



# Basic Training

Human Trafficking Prevention

PROTECT *me*

PROJECT



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## INTRODUCTION

**Protect Me Project** is a non-profit dedicated to preventing commercial sexual exploitation in countries of origin. Presently we have volunteers working in thirteen countries of the Americas and Caribbean.

**Goal:** To create zero tolerance zones toward exploitation in our communities.

**Tagline:** “Get there before the trafficker.”

**Problem:** 50 million people subsist in slavery today (GSI 2022) and most of the victims detected globally are trafficked for sexual exploitation, although this pattern is not consistent across all regions (GLOTIP 2018). 35% of all slaves are children and 35% are adult females (UNODC, 2022). 69 to 98% of persons in commercial sexual exploitation tell us they were sexually abused in childhood (M. Farley, et al 2003). For this reason, preventing sexual abuse of minors (SAM) is the first issue our teams address internationally.

**Strategy:** Discover the local push and pull factors for commercial sexual exploitation. Begin by asking, “What can we do to impact the most people, with the least resources and risk while attaining the highest probability of change and producing the healthiest prevention outcome?” Start there. (That doesn’t mean end there. It means begin there, then continue adding influence and information to grow the prevention outcome.)

**Method:** Build capacity and organize the mobilization of volunteers to prevent the basic push and pull factors in their own communities through the [100 Schools Project](#).

**1<sup>st</sup> Phase:** small teams of volunteers take prevention messages to public schools, empowering parents, teachers, and staff to prevent sexual abuse of minors (SAM). Next, we build capacity among 3–8-year-olds along with their families.

**2<sup>nd</sup> Phase:** Provide prevention tools to adolescents. We introduce topics like bullying, cyber bullying, sexting, porn consumption, prostitution, sexual violence, risky online behaviors, how traffickers operate, what is grooming and more.

**Capacity Building:** We offer two phases of introductory training for our volunteers. Phase One (Basic Training) is more of a lecture type. Phase Two is like a round table discussion as the local team goes through a MOBILIZATION GUIDE to assess their strengths, discuss their core beliefs, pinpoint local push and pull factors and plan their strategy for prevention. The Problem Tree forms part of their team exercise and is the basis for their community development plan.

**Mobilization:** Once they have finished the mobilization guide, their Protect Me Project network will assist in executing their first connections with public schools. As they mobilize, Protect Me Project is available to share strategies, answer questions and offer support.

## HUMAN TRAFFICKING: THE INDUSTRY

According to the Palermo Protocol (2000) and the Trafficking Victims Protection Act (TVPA) a crime can be typified as human trafficking when these elements are present:



The major form of human trafficking in the Western Hemisphere, according to UNODC, is \_\_\_\_\_ trafficking.

### LABOR TRAFFICKING in the U.S.









- Domestic Work
- Agriculture
- Construction
- Criminal Enterprise
- Restaurant & Food Service
- Hotels / housekeeping

### SEX TRAFFICKING in the U.S.

- Personal companion
- Bars, nightclubs, cantinas
- Residential Sex Trafficking
- Sex Slave
- Massage parlors, etc...

(Source: Polaris Project 2015-2018)

### SOME SIGNS OF TRAFFICKING FOR THE PURPOSE OF COMMERCIAL SEXUAL EXPLOITATION:

-  Cannot reject a consumer
-  Always accompanied, cannot speak for him or herself or make his or her own plans.
-  Has no personal money or i.d.
-  Does not keep the revenue he or she generates
-  Communication controlled – has no relationship with friends from “outside”.
-  Disoriented, unaware of location
-  Visible wounds, mal-nourished
-  Hyper submissive, avoids eye contact

## PUSH & PULL FACTORS



### WARNING SIGNS OF VULNERABILITY:

- Disconnect with family, friends, community
- Unhappy in school
- Absent from school or home
- Suicidal or suffering from low self-esteem
- Drug use or curiosity
- Seeking quick sources of income
- Craving independence
- Running away
- Dress
- Already a victim of injustice

**RECRUITMENT:** Can take place anywhere, but statistics tell us the following circumstances are common:

- |   |  |          |
|---|--|----------|
| <ul style="list-style-type: none"> <li>• Wards of state</li> <li>• Group Homes</li> <li>• Malls</li> <li>• Bus Stops</li> </ul> | <ul style="list-style-type: none"> <li>• Inner City Schools</li> <li>• Youth Groups</li> <li>• College Campuses</li> </ul> | } ONLINE |
|---|--|----------|

### WARNING SIGNS FOR GROOMING OR TRAFFICKING IN A FRIEND:

- Prepaid gift or debit cards – untraceable for online purchases
- New cell phone not purchased by parent
- Unexplained cash flow
- Hotel keys
- Inconsistent stories
- Abrupt change in habits, attitudes
- Absence from school or work
- Suspicious of authority – seen as the bad guys
- New friendship with older adult who offers rides or a place to sleep

## SEX AS EXPLOITATION:

**X** – Pornography is digital prostitution. It promotes:

- Misogyny
- Violence
- Objectification
- Dehumanization
- Narcissism
- Racism
- Backward growth

**X** – Platforms for monetizing self-created pornography

**X** – Camming

**X** – Sugar Daddy Dating

**X** - Prostitution

### MYTHS

- ⇒ Easy money
- ⇒ Glamorous
- ⇒ She's in it because she likes it
- ⇒ empowering

### FACTS – top five causes of mortality

- ⇒ Homicide / femicide
- ⇒ Suicide
- ⇒ Drug Overdose
- ⇒ Fatal disease contracted in exploitation
- ⇒ accidents

(Consult Melissa Farley's Prostitution Research webpage: [prostitutionresearch.com](http://prostitutionresearch.com))

**CONSCIENTIOUS CONSUMERS:** Check out the ILAB and TRAFFICK CAM apps!

**"You may choose to look the other way, but you can never say again that you did not know."**

William Wilberforce

## SEXUAL VIOLENCE: IMPACTS & PREVENTION

### MYTHS:

- Most rapes happen to adult victims
- Most abusers are strangers to the victim
- Only females are at risk of sexual violence
- Sexual abusers of minors are pedophiles
- Sexual abuse of minors is perpetrated by adults
- Victims of C.S.E.C. are first introduced to sexual violence when trafficked.

65%-95% of victims C.S.E. tell us they were victims of sexual abuse as minors. It was a major factor contributing to their commercial sexual exploitation. (M.Farley, et al, 2003)

**DEFINITION OF SEXUAL ABUSE OF A MINOR (SAM):** Any sexual activity not age-appropriate, with or without \_\_\_\_\_, with or without \_\_\_\_\_; between an adult and a minor (or between two minors when one is \_\_\_\_\_, \_\_\_\_\_ or more \_\_\_\_\_) when the perpetrator uses the minor to sexually stimulate him or herself, the victim or a third party.



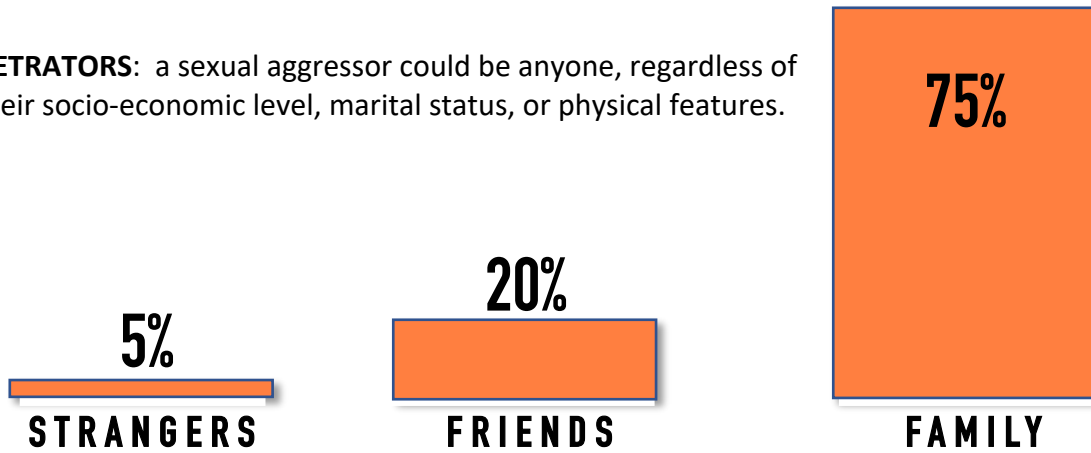
COERSION & ASYMMETRY



### VICTIMS

- 1:3 girls is a victim of child sexual abuse and 1:5 boys (Lauren's Kids)
- Every 9 minutes child protective services substantiate, or finds evidence for, a claim of child sexual abuse (victimsofcrime.org)
- Children are the most vulnerable to child sexual abuse between the ages of \_\_\_\_ & \_\_\_\_.
- \$282,734 lifetime cost of S.A.M. per victim(C.D.C. 2015)
- 95% of sexual abuse of minors is preventable through education (Child Molestation Prevention and Research Institute).
- Children who are \_\_\_\_\_, quiet, \_\_\_\_\_, lonely, from single parent homes are most vulnerable. (Elliott, Browne, Kilcoyne 1995).
- Peer on peer sexual assault occurs when coercion, intimidation, threats, physical force, duress, or deception are used to engage in sexual activity between two minors. Consent = an informed, freely given, and mutual "yes". (University of Rochester)

**PERPETRATORS:** a sexual aggressor could be anyone, regardless of their socio-economic level, marital status, or physical features.



- Grooming: Premeditated behaviors carried out for the specific purpose of establishing trust and affinity with a potential victim (and their family, in the case of in-person abuse) in order to sexually abuse and/or exploit. Behaviors can include:
  - Special attention, outings and gifts
  - Isolating the child from others
  - Filling the child's unmet needs
  - Filling needs and roles within the family
  - Treating the child as if he or she is older
  - Gradually crossing physical boundaries, becoming increasingly intimate/sexual
  - Use of secrecy, blame, and threats to maintain control
- Signs of SAM - view the video from NSPCC and make note of the signs mentioned:

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### **VICTIMS: Peer Sexual Assault**

Sexual assault means an actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:

- Involvement in any sexual contact when the victim is unable to consent.
- Intentional and unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breast).
- Sexual intercourse without consent, including acts commonly referred to as "rape".
- Sexual assault includes sexual contact with a person who is unable to consent, either due to age (under 17) or incapacitation (e.g. as a result of intoxication or the influence of other drugs).



Studies suggest that more than 1/3 of all child sexual abuse occurs between two minors and this rate is growing.

**IMPACTS OF SEXUAL VIOLENCE:** will be different for each victim and depend on several factors:

- Stage of development when abuse begins or occurs
- Victim’s relationship to perpetrator
- Duration and type of abuse
- Did the victim tell?
- Did that person help?

**NOTE:** It is important to remember that every victim of sexual abuse of minors will cope with their abuse in different ways. Individual experiences should always be respected. No victim is any less of a victim for seeming to have coped well with moving on from their abuse; similarly, no victim is any less strong for having debilitating physical or psychological effects years after their abuse has taken place. ([Smart Horizons](#))

Short Term Impacts –

- Clinging to trusted adult
- Generalized fears
- Regressive behavior
- Abrupt changes in behavioral patterns, in likes and dislikes
- Extreme responses
- Difficulty in urinating, defecating, sitting, walking; swelling and soreness of genitals

Mid to Long Term Impacts:

- Self-harm
- Sexually transmitted infections
- Substance abuse
- Dissociation
- Panic attacks
- Flashbacks, PTSD
- Eating disorders
- Pregnancy
- Sleep Disorders
- Suicide
- Depression
- Sexual dysfunction
- Inability to attach emotionally

It is not uncommon for incidences of S.A.M. to confuse children about the meaning of healthy relationships. This lack of knowledge about how to interact with romantic partners can cause a catastrophic impact on their development of future relationships. Victims of long-term S.A.M. may not understand that sex and relationships can be a positive element of growing up and adulthood, and this lack of understanding or general disinterest in forming healthy romantic relationships can lead to feelings of being “the odd one out” or might make the victim feel ‘unusual’ for not having the same emotions as their peers.

These confused emotions can lead to other psychological effects. Many victims of S.A.M. suffer from depression and anxiety, and many other mental health issues, including low self-esteem, lack of confidence, eating disorders, obsessive behaviors, and aggression. To deal with these problems, victims may turn to unhealthy coping mechanisms such as self-harm, excessive alcohol consumption and taking drugs. Suicide is not ruled out as a long-term effect of S.A.M.

([Smart Horizons](#))

## WHAT TO DO IF ABUSE OCCURS?



- Stay calm. Do not react passionately.
- Listen with attention and respect.
- Accept their version and tell them you believe them.
- Don't doubt what you're told.
- Reassure them they are safe, and you won't let anything happen to them because they've talked with you.



- The victim trusts you.
- Assure them of your loyalty and appreciation.
- Congratulate the child for having the courage to speak up.
- Tell them you understand it was probably hard to talk about.



- Let them know they can count on your support.
- Don't over promise. Example: "You'll never have to see that person again."
- Take them seriously, even though it may be difficult to believe the accused could do what the child says.
- Protect the victim in order to avoid another assault.
- Reassure the minor he or she is not to blame.
- Do not share this confidence with persons not related directly with intervention.



- Don't try to justify the aggressor.
- While we want justice, our priority is that the victim is safe and protected.
- Your forgiveness does not justify silence.
- More information will be needed to report, but as a "first responder" simply receive what the victim reports to you. You might say, "Tell me more" if the victim appears willing to talk.



- Know that in order to face the shame or pain produced by S.A.M. it may be necessary to ask for help from a professional both for the parents as well as the victim.

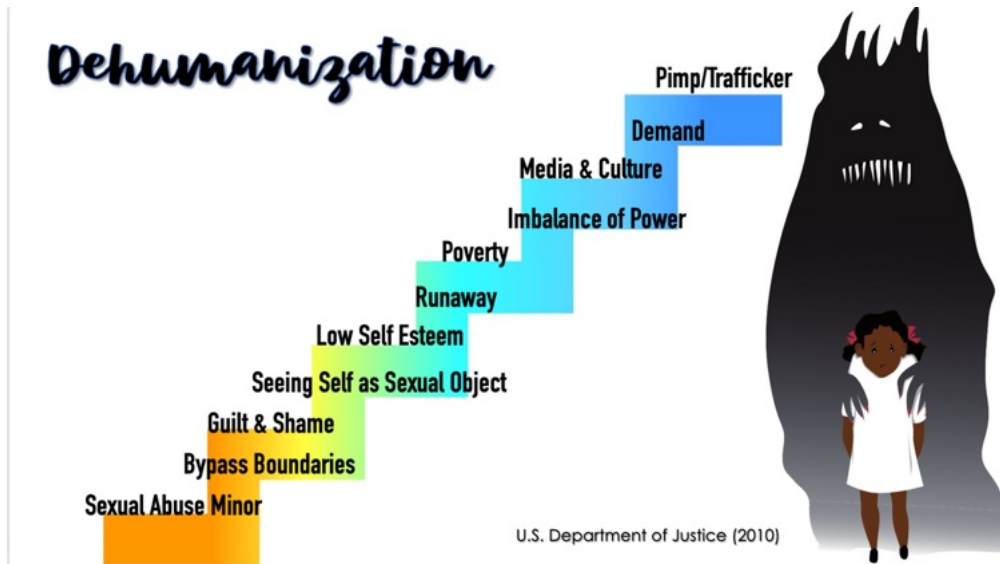
Phone numbers to call: (Look up some local phone numbers and write them below.)

## PARENTS FOR PREVENTION

### MODERN DAY SLAVERY:

50 million \_\_\_\_\_ (GSI)  
 60% are female (UNODC)  
 35% are \_\_\_\_\_. (UNODC)  
 \_\_\_\_\_ are sex slaves (UNODC)

The Department of Justice in the U.S. traced the progression between the sexual abuse of minors (SAM) through the process leading them to commercial sexual exploitation, which if a minor is involved it is automatically considered human trafficking.



**STATS:** According to Lauren’s Kids, 1 in 3 girls and 1 in 5 boys are a victim of SAM. Every 9 minutes child protective services substantiates, or finds evidence for, a claim of sexual abuse of a minor (victimsofcrime.org). Children are most vulnerable to sexual abuse between the ages of 7 & 13. The lifetime cost of sexual abuse of minors in the U.S. is \$9.3billion (C.D.C. 2015).

Research tells us that 95% of SAM is preventable through education (Child Molestation Prevention and Research Institute).

**DEFINITION OF SEXUAL ABUSE OF A MINOR (SAM):** Any sexual activity not age-appropriate, with or without \_\_\_\_\_, with or without \_\_\_\_\_; between an adult and a minor (or between two minors when one is \_\_\_\_\_, \_\_\_\_\_ or more \_\_\_\_\_) when the perpetrator uses the minor to sexually stimulate him or herself, the victim or a third party.

- SIGNS:**
- change in sleep patterns
  - change in eating patterns
  - change in social interaction
  - generalized fear and anxiety
  - specific fixation on a place or person to avoid
  - low academic performance
  - developmental regression

93% of perpetrators are someone the minor \_\_\_\_\_, \_\_\_\_\_ & trusts.

More than two of every three cases of all sexual assault go unreported (rainn.org)

indifference  
acceptance



Source: UNICEF



**HOW TO TALK TO HELP KIDS TELL:**

1. Start by \_\_\_\_\_.
2. Even if it's hard to accept; even if you don't know what to say: \_\_\_\_\_ and say, "Tell me more."
3. Say, "It's not your fault. I \_\_\_\_\_ you."
4. Get professional help. Don't do this alone.

**PREVENTION IS POSSIBLE. Most prevention strategies include these four elements:**

- 1. Body Knowledge    2. Emotional Intelligence    3. Human rights    4. Healthy attachment**

Private parts,  
public parts.

Anatomical  
names.

How does my  
body work?

My emotions  
are important.

My emotions  
protect me.

My emotions  
impact my  
body.

I can decide  
who I want  
close.

I can say NO!

I can talk  
about my  
feelings.

Active  
listening  
combined with  
firm, yet kind  
instruction,  
will build  
resilience.

Affection is something we give away,  
not something stolen from us.

C. Marroquín

## DIDACTICS FOR PREVENTION AMONG MINORS

**RESPONSIBLE ADULTS:** Adults who are close to children are responsible for protecting them from risky situations and knowing what to do when a child is not safe.

If we are to effect sustainable transformation in our communities, it is imperative we engage **PARENTS**. They are the key to stemming the tide of adverse childhood experiences (see Talk 6). They are our priority when visiting schools and other public forums. (“Parents for Prevention” is the first talk we take into schools. It is our strategy to NOT distribute literature among children until we have begun conversations with their teachers, parents, and other responsible adults.)

### What Kids Need to Know:

3-5 years old	6-8 years old
Body Awareness/ Anatomy:	Body Awareness/ Anatomy:
Privacy:	Privacy:
Safety:	Safety:

#### CHILDREN FLOURISH with

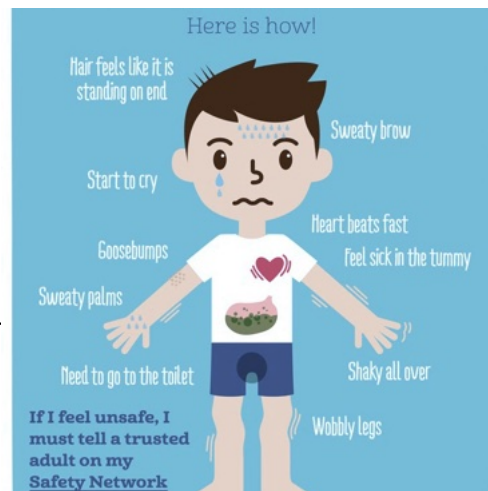
- Spontaneity
- \_\_\_\_\_
- Inclusion
- \_\_\_\_\_

#### FACILITATORS need to be:

- \_\_\_\_\_
- Positive
- \_\_\_\_\_
- Creative

We teach 4 basic rules, but always reinforce with story, play, music, art ...

1. Body Awareness (private parts / public parts)
2. Emotional Intelligence (recognizing how I feel is important.)
3. Human Rights (I can say “NO!” , getaway, and use my voice.)
4. Healthy Attachment (I can identify a safe adult w/ cares about me and will listen and believe me.)



## **JOHNSON-GLENBERG’S THEORY OF EMBODIED COGNITION:**

We will practice using a loud voice, taking a certain position, using words that are clear, and moving with the children. They don’t know it, but we are using science to protect them: Johnson-Glenberg’s theory of embodied cognition.

Purposeful planned movement is putting into practice this theory. As Lindgren and Johnson-Glenberg say, “cognitive processes involved in learning, such as conceptual development and comprehension, are built upon a foundation of physical embodiment” (Lindgren & Johnson-Glenberg, 2013).

Hostetter and Alibali (2008) note that the tight coupling of motor and perceptual processes that is important for physical interaction with the world is also important for forming mental representations of the world. So, when it comes to learning vocabulary, using movement and gestures has the potential to increase learning.

Adding a kinesthetic connection can help students create a mental image of abstract concepts and strengthen the way they think about or understand those concepts (Block, Parris, & Whiteley, 2008; Goldin-Meadow, 2010). When students create a movement while they explain the meaning of that movement, for instance, they build conceptual understanding, which enriches their schema. Brain researcher John Medina (2008) notes that “when touch is combined with visual information, recognition learning leaps forward by almost 30%.” ([ascd.org/el/articles/move-it-or-lose-it](http://ascd.org/el/articles/move-it-or-lose-it))

## **PRINTED TOOLS PROTECT ME PROJECT USES**

1. Together for Prevention (T4P). This is our graphic novel for children 3-8 years of age useful for teaching small children body awareness (public and private parts) and their right to speak up. It models safe and open communication within the family.
2. My Personal Safety Workbook (MPSW). A workbook suitable for 8-11-year-olds which contains the UN’s Declaration of Children’s Rights and offers exercises to
  - a) recognize and express emotions
  - b) safe and unsafe touch
  - c) identify our trusted adults
  - d) recognize risky situations and
  - e) speak up about them.
3. PornoFREE. A flip book for adolescents which address prevention of pornography consumption and porn’s relationship to sex trafficking.
4. Flyers on topics such as bullying, cyber-bullying, sexting and sextortion, consent and grooming.

## **SUGGESTED INGREDIENTS IN A PREVENTION EVENT FOR 3-8-YEAR-OLDS:**

1. Opening song (My Body)
2. Game (Try out the “How are you feeling?” - Emoji game or Stoplight Game)
3. First story: dramatization/puppets/read aloud/video, summary questions, emphasis: no one can touch, see, tickle or take pictures of my private parts.
5. Activity: Body puzzle or coloring page
6. Second story: puppets/read aloud/video, summary questions.
7. Song

## THE ADOLESCENT BRAIN: DEVELOPMENT AND RISKS

This age group is proven to be the most vulnerable to grooming, recruitment, and exploitation. By grasping a better understanding of how the adolescent brain works, we believe our volunteers can better strategize to prevent commercial sexual exploitation of minors (CSEM).

95% of our brain is fully developed by the time we reach adolescence. The final 5%, the \_\_\_\_\_ lobe, develops and “comes online” beginning in adolescence and maturing somewhere in the mid-twenties.

According to Dr. Frances Jensen, the adult brain differs from the teenage brain in two main ways: It has a higher number of \_\_\_\_\_ (communicators). For this reason, teens learn faster than adults. They have greater synaptic plasticity (think flexibility and impressionability) which allows for greater retention.

The adult brain is “fully connected” while areas of the teenage brain have not yet “come online”. This process of connecting the various regions of the brain is called **myelination** and this occurs from \_\_\_\_\_ to front. The last zone to “come online” is the frontal cortex.

The prefrontal cortex controls:

1) \_\_\_\_\_, 2) \_\_\_\_\_, 3) \_\_\_\_\_, 4) \_\_\_\_\_.

**“Teenagers can become addicted harder, stronger, longer and faster than adults.”** Brainfacts.org

### Hank Green and the Sci Show:

Some examples of the effects hormonal changes have during adolescence are hair growth, body shape, sex drive and a change in sleep patterns. The teenager is also affected by changes in his and her brain. *Study more: myelination, synaptic pruning, amygdala, pre-frontal cortex, nucleus accumbens*

*“A jacked up, thrill seeking, impulse combined with an exquisite pang of peer pressure, plus a new driver’s license and new sex parts and access to substances can lead to some not-good- results.”*

**“The Teenage Brain Explained” (YouTube)**

**BULLYING:** unwanted, aggressive behavior...that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time (stopbullying.gov) and are intended to cause pain, harm, or injury to another person.

Bullying can present as:

- **Physical:** hitting, kicking, pinching, punching, scratching, spitting on or any other physical attack. Damage to or taking someone's belongings may also constitute bullying.
- **Verbal:** name calling, insulting, making racist, sexist, religious and other prejudicial remarks, teasing, using sexually suggestive or abusive language, offensive remarks
- **Social:** leaving someone out on purpose, spreading rumors, telling someone to not be friends with another kid, embarrassing someone, etc.
- **Cyber:** any type of bullying carried out via electronic medium

**READ MORE:**  
Interesting article on loving a bully and what bullying is:  
<https://genmindful.com/blogs/mindful-moments/three-ways-to-love-a-bully>

### TOP TEN FORMS OF CYBERBULLYING

(Kasper Sky Lab)

1. Exclusion	6. Fake Profiles
2. Harassment	7. Dissing
3. Outing	8. Trickery
4. Cyberstalking	9. Trolling
5. Fraping	10. Catfishing

### Special Concerns of Cyberbullying for Parents and Teachers to consider:

1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_

**SEXTING:** Sex by texting.

The Risks:

1. Publishing images without consent of owner can lead to other crimes like \_\_\_\_\_, sextorsion or \_\_\_\_\_.
2. Geo-localization & physical access to the minor.
3. Harassment by pedophiles.

Why?

1. Because of ignorance of the real and potential consequences.
2. To impress or receive affirmation.
3. To \_\_\_\_\_ a romantic relationship.
4. Need for applause, praise, or to stand out based on physical appearance.
5. Because explicit sexuality has been normalized.

**GROOMING:** the process of preparing a potential victim for sexual abuse. The phases:

1. Selecting a Victim: \_\_\_\_\_
2. Gaining Access: \_\_\_\_\_
3. Developing Trust: \_\_\_\_\_
4. Desensitization and Abuse: \_\_\_\_\_
5. Maintenance Behaviors: \_\_\_\_\_

**Our adolescents need:**

1. Reliable information about their bodies
2. Opportunities to take risks, discover what they're passionate about, develop their identity, express empathy in practical ways and explore new relationships
3. A trusted adult with whom they can process
4. A peer group with whom they can navigate this remarkable time in life

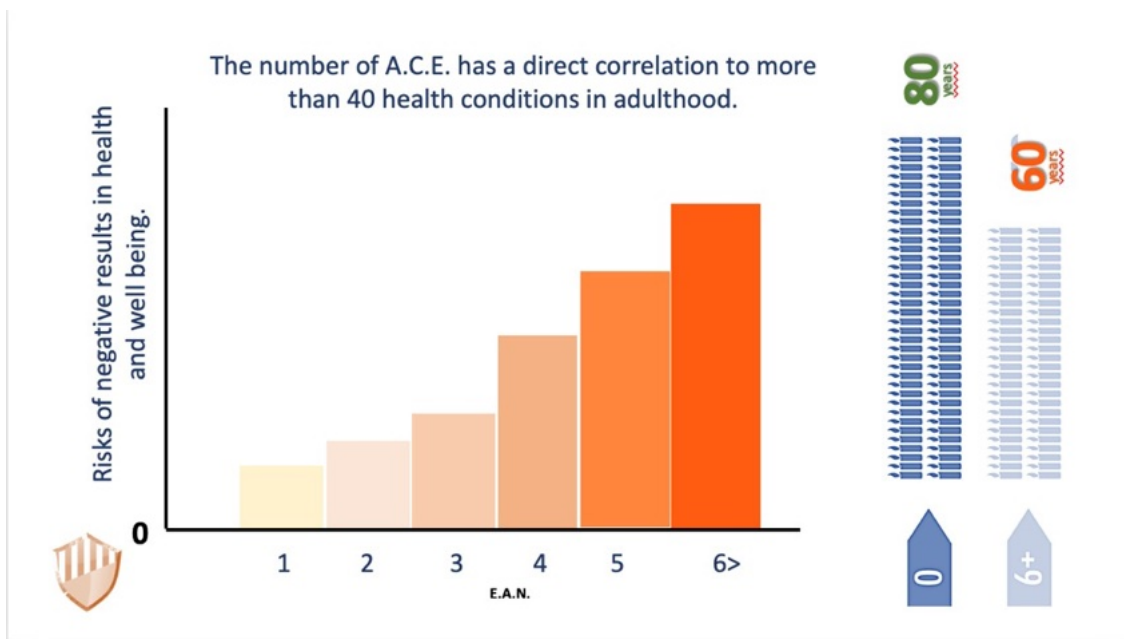
## TRAUMA-INFORMED ACTIVISM

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Adverse Childhood Experiences (ACE)** are highly stressful events or situations which occur during our formative years. The Adverse Childhood Experience (ACE) quiz was applied to 17,500 adult individuals. Each one was given a complete physical exam as well. The two aspects of data were compared. The results point to clear evidence tying ACEs to a broad spectrum of social ills and health problems among adults.

MY A.C.E. SCORE: \_\_\_\_\_

The quiz focusses on three areas of adversity during childhood: abuse, neglect, and family dysfunction. These areas influenced adult behavior and physical health.



**Definition of trauma:** A wound and/or emotional shock, accompanied by feelings of \_\_\_\_\_ or \_\_\_\_\_ which produce physical, psychological, and relational harm, and can either be temporary or lasting. The most common types of trauma are acute, chronic, and complex trauma.

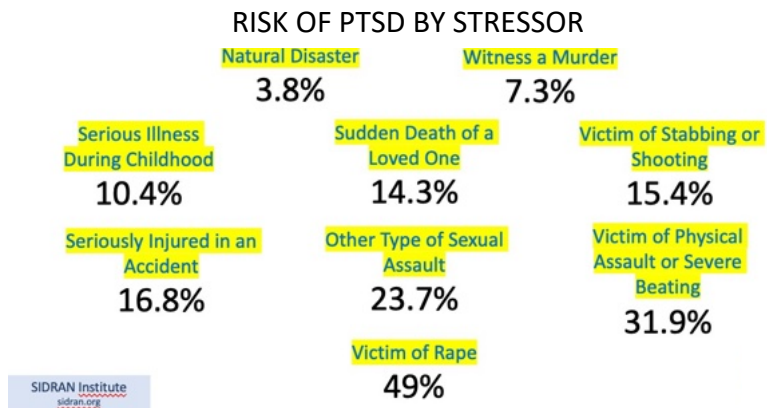
Our bodies and minds react to traumatic events through Trauma Responses. These are often automatic but can be learned over time if someone has experienced a series of traumas. The four trauma responses are: A) \_\_\_\_\_, B) Flight, C) \_\_\_\_\_, D) Fawn.

These reactions are activated in two ways:

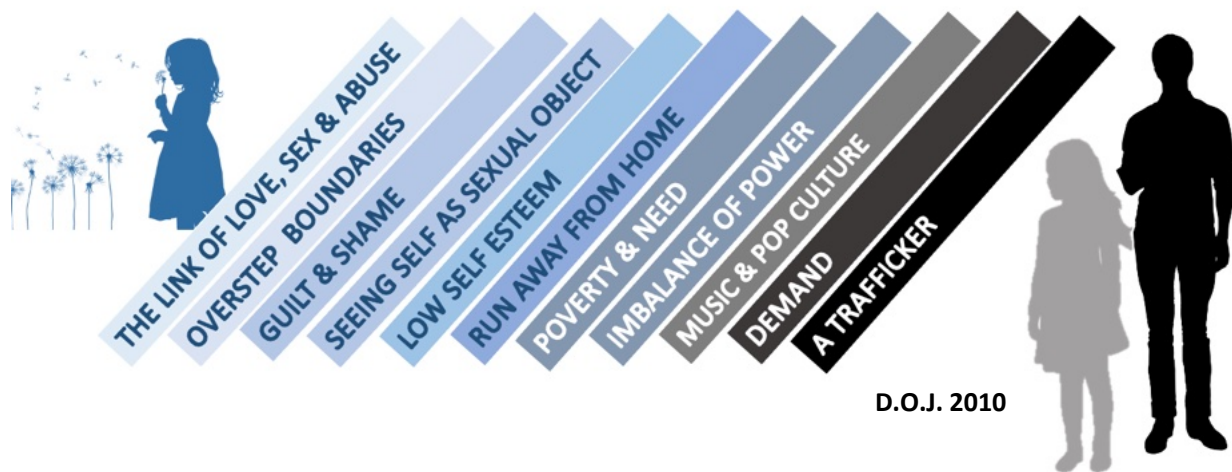
1. Hyperactivation: marked by physiological and psychological stress with the following effects: anxiety, fear, insomnia, fatigue, personality disorders.
2. Hypoactivation/dissociation: marked by inaction in a stressful situation.

**POST TRAUMATIC STRESS DISORDER (PTSD):**

A condition of persistent mental and emotional stress occurring as a result of injury or severe psychological shock, typically involving disturbance of sleep and constant vivid recall of the experience, with dulled responses to others and to the outside world. Once known as “shell shock” or “battle fatigue” among soldiers in war. The term was first coined by therapist and survivor Pete Walker, who wrote about it in his groundbreaking book “Complex PTSD: From Surviving to Thriving” (2013).



**THE DISTANCE BETWEEN SEXUAL ABUSE OF MINORS AND SEX TRAFFICKING**



At what point can we intervene to help this child? \_\_\_\_\_

When is the optimal time? \_\_\_\_\_

Why? \_\_\_\_\_

Protect Me Project is Dedicated to Prevention. We promote:

1. Healthy sex ed from home.
2. An atmosphere of protection and sexual equality.
3. Prioritizing education and reaching our potential as human beings.
4. Open communication among adults, boys, girls and adolescents.
5. Communities which value play, a strong work ethic and the expression of our faith.
6. Access to information for all.

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### **LOOK INTO IT (ORGANIZATIONS)**

Hotchocolatetalk.org

Netsmartz.org.

Endexploitation.org

Missingkids.org

Intoxicatedonlife.com

Authenticintimacy.com

Commonsense.org

Barbara Sinatra Children's Center

SaferSmarterKids.org

Ftnd.org

Polarisproject.org

Java With Julie (podcast)