

## OCCUPATIONAL PROFILE

# HIGH SCHOOL TEACHER



### MEET WENDY, A HIGH SCHOOL TEACHER.

Wendy is a high school history teacher. She is very engaged with her students and with her school. Wendy has a **multi-disciplinary team** meeting before school regarding a student in one of her classes. One of her students has been placed in foster care and has been struggling academically. Wendy recently learned about human trafficking in her local community, and how youth in foster care are especially vulnerable. So she came prepared to the meeting to share that information with the team, and **advocate** for her student to ensure that all the resources he needs are available and utilized.

Wendy's morning classes are studying the issue of slavery during the 19th century. Wendy wants her students to know that while slavery may have been addressed with the 13th Amendment, it is still ongoing today. Wendy reviewed several available curriculums that addressed the issue of human trafficking. Some **curriculums** were about slavery and human trafficking, some were about a singular form of human trafficking, and some were focused on general awareness.

After reviewing curriculums and consulting with her school principal, she chose a plan with multiple lessons, a **service-learning component**, and a discussion of slavery both historically and today.

As a follow-up to the curriculum, Wendy and the student civic league club she advises invite the local Task Force to speak at a **school assembly** program about human trafficking today and how it appears in their community. They also learn about **internet safety**, and how they can keep students on campus safe as well as equip students to know the tactics and ploys that are currently used by traffickers at places in the community where students gather.

Wendy was able to incorporate tools and programs into her everyday routine to make a difference in her students lives.

**YOU  
CAN  
TOO!**

After learning that schools are a place where students may be recruited into human trafficking or may be showing signs of exploitation, her school responded by creating a **response protocol**. Their protocols require all personnel to be trained, from school resource and truancy officers, to school nurses, to administrators to teachers on what to do if they suspect or have a student report to them.

The **student club** decides to host fundraisers, rally in-kind donations for local organizations, and volunteer on a special service project in the spring to help a local restoration home paint the walls and plant flowers at their new building.

Wendy is able to **incorporate** tools and programs that already exist into her everyday routine to educate and empower students, identify potential trafficking situations, and mobilize her community.

## RESOURCES FOR YOU

Most child victims of human trafficking in the US are students in school systems. No community or school is immune. Teachers, administrators, and school staff are uniquely positioned to identify, report, and help students who are at-risk or may be victims of human trafficking. And as schools are at the heart of every community, they can help mobilize the entire community to engage.

As a professional, you can make a big difference with simple additions to what you are already doing every day! Consider the following:

- Learn the signs of human trafficking, particularly as it relates to students. Get the essential and critical knowledge about commercial sexual exploitation of children (CSEC) that you need with the Justice U™ CSEC Series. Earn your certification today at [learnwithjusticeu.com/csecseries](https://learnwithjusticeu.com/csecseries).
- Program the National Human Trafficking Hotline (888-373-7888) into your mobile device, post free flyers with the contact information in your schools, and include a link to the [humantraffickinghotline.org](https://humantraffickinghotline.org) on your social media and website so that you and your students and families can report suspicious activity or get help.
- Understand how trafficking presents itself in schools ([safesupportivelearning.ed.gov/human-trafficking-americas-schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)).
- Incorporate grade-level materials about human trafficking in social studies, health, and other subjects. Many educational curriculums are available.
- Partner with local law enforcement or anti-trafficking task force to create identification and reporting protocols in your school.
- Educate students on internet safety using Netsmartz K-12 plans [netsmartz.org/Educators](https://netsmartz.org/Educators).
- Empower students to do service or research projects about human trafficking and vulnerable populations. Support students as they seek to educate their peers and the community. The resources, action kits, and more available at [engagetogether.com/students](https://engagetogether.com/students) will help!
- Discover what resources your community has available to wrap around youth and families facing vulnerabilities, especially youth in foster care, students living in poverty, and youth who have experienced loss.



# YOU ARE UNIQUELY POSITIONED TO MAKE A DIFFERENCE.

DISCOVER HOW.

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