought dynamic there as well.

So then we go into middle school high school.

Right.

We have an amazing trading that's titled Sex Lives and Media.

This curriculum itself and its name.

It's intriguing.

I can tell you from experience that kids come in and they're like what sex lies in media.

Right.

So even that in itself.

And I know a lot of entities and even district, they want to take the sex out of sex trafficking.

But we can't write that's not the way to prevent by sweeping it under the rug.

That pretending, like for kids, they don't know sex.

Yes, they do.

They know they're watching pornography.

And if we're not creating a safe environment and the safe space to have these conversations, then we're doing them a disservice.

Right.

We are not doing our job.

If we're just trying to say what we can't say sex in schools, or we can't talk about pornography.

Well, there's a direct correlation between sex resume and pornography. So this is a cutting edge multimedia presentation where youth are going to be educated on online recruitment.

Tastic.

They're going to be equipped with practical tools that they are going to be able to use to protect themselves.

And so just to highlight the objectives here, we're learning about the difference between sex trafficking and exploitation because sexual exploitation and abuse trafficking falls under that. So I need a person at this level, six to 12 grade to have an understanding of what exploitation is because sex trap is a form of exploitation.

Right.

How sexual exploitation and pornography are directly linked?

Because nearly 50% of underage trafficking victims claim that pornography was made of them.

I go into training and I ask straight up, I'm really raw.

I'm Uncut.

I'm going to give it to you the way that it should be brought.

Because why are we sugarcoating things for this age of a child that really already knows, and that's probably experience more than they've ever told a safe adult.

Right.

So when we're talking about sexual exploitation and pornography, if they are underage tracking victims claim that pornography was made of them.

I just ask students, what is that?

If a person is forced to do something sexual outside their will, what is that called?

Great sexual assault?

Sexual violence, right.

Kids call it for what it is.

So then Let's have a safe space inside of our schools to

now discuss those things.

Technology tactics are used by online predator.

Right.

Online predator.

I didn't say a stranger or the danger behind a stranger.

People that I know, that I'm connecting with, people, maybe that I don't know that I'm connecting with.

And Here's the thing, because I always oppose this.

When I do training, is it easier or harder to trick a person that you know or don't know?

It's easier to trick a person that we know.

So if I'm taking those from my media culture, my media culture may not be showing me through the movies, through TV shows that sex trafficking looks like someone that I may know, someone that I may know may try to exploit, someone that builds a friendship or relationship with me, may be the person that I need to look out for warning signs for my media culture puts out movies like Take it.

Okay.

The sex trafficking happen like Liam Neeson taken?

Sure.

But is that the vast majority of what trafficking looks like?

No.

So then if I'm taking from my media culture, what the media puts out from the from the broadcast of news and what we hear and what we see because we hear about the change, the handcuffs, the rope.

What about the non physical mental chain that trafficking that's involved with trafficking?

Manipulation.

That's not a physical chain.

That's not something where I'm tied down.

So when I'm posing to the youth and we're going through these trainings, which, again, we're given the tools so the teachers can have these conversations.

Now I'm thinking way.

There was just someone online that connected with me.

I've been talking for them for weeks.

I wouldn't call that a stranger.

And they're telling me all the things I want to hear.

If we get swept up in our culture of media, the love stories, the Christmas movies, right?

We're missing it.

So we have to have those conversations with our young people.

We have to talk about the signs of abuse as well as characteristics of abusers.

We have to have conversations around healthy versus unhealthy relationships and the characteristics within those relationships.

We should be talking with our young people about how relationships are complicated and the unrealistic expectations of media and how it doesn't equate to reality.

But if a child is not able to have this conversation in a safe space with an adult, then they could get blindsided.

They could get swept up in an exploitation because I wasn't

aware. One of the things that we talk with our survivors about all the time is, what do you think could have been done to prevent the issue?

What could have been done for you?

What could have been said to you and what keeps popping up is education.

If I would have just known if someone would have talked with me or created a safe space where I felt comfortable enough to tell them about this situation that felt weird about the person that I connected with, that I sent a new to extortion.

Right?

It's a real thing.

But if we're not bringing these topics up, if a child doesn't understand, you know how this happens and the way that it might look and the tactics that our predators and our users and our exploiters and our manipulators are using.

And I like to use these words interchangeably because I hear kids say, Oh, sex, track me kidnapped by a trafficker.

Okay, what's a trafficker?

Well, I don't know.

Okay, I'm talking about an abuser.

I'm talking about a manipulator.

I'm talking about an exploiter.

What's exploitation?

Let's define it.

Let's make sure that we have clear understanding, because

Robin stated at the beginning that a person isn't going to

identify themselves as a trafficking victim.

What does that even mean?

Right.

I have the privilege of taking part in a and a program.

And one of the survivor speakers in the program was talking about how she was able to sit down with a person who was interviewing or engaging with a young child who was suspected of being in trafficking.

They thought that she was being traffic.

And this person who was engaging with this young person was not trauma informed in trauma informed, right?

She didn't have the right language, but she was the one that was engaging with this young person and asking them questions.

First question they asked the child was, Are you a trafficking victim? What?

Okay, so let me tell you the response.

The young person says, no, I been in no traffic today.

That was her response to argue a trafficking victim, because that person, I couldn't even comprehend what that meant.

So we have to be careful of our language.

So through education, we can create that Foundation for a child to be able to understand.

First of all, what trafficking is, what a trafficker is, what sex trafficking is, what human trafficking is, defining exploitation so that they have a clear sense of the realities and not what our media culture may present to us.

But again, you have to have the safe space to be able to

have that conversation.

So we show them things like this, our media coat.

This is just one little slide in the presentation that's
in the toolkit.

And we talk about the realities of this media culture, what
information is being presented.

Right.

Youth are spending so much time online, and we want to equip
them with the tools that are needed to stay safe.

Right.

In our society, images like these, we see them in movies,
TV shows, magazines, sex, girls, boys, men, women doesn't
matter. Right.

We know that sexual abuse and trafficking happen to people
regardless of their gender, regardless of how they identify.

But when we live in a media culture that shows gender in
a certain way, that can be confusing and even more difficult
for victims or survivors to speak up and speak out against
this issue.

And at the end of the day, regardless of what gender you
are, we are allowed to speak up.

Right?

Little plug there because we need to speak up.

We want the kids to learn how to speak up, hence the title
of the curriculum.

And so then we talk about our the game in our social media.

This is again, just another preview slide, right?

When we post on a chat, for example, we're often telling a story about our lives.

Traffickers and exploiters can learn so many different things just by what we post, the information that we're putting out there just to start a conversation with us, even posting statements like, I hate my parents, a traffic an abuser.

You can see that and then connect.

Oh, I understand what you're going through.

I've been there.

It can feel easier oftentimes for a young person to confess their secrets online.

One of the apps that you see whisper.

It's like a platform so that kids can actually anonymously.

Right?

Just say things from the heart.

Well, what if we create those safe spaces, like in the classroom setting or in the community setting or in the Church setting, wherever we may be implementing this type of curriculum?

How much more powerful would that be where they can actually connect with a safe person and have these conversations?

It's an interesting thought, and it's one that we have a conversation around with six through 12 grade.

Right.

About media and these online apps that are so accessible.

And I've had kids that will say, well, why gaming?

Well, because we can connect with people while we game.

Right.

We can interact with others while we're gaming.

And a lot of times that can lead into other places where we're also connecting.

And let me ask you a quick question, somebody.

We've had two questions about Tic, talking about using TikTok for awareness and a positive way because so many kids are on TikTok.

Do you all do anything on that, or do you want to address that? Absolutely.

Yes.

So for TikTok, we're not on TikTok.

But one of the things I have done and this is a part of I always say, like, as educators, like, you get to be creative.

I loved when I taught in the high school setting because I catered my curriculum and what I got to develop with my kids to the generation of technology users.

So one of the things I've actually seen and doing presentations and a number of different sort of schools is I had a teacher.

We were doing training in a social media closet out of school, and she actually had her kids do awareness TikTok videos on any social Justice issue.

So one of the groups, because I had just came and did presentations with them, did human trafficking.

So the kids actually created a Tic talk about bringing awareness to human trafficking, which I thought was so interesting.

But that's something that as an educator, I had over 150 students. What if I had 150 students create awareness tictock

videos. Right.

Like, what if that was across a district?

That is I mean, that's huge awareness.

At the end of this, I like for youth to feel empowered to be able to do something.

And we do have young people that are like, well, what can be done?

What can I do?

How can I use my voice?

Well, a social platform can be a great place to highlight social Justice issues, human Trafficking, just being one of them.

I mean, they could do mental health, violence, abuse, whatever.

Right.

So that's just one example that I've seen in a Florida school before that a teacher had her students do.

So we're not directly on TikTok, but I've seen teachers encourage their students to create TikTok and awareness of social Justice issues. And so the final piece I want to give you guys is just the freedom for teens, which is again, it's catered to middle school high school.

This is a discussion based training education on common recruitment tactics used by traffickers, equipping them with tools, how they can protect themselves.

Topics include, What is sex trafficking?

Vulnerabilities?

Because we know that all young people have vulnerabilities and exploiters will use their vulnerabilities against them.

Tactics, the demand, technology relationships, all of these topics that should be discussed.

So now it's like, okay, well, how do I discuss it?

Speak up.

Give those tools makes it really easy for the facilitator to be able to have these conversations with their young people that they're connected with this is just an example, because there's a lot of scenario based learning inside of Freedom routine. And so this slide just kind of shows you an example of a background story.

Nia who's an eighth grader.

What the kids do in this activity is they identify the vulnerabilities here, identify what may make them more susceptible to creation.

Right.

And so there are several scenarios within this particular curriculum that can go through varying backgrounds, right.

Age ranges.

And then the kids can identify what things they see.

And I can tell you, I've had so many students go through trainings like these and tell me a story that they dealt with or appear dealt with that matches exactly with what the topic was, what the scenario was.

So, again, our kids, they're aware they're dealing with these things. We just need to create those safe environments where they can then have these conversations and talk about steps moving forward.

What do I do?

And again, exploitations.

That overall terms.

We want young people to have an understanding that trafficking, sexual violence, pornography or child abuse, material sex acts. These are all terms that are under exploitation, and we don't want a kid to be exploited.

We don't want them to be tracked, but we don't want them to be exploited either.

And so finally, I leave you just in closing, and I want to leave room for some questions because I can be Super long winded. I'm very passionate about this.

I've had the pleasure over the last several years to actually, I call myself, like, boots on the ground, going into schools and bringing this type of training.

But I'm only one person, and I work with a small team.

And like Elizabeth said, we need to give other people the tools. You guys need the tools so that you can facilitate these conversations, because how do we go from reaching 25,000 to 2,000,000?

Well, it's with your help.

So contact information is present here.

You guys can connect with us if you're interested in learning how to bring this type of curriculum into your location.

If you want to facilitate these trainings, I will connect with you.

We can talk about price.

We can talk about coaching tiers, because, again, we're not

just handing you these tools and saying, go for it.

We want to partner alongside of you.

I want to come alongside.

I want to help you with trainings.

I want to answer questions.

And so it really is a partnership.

So the Sail Away Foundation is looking to have with districts, with community organizations, with schools, with child welfare locations, all of you, because you all can be a part of the difference. Oh, my gosh, that was great.

And we have so many comments and questions and information somebody asked about getting copies of the workbook care.

And I just want you to qualify how that may be part of the program, and you kind of have to see it in context.

So you want to talk about some of these pieces that you highlighted and if people can get them in how?

Yep.

Exactly.

If you connect with us, you can go to the info Sail Away.

You can connect with me, Kira, sail Away.

All the pieces that you see, the the actual PowerPoint presentation, the coloring books, all of that is going to be in the speak up training.

So that K through 12 th grade.

You get all of the pieces for that.

And so if you connect, you're looking for you want to use this, we can connect and talk about pricing for your area

and what that looks like and then getting you that information.

If you're looking to do a preview, a highlight, I can always connect with unique go through different pieces if you have further questioning.

But best ways to connect with us.

We also have our website as well.

And so there's a lot of different ways that you guys can connect and learn more if you do have further questions.

So let me also ask you this, do you do this nationally, or is this just in Florida?

Yes.

This is National.

Again, our concept was how do we go from just connecting with Florida schools and not all the Florida schools, just some a few in a few different districts to statewide nationwide, right beyond the state of Florida.

And so this curriculum can be implemented wherever you're at. Zoom has made it great to be able to connect virtually.

So even when we're talking about coaching and going through so that you guys have a good understanding of how to them facilitate this.

As a coach for the Sail Away Foundation, you get direct access to me.

And we would do Zooms and really go through all the pieces that you feel confident in delivering this information.

And do you have any idea we heard some of this information.

This is slightly off topic, but not exactly.

We are a lot of kids had to go online during the pandemic, and then afterwards, what we saw was the DCFS numbers have gone down, right?

So not as many people were mandatory.

Reporters were getting exposed to children and seeing so that they could make those calls to DCF.

Do you have any information about whether or not those calls to DCF are going up?

Even anecdotally so I recently was on.

I connect with a lot of organizations that do this type of work. Dcf in our area was on one of those platforms and briefly discussed not I would say all the numbers are probably not in as far as like research goes when it's COVID related.

They were saying that the numbers weren't significantly different.

But I would say that if because we know young kids were having more access to screen time, there is a possibility that the numbers increase ever so slightly.

And the thing about anything that's reported, if we're doing research on it, it's only going to be based off of what is what is reported, what is put out there, and there's so much that goes undocumented and not talked about.

And I do feel like the reality is that COVID drove a lot of young people to more screen time, more social time, which then directly opens them up to connecting with individuals, whether they know them or don't know them.

We don't have specific numbers on that.

But you could say that the possibility is there that it increased.

Exactly.

Exactly.

Some other questions are somebody said, I'm a grandmother, and do you think my nine and 7 year old to be able to understand this curriculum?

And I answered, Yeah.

I mean, you all are tailoring it to age appropriate learning, right? Exactly.

Yeah.

Now, can you talk a little bit too about and if you know anything about this, I was having a hard time the state of Florida, a lot of people can do this training.

And we certainly have seen different groups come forward and say to schools they can do this training inside.

Is there some kind of certification that you had to go through that will go through, or how does that work with the state?

And what happens with people who maybe want to work with you all?

How will they know that what you're doing is compliant with what the state is making each district do?

Yeah.

So one of the things we have been approved by the Doe so that's the Department of Education in the state of Florida, as this rule or mandate rolled out, we were actually partnered with the Do to help bring services to certain areas under grant funding with the Doe.

So they've given us their thumbs up as being an organization

that has been doing this for many, many years, has training that has where there's like, an evaluation system, data that supports feedback.

I mean, there's a lot that's gone into this over the years.

And so with that, for some of the districts where we are now able to connect and bring trainings on the sale of Freedom side, that was for them, that was good.

The fact that the deal we was giving that stamp and saying, okay, single Freedom is an organization you can connect with for those human trafficking prevention education pieces that you're looking for.

Great.

And I think we're kind of going forward as best as everybody can in getting this information out.

I just wanted to do a little bit of kind of a plug for the sex lies and media presentation and to also highlight that.

Yes, the word sex is in there.

But I think a lot of parents and teachers and others maybe in the community don't understand that.

The kids do know so much more than you think they know.

We were actually brought in.

And when we did that training together, we were brought in by the County health Department because they saw that it is a health issue as well, that kids not only be safe, but they do have the knowledge to respond to be smart about this.

So I really do endorse that sector of your training.

Kara, I think that it's very realistic.

It's down to Earth.

And I like that I'm a little older, but you guys come in, you're really young and you're talking going to talk and, you know, all the social media and it's really the way that the students are able to relate to you.

And that was the beautiful thing with the speak up curriculum is schools can decide.

It doesn't mean that every teacher in the school has to be facilitator of this type of program, but there can be a group that really, you know, focuses in on it and brings those presentations to the classroom.

So maybe I don't feel equipped as an educator to come and have this conversation.

There might be a set of guidance counselors or set of other teachers that have that personality that can really bring it and make it impactful for the students.

So that's the great thing about the curriculum is it can be anyone can be the facilitator of this, and it really is a train the trainer.

Quenisia, I was asking is that they're train the trainer?

Yes, it is.

And my friend quenisia was also asking, do we have access to those Tictocs you said that we're created spontaneously in that classroom.

It would be so cool to see them.

I need to get those links from the educator again.

And then maybe then I can email that over to you, Robin,

and we can teach that.

So everybody stay in touch with us and we'll try to put them up on our website or on our social or something on that.

So how can we get this education to students that are home schooled? What do you do on home school issues or charter schools and others that may not be covered by the Doe rule?

I guess they put churches.

Everybody could do everyone.

That's the beauty.

It can go to anyone because we do connect with charter schools.

And we have home school organizations that have connected again. Remember, this is a train the trainer.

So if a home school group is like, you know what?

We want to bring this to the 50 home school kids that we have, those whoever would be those facilitators are those decision makers that say we want to bring this in, can connect with the Sail Away Foundation and then implement that right into their location as well with E.

And this might be something too we can think and talk about in the future.

I would encourage everybody to and what you all did.

And I know we got folks from all over the state.

Sale does partner with local antitrafficking organizations like Stack is so that when you go in, you're not just coming in and saying Here's this great thing.

Bye.

See you later.

You're connecting with the local organization who's going to be carrying the weight for.

You know, when you build it, they will come.

We know that what happens.

Kyra Shannon Elizabeth, I want to thank all of you and sales for your time today.

This was so information packed.

I think people are very excited about that.

This is out there so we can do this.

I want to reiterate to people.

Please, please, please go and find out what your school district in your school is doing or possibly not doing.

And enlighten, enlighten, advocate, inform, connect, and do all the things to make sure that people know that this is something that's out there to get the information out there with sale.

There are other groups.

Somebody mentioned another group that's also doing this.

The Bar Foundation, I think know that this is just so critical to get into our school.