

## WHAT DRIVES US

### Our Mission

We are dedicated to increasing awareness around child trafficking and supporting organizations that rescue child trafficking victims. We work on changing the statistics in our neighborhoods by creating awareness and communities so we can tackle this situation together.

Child trafficking is the fastest-growing and second-largest criminal enterprise in the world.

### USA is a main hub

We are spreading this invaluable information.

### Note to Teachers:

Child trafficking can affect everybody, while some groups are more susceptible than others. Teachers should pay attention to the early warning signals of vulnerability, exclusion, abuse, or other harmful behaviors.

The range of demographic factors that can make someone vulnerable to child trafficking includes age, socioeconomic situation, nationality, and gender. Controllers frequently prey on those who have limited employment options, unstable living situations, a history of physical or sexual abuse, or who are striving for a better life. Depending on the type of trafficking, the controller, and the network, different recruiting and control tactics may be used by using the unique vulnerabilities of each victim.

### Who We Support

Veterans For Child Rescue

[Vets4ChildRescue.org](http://Vets4ChildRescue.org)

Jason Sisneros

[JasonSisneros.com](http://JasonSisneros.com)

## If You See the “Save Me” Hand Signs

\*Contact [911](tel:911)

### Submit Tips to:

\*Polaris [1-888-373-7888](tel:1-888-373-7888)

\*National Human Trafficking  
Hotline: [1-888-373-7888](tel:1-888-373-7888)

\*Text “Be Free” to: 233733



[AwakeAndBold.org](http://AwakeAndBold.org)

# AWAKE AND B LD



## Power to the Teachers

Quick Reference Guide

[AwakeAndBold.org](http://AwakeAndBold.org)

**“A teacher would have been the most helpful to either give me the number [of the helpline] or call for me.”**

*-Survivors referred to schools as a crucial area for intervention.*

**Teachers and other professionals working in schools are essential in identifying possible cases of human trafficking and assisting potential victims in getting access to specialized services.**

Educators are in a unique position to spot adolescents who are victims of sex trafficking as well as youth who are citizens of other countries. While they are still being trafficked, it is not uncommon for young people to attend school, and this might give traffickers the chance to engage with potential victims unsupervised.

Teachers are taught to watch out for potentially risky behaviors, alterations in mood and behavior, as well as indications of abuse and neglect, all of which are likely to be present in child trafficking victims.

In addition to intervention, educators are in a good position to work directly with students on prevention. It is crucial that students understand the signs and risk factors of trafficking, **“Know the Save Me Sign”** as well as how to get assistance. Schools, extracurricular activities, and recreational locations that are popular with young people may be targeted by controllers looking to recruit for either sex or labor trafficking.

**These tools provided are made specifically for educators and other professionals working in schools to help identify, address, and prevent human trafficking in a setting related to education.**

#### **List of potential red flags and indicators:**

**This list of probable warning signs and symptoms that can help you identify someone who might be a victim of sex or labor trafficking is provided inside. It is significant to remember that this is not a comprehensive list.**

#### **Academic/School-Specific Indicators**

- Frequently missing lessons or school without a cause, or being unable to attend regularly
- Misses a lot of school days in the start or the end of the year (planting or harvesting seasons)
- Has attended numerous schools, changing schools frequently, or missing long stretches of time
- Refers to unrealistic work or "chore" obligations at home, such as working long hours on chores or performing all domestic duties without the proper tools or to unreasonable standards.
- Indicates that eating is restricted or under control.
- Travels frequently or mentions traveling frequently
- Displays abrupt shifts in academic performance
- Has several contradictions in his or her statement while describing their lives outside of school

#### **Physical Indicators**

- Appears to be lacking in essential or fundamental medical care for a condition or injury
- Reflexively rejects touching and retreats when approached
- Displays symptoms of a drug or alcohol addiction (e.g. red or glassy eyes, shivers, inappropriately cold) and eating disorders
- Passes out in class or is unusually lethargic or exhausted

**Visit: [AwakeAndBold.org](http://AwakeAndBold.org)**

**And go to [Child Saving Resources for Teachers](#) to learn more!**

**Individually, each sign may not necessarily point to a trafficking scenario, and not all trafficked individuals would display these symptoms. However, acknowledging a number of factors can suggest that more research is required. The majority of the signs listed as potential warning signs for child abuse and neglect will probably be familiar to educators.**

- Exhibits indications of abuse or a lack of fundamental needs, such as not having enough food, clothing, or shelter (e.g. revealing, dirty, or inappropriate clothing, no winter coat, no bra, etc.)
- Has a tattoo that is clearly visible but that the student is reluctant to explain, such as a tattoo of the trafficker's name that may serve as "branding," and has other characteristics that may serve as branding, such as burn marks.

#### **Psychological/Behavioral Indicators**

- Uses terms from "the life" or the commercial sex industry, such as "daddy" to describe a boyfriend or "the track" to describe the streets.
- Unable to look people in the face or in their eyes, especially partner
- Displays behaviors aligned with a trauma history or PTSD
- Carries a lot of cash and flaunts it in front of friends; suddenly acquires more material possessions and financial resources
- Displays rebellious, risky, or self-harming behaviors
- Exhibits abrupt behavioral changes (e.g. a student who was outgoing and social becomes withdrawn)
- Refuses to take part in physical education and is excessively timid when changing her clothes.
- Behaves in an unusually afraid, anxious, sad, subservient, tense, furious, nervous, or paranoid manner

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