

HHT for Children Lesson 8 – GOOD PICTURES, BAD PICTURES – Dangerous items



HHT for Children Lesson 8 – GOOD PICTURES, BAD PICTURES – Safe food



HHT for Children Lesson 8 – GOOD PICTURES, BAD PICTURES – Good or Bad



HT 9 for Children Lesson 9.1 – GOOD PICTURES, BAD PICTURES **(What is pornography? What is an Addiction?)**

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Recognize good and bad pictures.
Practice	2. Recognize what is addiction.
Overview	This is lesson on preventing pornography and part of the Human Trafficking manual. This lesson is adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA and it is recommended for porn-proofing Today's Young Kids for 7-12 years old.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, magazine, big piece of paper or cardboard, pencils, coloring markers and masking tape • Handouts: <i>5 tips for using Good Pictures Bad Pictures, Tips for Parents and Caregivers</i>

LESSON

60 minutes

Starter:

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when the boy is speaking or the mum is. Turn one page at a time and show only what you are talking about, to keep children's interest in what will come next.

START with "Say Hello to..." the main characters. Follow with the next section. After reading each section, ask questions to ensure they pay attention and understand the story. You can ask, "Who are the main characters in the Home story?" after reading the first part. Let them think about their relationship with their family, and ask if they have all the things they need, or if they go to school. Pass the page and move on to the next text or chapter.

After reading each page, stop to discuss it and let the children answer. The following questions can be asked and discussed as the chapter is read or when the reading of the chapter is concluded.

1. What is Pornography? (15 minutes)

Instructions: Read the first chapter of the book and then ask the following questions.

Pornography means harmful pictures of people with little or no clothing on. Looking at it can cause two opposite feelings at the same time. Viewing pornography is dangerous because it can hurt my brain.

- A. Why is it important to keep private parts private?**
 - To protect us
- B. What different feelings can seeing pornography cause?**
 - Feels wrong or weird
 - Feel embarrassed or even sick to their stomach

- Pornography is designed to feel our body excited and even feel really good for a short time. But that is only tricking our brain and leading to a big problem.

C. What are the three ways pornography can hurt my brain?

- Teaches that a person's body is an object to use instead of a whole person who deserves to be treated with love and respect.
 - Pornography is harmful because it teaches lies. A lot of pornography shows people being mean and acting like it is fun. Hurting people is not fun!
 - It can become a bad habit or even a serious addiction.
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2. What is an Addiction? (15 minutes)

Instructions: Read the chapter in a large group and then discuss the following questions.

People can become addicted to behaviors like gambling and pornography as well as substances like drugs and alcohol. An addiction is like being trapped in a very bad habit. People with addictions often make poor choices and lie to cover up their addiction.

A. What is an addiction?

Instructions: Discuss in a large group.

- *Is like a powerful habit that is so strong most people who suffer from an addiction feel they cannot quit*
- *It feels like a trap they cannot escape from*
- *Harmful behavioral pattern*
- *A chronic disease of the brain's reward system*

B. What kinds of things can people become addicted to?

Instructions: Discuss in a large group.

- Alcohol, drugs
- Bad pictures, pornography
- Gambling
- Cigarettes

C. Why are addictions harmful?

- To cover up addiction people lie to those they love
 - They can lose their interest in relationships, school, hobbies and even having fun
 - They start hurting those they love
 - They can't think about anything else just the addiction
-

3. Activity – The Coping and Rewards Collage (20 minutes)

Instructions: Have the children brainstorm and make a list of ideas of things that bring them pleasure, fun, comfort or excitement. Tell them that they can always add more to the list at any time, just as they can add to their collage at any time as well.

Have on hand a large selection of magazines for finding pictures and ideas. Consider providing magazines that include images of foods, activities, and kid-friendly content in general. Ideally, the magazine selection will not only be a place to harvest ideas that are already in the child's mind but

also provide fuel for new ideas. On a large piece of paper or cardboard, have the children create a collage of things that make them happy and excited. If you don't have access to a magazine encourage children to draw in one paper all the activities they like. Allow children to share it with the group. An added benefit of the Coping and Rewards Collage intervention is that adults and children can discuss images in the magazine and remark on what may make some of the images pleasant and appropriate, i.e., "Good Pictures".

Conclusions and Take-Away (10 minutes)

Instructions: Discuss in large group

- A. What did we discover in this lesson?
 - B. What will we do with what we discovered in this lesson?
 - C. Pray together.
-

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HHT for Children Lesson 9.1 – GOOD PICTURES, BAD PICTURES – 5 TIPS FOR USING THE BOOK

1. **Go at your own pace** – read it one chapter at a time or the entire book at once – it is up to you and your children.
2. **Encourage questions** – discussing the questions will help children understand and internalize the important concepts taught in each chapter. Of course, kids often come up with their own questions, and some are doozies! If one stumps you, it is OK to say, “That is a great question! Let me think about it and get back to you.” Then visit DefendYoungMinds.com for more answers to your most difficult questions! Remember, it is never a one-and-done conversation when it comes to porn.
3. **Use your own stories and vocabulary** – feel free to expand upon analogies or use stories from your own life to clarify concepts.
4. **Remain calm** – if any child reveals a past exposure to porn, see this as a sign of trust. It is an opportunity to discover, possibly over several conversations, how much pornography they have been exposed to. Get more help by downloading our e-book *My Kid Saw porn – Now What?* At DefendYoungMinds.com
4. Don't miss the **Tips for Parents and caregivers at the next handout!**

HHT for Children Lesson 9.1 – GOOD PICTURES, BAD PICTURES – TIPS FOR TRAINERS

Become children's go-to expert! – teach them to ask you instead of their friends or the internet when they have a question or hear a word they don't understand. Many kids get pulled into porn when they search for the definition of sexualized slang.

Remember that children are not bad if they are intrigued by pornography! – it is biologically normal for kids to want to see nude pictures. It is not shameful to be curious – but it can be dangerous. Use kindness to educate and persuade children to take good care of their brains and body by turning away from pornography.

Teach your child how to “forget” bad pictures. – pornography makes very powerful memories in a child's mind! That is why our kids need their parent's, caregivers or trusted adults' help. “Forgetting” or neutralizing pornographic images is simple but takes practice and guidance. Essentially, a child needs a plan to create a new neural pathway away from the memory of pornography. Here is how:

- Help your child identify a fun or exciting activity they love. Maybe it is a song, a funny part of a movie, a toy, or a physical activity. It can be anything they enjoy that helps to distract them.
- - teach your child to think about that special activity whenever a bad picture pops up in their mind. Doing something physical that requires mental concentration can also help distract a child from focusing on the memory of the bad picture.
- -encourage your child to keep practicing. At first, their mind will naturally return to the strong memory of pornography. That is OK. Every time that happens, ask them to think of their special fun activity. It will take practice, but as they work at it, the bad memories will pop up less frequently and have less power over their mind.

Begin explaining sex earlier rather than later – the earlier you start the more comfortable these conversations will be. Teach kids what you believe is the purpose of sex before the porn industry poisons their minds with violence, rape scenes, child abuse, and other degrading acts. If your kids feel comfortable asking you questions about sex, they will be that much more resilient against pornography.

Teach kids never to take or share pictures of themselves without their clothes on. – sharing nudes (sexting) is a growing trend and even your children are being “sextorted” online to share nude photos and videos. Let us teach kids to reject this practice before it even starts!

Continue the conversation – help children develop an internal filter. Each talk will build their trust. Each conversation will increase their safety.

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HT 9 for Children Lesson 9.2 – GOOD PICTURES, BAD PICTURES ***(Feeling and Thinking Brain)***

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Know the difference between feeling and thinking brain
Practice	2. Recognize good and bad pictures. 3. Know how to respond to unsafe pictures and videos.
Overview	This is lesson on preventing pornography and part of the Human Trafficking manual. This lesson is adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA and it is recommended for porn-proofing Today's Young Kids for 7-12 years old.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, glass, water and masking tape • Handouts: <i>5 tips for using Good Pictures Bad Pictures, Tips for trainers, The Brain</i>

LESSON

60 minutes

Starter:

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when the boy is speaking or the mum is. Turn one page at a time and show only what you are talking about, to keep children's interest in what will come next.

START with "Say Hello to..." the main characters. Follow with the next section. After reading each section, ask questions to ensure they pay attention and understand the story. You can ask, "Who are the main characters in the Home story?" after reading the first part. Let them think about their relationship with their family, and ask if they have all the things they need, or if they go to school. Pass the page and move on to the next text or chapter.

After reading each page, stop to discuss it and let the children answer. The following questions can be asked and discussed as the chapter is read or when the reading of the chapter is concluded.

1. My Feeling Brain (15 minutes)

Instructions: Read the first chapter of the book and then ask the following questions. You can use images of the feeling brain from handouts.

My feeling brain is in charge of keeping my body alive. It makes me hungry, thirsty, and keeps my body at the right temperature. My feeling brain makes me want what it believes I need and then rewards me with feelings of pleasure for repeating those actions. But it's got one big weakness: it does not know right from wrong.

A. What three important jobs does the feeling brain do??

- Keeps you alive
- Gives feelings of pleasure

- Develop feelings

B. How does the feeling brain help keep me alive?

- Makes me hungry, and thirsty and keeps my body temperature right (sweating or shivering if needed)

C. What is the feeling brain's biggest weakness?

- Does not know right from wrong
-

2. My Thinking Brain? (10 minutes)

Instructions: Read the chapter in a large group and then discuss the following questions. You can use images of the thinking brain from handouts.

My thinking brain helps me solve problems, use self-control, and make smart choices between right and wrong, good and bad. By exercising my thinking brain, I can make it stronger and protect my brain from addiction!

A. What important jobs does the thinking brain do?

- *It helps solve problems*
- *Make plans*
- *Exercise self-control*
- *Can learn right from wrong*
- *Can help us to stop, think and make good decisions*

B. How can I make my thinking brain stronger?

- Practice and exercise the thinking brain
-

3. My Two Brains Work Together (10 minutes)

Instructions: Read the chapter in a large group and then discuss the following questions. You can use images of both brains from handouts.

Both of my brains are important. But as I grow up, I need to make sure my thinking brain is in charge because my feeling brain doesn't stop to think before acting. I can stay safe and make good choices by keeping my thinking brain in charge

A. Which of my two brains can make better decisions? Why?

- *My thinking brain*
- *Because know the difference between good and bad*
- *Because know the difference between right and wrong*
- *Can make plans and good decisions*

B. How do my thinking and feeling brain work together?

- It is like the right hand covering the left – first think and then act on the feelings

C. How can I keep my thinking brain in charge?

- Exercise the thinking brain

4. Activity – Too Much (15 minutes)

Instructions: Set a clear glass in a sink, bucket or large bowl. Explain to children that this glass represents life and choice in our lives. Have a large cup or two of water available.

Discuss how the “feeling brain” would have no idea when to stop pouring water into a glass. The “feeling brain” would simply pour the water in however if felt or did not feel like it, no rational thought would be involved. Tell the child to pour however much water they “feel like” pouring into the glass – to try and not think about it at all. (Most kids will overflow it and laugh!) You then can take a turn. Make sure to just add on to or create an overflowing mess! Discuss how the “feeling brain” is useful and why (feel free to refer to Chapter 3), but it can make a mess of things.

Empty the water from the glasses and refill the cups. Now, ask the children to put their “thinking brain” in charge. Challenge the children to pour the water just to the rim without going over. Remark how amazing the “thinking brain” is at judging things, such as water volume in how long and fast to pour. It is useful to review Chapter 4 to help children understand the role of the thinking brain.

Discuss how we are safest and happiest when both parts of the brain work together, as is discussed in Chapter 5.

Do the exercise one last time, but this time ask the child to think about how much water she or he feels like drinking, then think about how much it makes sense to pour and why. Allow the child to do one last pour and praise the work of both the feeling and thinking brains!

Conclusions and Take-Away (10 minutes)

Instructions: Discuss in large group

- A. What did we discover in this lesson?
- B. What will we do with what we discovered in this lesson?
- C. Pray together.

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HHT for Children Lesson 9.2 – GOOD PICTURES, BAD PICTURES – 5 TIPS FOR USING THE BOOK

1. **Go at your own pace** – read it one chapter at a time or the entire book at once – it is up to you and your children.
2. **Encourage questions** – discussing the questions will help children understand and internalize the important concepts taught in each chapter. Of course, kids often come up with their own questions, and some are doozies! If one stumps you, it is OK to say, “That is a great question! Let me think about it and get back to you.” Then visit DefendYoungMinds.com for more answers to your most difficult questions! Remember, it is never a one-and-done conversation when it comes to porn.
3. **Use your own stories and vocabulary** – feel free to expand upon analogies or use stories from your own life to clarify concepts.
4. **Remain calm** – if any child reveals a past exposure to porn, see this as a sign of trust. It is an opportunity to discover, possibly over several conversations, how much pornography they have been exposed to. Get more help by downloading our e-book *My Kid Saw porn – Now What?* At DefendYoungMinds.com
4. Don't miss the **Tips for Parents and caregivers at the next handout!**

HHT for Children Lesson 9.2 – GOOD PICTURES, BAD PICTURES – TIPS FOR TRAINERS

Become children's go-to expert! – teach them to ask you instead of their friends or the internet when they have a question or hear a word they don't understand. Many kids get pulled into porn when they search for the definition of sexualized slang.

Remember that children are not bad if they are intrigued by pornography! – it is biologically normal for kids to want to see nude pictures. It is not shameful to be curious – but it can be dangerous. Use kindness to educate and persuade children to take good care of their brains and body by turning away from pornography.

Teach your child how to “forget” bad pictures. – pornography makes very powerful memories in a child's mind! That is why our kids need their parent's, caregivers or trusted adults' help. “Forgetting” or neutralizing pornographic images is simple but takes practice and guidance. Essentially, a child needs a plan to create a new neural pathway away from the memory of pornography. Here is how:

- a. Help your child identify a fun or exciting activity they love. Maybe it is a song, a funny part of a movie, a toy, or a physical activity. It can be anything they enjoy that helps to distract them.
- b. - teach your child to think about that special activity whenever a bad picture pops up in their mind. Doing something physical that requires mental concentration can also help distract a child from focusing on the memory of the bad picture.
- c. -encourage your child to keep practicing. At first, their mind will naturally return to the strong memory of pornography. That is OK. Every time that happens, ask them to think of their special fun activity. It will take practice, but as they work at it, the bad memories will pop up less frequently and have less power over their mind.

Begin explaining sex earlier rather than later – the earlier you start the more comfortable these conversations will be. Teach kids what you believe is the purpose of sex before the porn industry poisons their minds with violence, rape scenes, child abuse, and other degrading acts. If your kids feel comfortable asking you questions about sex, they will be that much more resilient against pornography.

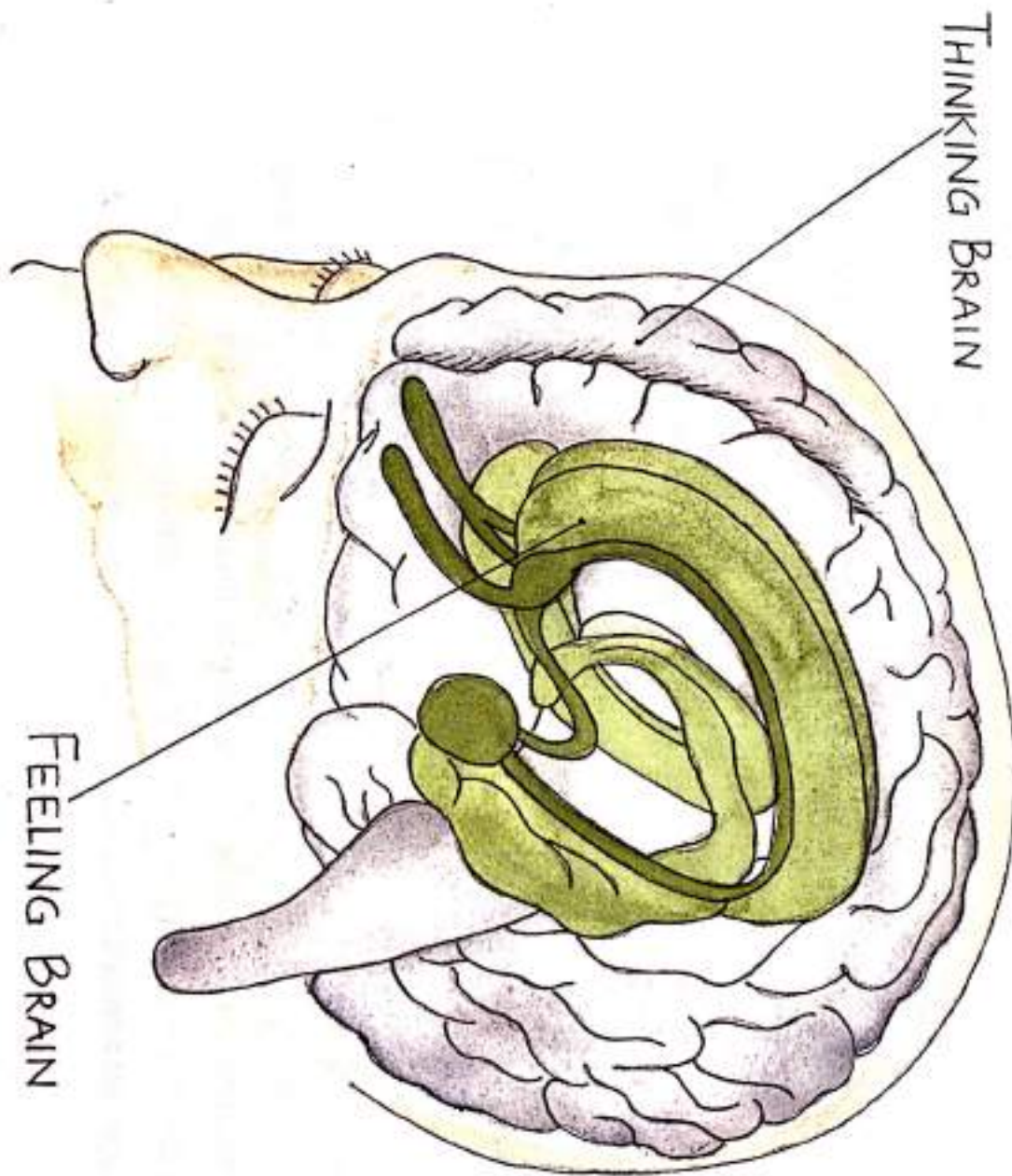
Teach kids never to take or share pictures of themselves without their clothes on. – sharing nudes (sexting) is a growing trend and even your children are being “sextorted” online to share nude photos and videos. Let us teach kids to reject this practice before it even starts!

Continue the conversation – help children develop an internal filter. Each talk will build their trust. Each conversation will increase their safety.

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HHT for Children Lesson 9.2 – GOOD PICTURES, BAD PICTURES – THE BRAIN



References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HT 9 for Children Lesson 9.3 – GOOD PICTURES, BAD PICTURES **(Brain’s Attraction Center; How Pornography Tricks the Brain into an Addiction)**

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Understand attraction center of brain
Practice	2. Recognize tricks of pornography on brain towards addictions
Overview	This is lesson on preventing pornography and part of the Human Trafficking manual. This lesson is adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA and it is recommended for porn-proofing Today’s Young Kids for 7-12 years old. Teach this lesson after 9:2 Feeling and Thinking Brain.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, coloring pencils, play dough, modeling compound, beads/coins, and masking tape • Handouts: <i>5 tips for using Good Pictures Bad Pictures, Tips for trainers, The Brain, Activities</i>

LESSON	60 minutes
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Starter:

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when the boy is speaking or the mum is. Turn one page at a time and show only what you are talking about, to keep children’s interest in what will come next.

START with “Say Hello to...” the main characters. Follow with the next section. After reading each section, ask questions to ensure they pay attention and understand the story. You can ask, “Who are the main characters in the Home story?” after reading the first part. Let them think about their relationship with their family, and ask if they have all the things they need, or if they go to school. Pass the page and move on to the next text or chapter.

After reading each page, stop to discuss it and let the children answer. The following questions can be asked and discussed as the chapter is read or when the reading of the chapter is concluded.

1. My Brain’s Attraction Center (10 minutes)

Instructions: Read the first chapter of the book and then ask the following questions. You can use images of the attraction center of the brain from handouts.

My attraction center is part of my feeling brain. It is extremely powerful because it has a very important job – to bring moms and dads together to create families. But pornography can trick my attraction center and turn it on too early before my thinking brain has the brakes to control it. That is why I need to turn away from bad pictures.

A. What job does the attraction center do?

- Bringing moms and dads together to create families

B. How does pornography trick the attraction center?

- It turns it on too early when my thinking brain has not yet developed the brakes to control these feelings and emotions
- Let the feeling brain be in charge

C. Why is it important for me to stay away from bad pictures?

- To allow time for my thinking brain to be stronger and develop control brakes for the feelings and emotions
 - Stop the out-of-control addiction run by feeling brain
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2. How does pornography trick the brain into an addiction? (10 minutes)

Instructions: Read the chapter in a large group and then discuss the following questions.

Memories of pornography can lead to intense cravings to see more pictures or videos. But the brain can quickly become bored. An addiction gets started when people search for new and more intense pornography in order to get their attraction center excited. To avoid an addiction, the thinking brain needs a plan.

A. How is an addiction to pornography the same as an addiction to drugs?

- We lost control
- We lie
- We lost everything and everybody else just to please the addiction

B. How is an addiction to pornography different from an addiction to drugs?

- The body can get rid of the drugs within a few days but the brain cannot get rid of pornography

C. How does addiction grow and get worse?

- The attraction center produces intense cravings to look for new things and because the brain is easily bored with old stuff and excited by the new stuff we satisfy the craving with new stuff.
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3. Activity (30 minutes)

A. Globe Drawing

Instructions: Provide the outline of a globe on a large sheet of otherwise blank paper. Explain to the children that you would like them to imagine that this globe represents being trapped in addictions. Instruct the children to draw themselves in the globe with the addiction.

Afterwards, ask children to create images or written representations of the many things that they may miss out on if they become addicted to pornography.

If children already struggle with pornography, change your direction and verbiage to reflect that this is meant to be an artistic rendering of their real-life struggles.

As always, avoid making any assumptions out loud to children regarding what the drawing means to them, but rather invite them to interpret their art for you.

B. Play Dough imprints

Instructions: Have a large canister of play dough or other modeling compound available and ready to use. Invite children to manipulate the compound into a shape that reminds them of a brain (or ball).

Take a few coins/beads and have the children press them into the modelling compound one by one. As the children are doing this, help them recognize how the imprints are now fixed into the compound.

Discuss how the more imprints that are made by the images on the coins, the less the compound looks like the healthy clean brain you sculpted.

Discuss how even though the imprints are hurting the brain, the brain will send messages that create a desire for more and more of the harmful images.

Further, discusses how the brain space is being dominated by unwanted images, and that these can mark and damage the physical health of the brain over time. Addiction literally changes a healthy brain into an unhealthy one.

Finally, have the child work to repair the compound in a brain shape. Discuss how, with a lot of hard work over an extended period of time a brain can heal from addiction with help from others. Explain that protecting your precious brain from addiction allows a person to grow up with more freedom to make positive choices.

Conclusions and Take-Away (10 minutes)

Instructions: Discuss in large group

- A. What did we discover in this lesson?
- B. What will we do with what we discovered in this lesson?
- C. Pray together.

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HHT for Children Lesson 9.3 – GOOD PICTURES, BAD PICTURES – ACTIVITIES

GLOBE DRAWING

The Globe Drawing intervention aims to help children better understand the isolative and hurtful nature of addiction. The image of the child alone in the globe is powerful. Addiction disrupts healthy attachments and prevents emotional closeness and intimacy with others. It hinders all relationships, as addiction takes the place of spending time with friends, family or even pets.

Instructions: Provide the outline of a globe on a large sheet of otherwise blank paper. Explain to the children that you would like them to imagine that this globe represents being trapped in addictions. Instruct the children to draw themselves in the globe with the addiction.

Afterwards, ask children to create images or written representations of the many things that they may miss out on if they become addicted to pornography.

If children already struggle with pornography, change your direction and verbiage to reflect that this is meant to be an artistic rendering of their real-life struggles.

As always, avoid making any assumptions out loud to children regarding what the drawing means to them, but rather invite them to interpret their art for you.

Examples of feedback and questions:

- I notice your pets are outside of the globe. Tell me more about that.
- It looks like there is another person in the globe with you. Who is that? Will you tell me about them and why they are there?
- You did a wonderful job on this. How did it feel to do this activity?

PLAY DOUGH IMPRINTS

Chapter 7 discusses the concept of addiction, and briefly describes how addiction can affect the brain. This intervention helps children understand this through an engaging and hands-on experience using a modelling compound. Pressing coins/beads into the compound creates lasting images and helps children and teens understand how memories of pornographic images and videos tend to last in the brain and can make the brain less healthy over time.

Instructions: Have a large canister of play dough or other modeling compound available and ready to use. Invite children to manipulate the compound into a shape that reminds them of a brain (or ball).

Take a few coins/beads and have the children press them into the modelling compound one by one. As the children are doing this, help them recognize how the imprints are now fixed into the compound.

Discuss how the more imprints that are made by the images on the coins, the less the compound looks like the healthy clean brain you sculpted.

Discuss how even though the imprints are hurting the brain, the brain will send messages that create a desire for more and more of the harmful images.

Further, discusses how the brain space is being dominated by unwanted images, and that these can mark and damage the physical health of the brain over time. Addiction literally changes a healthy brain into an unhealthy one.

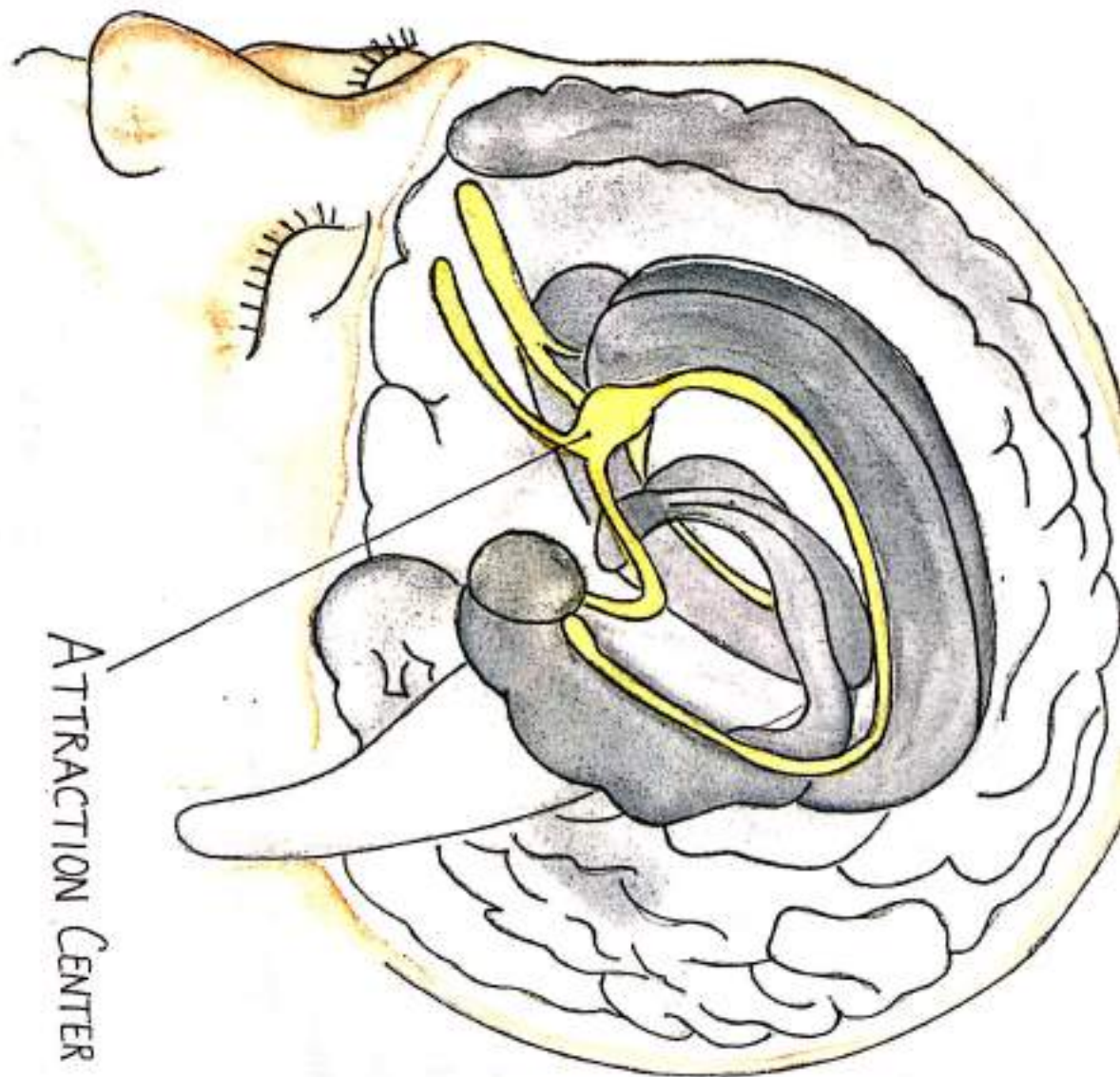
Finally, have the child work to repair the compound in a brain shape. Discuss how, with a lot of hard work over an extended period of time a brain can heal from addiction with help from others. Explain that protecting your precious brain from addiction allows a person to grow up with more freedom to make positive choices.

As a follow-up with these children, it is important to discuss not only how the brain can be harmed and damaged, but how it is capable of healing as well. Assure these children that by resisting pornography over time, the brain can become healthy again, and the “imprints” will become less and less noticeable and impact the brain less and less.

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HHT for Children Lesson 9.3 – GOOD PICTURES, BAD PICTURES – ATTRACTION CENTER



References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HT 9 for Children Lesson 9.4 – GOOD PICTURES, BAD PICTURES **(Can Do Plan, Escaping poison of pornography)**

Knowledge After working through this lesson, participants will be able to
Attitude 1. Understand and learn Can Do Plan in the thinking brain
Practice 2. Learn the action Can Do Plan
 3. Recognize the poison of pornography and the ways of escape

Overview This is lesson on preventing pornography and part of the Human Trafficking manual.
 This lesson is adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to
 Protect Yung Minds by Kristen A. Jenson, MA and it is recommended for porn-proofing Today's
 Young Kids for 7-12 years old. Teach this lesson after 9:3 Brains Attraction Center &
 Pornography's tricks into Addictions

Materials *Collect these items before beginning the lesson:*
 • Poster-size paper, markers and masking tape
 • Handouts: *5 tips for using Good Pictures Bad Pictures, Tips for trainers, Activities, CAN DO Plan, Cheering family and friends*

LESSON 60 minutes

Starter:

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when the boy is speaking or the mum is. Turn one page at a time and show only what you are talking about, to keep children's interest in what will come next.

START with "Say Hello to..." the main characters. Follow with the next section. After reading each section, ask questions to ensure they pay attention and understand the story. You can ask, "Who are the main characters in the Home story?" after reading the first part. Let them think about their relationship with their family, and ask if they have all the things they need, or if they go to school. Pass the page and move on to the next text or chapter.

After reading each page, stop to discuss it and let the children answer. The following questions can be asked and discussed as the chapter is read or when the reading of the chapter is concluded.

1. My Thinking Brain's Can Do Plan (20 minutes)

Instructions: Read the first chapter of the book and then ask the following questions. HAVE PREPARED CAN DO PLAN – while you are discussing answers to the following questions.

Because pornography is tricky and might take me by surprise, I need a plan. I can do the first three steps of the CAN DO Plan any time I see a bad picture. Whenever a memory or pornography pops back up in my, I can practice the last two skills to help me focus on something else and keep my brain safe!

- A. What are the 5 points of the CAN DO Plan?** Encourage children to act with each of the points.
- Close my eyes immediately (close eyes and turn away)

- Always tell a trusted adult (mimic telling something to a trusted adult)
- Name it when I see it (let them say “That is pornography!”)
- Distract me (choose distraction: walking, dancing, playing musical instrument..)
- Order my thinking brain to be the boss! (point a finger in your forehead)

B. Why is it important to close my eyes immediately when I see a bad picture?

- Seconds count with bad pictures, the longer we look at them the stronger the memory we have

C. Who are the trusted adults I can talk to when I see a bad picture?

- Parents
- Career
- CHE trainers
- CHes

D. How does naming a bad picture by saying, “That is pornography!” help me to use my thinking brain?

- It helps my thinking brain to know what it is and reject it

E. What specific activity can I do or think about doing when a bad picture pops up in my mind?

- Play game
- Ride my bike
- Taking the dog for a walk
- Playing on a musical instrument
- Do something physical
- Pray
- Read a passage of scripture

F. What can I say to help keep my thinking brain in charge?

- Feeling brain, you may be curious to see more bad pictures, but I can choose to use my thinking brain to stay free from pornography. I CAN DO IT!

G. Let’s Act It Out. Children learn through experience and repetition therefore invite children to practice, in the hope that they will learn to have the plan well-memorized. Moreover, the goal is to help them feel confident and more comfortable putting the plan into play when a situation arises involving pornography.

C close my eyes and turn away – close eyes and turn away

A always tell a trusted adult – mimic telling something to a trusted adult

N name it when I see it – let them say “That is pornography!”

D distract myself with something different – choose distraction and act: dancing, walking...

O order my thinking brain to be the boss! – point a finger on your forehead

2. I Can Escape The Poison Of Pornography? (10 minutes)

Instructions: Read the chapter in a large group and then discuss the following questions. Have ready the poster of Cheering Family and Friends.

Pornography is like picture poison for the brain. I can choose to look for good pictures that help me love and respect others. I can reject bad pictures that turn people into objects and can lead to an addiction. I can always reject pornography if I use my thinking brain.

A. How is pornography like poisonous bait for my brain?

- Same as the bait it is “very tasty”, meaning at the start we like it and think it is a good idea as it feels so exciting to our body but it is a poison for our brain.

B. How can I have more control over the pictures I put in my brain?

- Say “I it poison” and run away from it

C. What can I do or remember if I feel curious to look at bad pictures?

- The attraction center produces intense cravings to look for new things and because the brain is easily bored with old stuff and excited by the new stuff we satisfy the craving with new stuff.

3. Activity – Calming Our Bodies/Visualizing a Safe Place (20 minutes)

Instructions: Before you start this activity familiarize yourself with the Activity handouts. Then provide a calm, quiet place for you and the children. It is ideal if no loud noises or other distractions occur while doing this activity. Encourage the children to find a comfortable place in the room to sit or lie down. Tell the children they may, if they feel comfortable doing so, close their eyes. Use a calm tone. Make sure that you yourself are relaxed. Invite them to take several deep breaths, in through their nose and slowly out through their mouth. For some, it may be helpful to count: 5 seconds in, and 7 seconds out. Now ask children to imagine a beautiful, calm, and safe place. A place they could imagine enjoying and having fun in. Some children might need help coming up with ideas. After you end the meditation time, invite the children to discuss how the time felt to them in small groups with at least one trusted adult. Praise them for any effort they put in and take an interest in the look and feel of their mental “safe place”. Remind children that part of the ‘CAN DO Plan’ is to distract themselves when the memory of pornography pops up in their minds.

Conclusions and Take-Away (10 minutes)

Instructions: Discuss in large group

- A. What did we discover in this lesson?
- B. What will we do with what we discovered in this lesson?
- C. Pray together.

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Young Minds by Kristen A. Jenson, MA

HHT for Children Lesson 9.4 – GOOD PICTURES, BAD PICTURES – 5 TIPS FOR USING THE BOOK

1. **Go at your own pace** – read it one chapter at a time or the entire book at once – it is up to you and your children.
2. **Encourage questions** – discussing the questions will help children understand and internalize the important concepts taught in each chapter. Of course, kids often come up with their own questions, and some are doozies! If one stumps you, it is OK to say, “That is a great question! Let me think about it and get back to you.” Then visit DefendYoungMinds.com for more answers to your most difficult questions! Remember, it is never a one-and-done conversation when it comes to porn.
3. **Use your own stories and vocabulary** – feel free to expand upon analogies or use stories from your own life to clarify concepts.
4. **Remain calm** – if any child reveals a past exposure to porn, see this as a sign of trust. It is an opportunity to discover, possibly over several conversations, how much pornography they have been exposed to. Get more help by downloading our e-book [My Kid Saw porn – Now What? At DefendYoungMinds.com](https://DefendYoungMinds.com)
4. Don’t miss the **Tips for Parents and caregivers at the next handout!**

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HHT for Children Lesson 9.4 – GOOD PICTURES, BAD PICTURES – TIPS FOR TRAINERS

Become children's go-to expert! – teach them to ask you instead of their friends or the internet when they have a question or hear a word they don't understand. Many kids get pulled into porn when they search for the definition of sexualized slang.

Remember that children are not bad if they are intrigued by pornography! – it is biologically normal for kids to want to see nude pictures. It is not shameful to be curious – but it can be dangerous. Use kindness to educate and persuade children to take good care of their brains and body by turning away from pornography.

Teach your child how to “forget” bad pictures. – pornography makes very powerful memories in a child's mind! That is why our kids need their parent's, caregivers or trusted adults' help. “Forgetting” or neutralizing pornographic images is simple but takes practice and guidance. Essentially, a child needs a plan to create a new neural pathway away from the memory of pornography. Here is how:

- a. Help your child identify a fun or exciting activity they love. Maybe it is a song, a funny part of a movie, a toy, or a physical activity. It can be anything they enjoy that helps to distract them.
- b. - teach your child to think about that special activity whenever a bad picture pops up in their mind. Doing something physical that requires mental concentration can also help distract a child from focusing on the memory of the bad picture.
- c. -encourage your child to keep practicing. At first, their mind will naturally return to the strong memory of pornography. That is OK. Every time that happens, ask them to think of their special fun activity. It will take practice, but as they work at it, the bad memories will pop up less frequently and have less power over their mind.

Begin explaining sex earlier rather than later – the earlier you start the more comfortable these conversations will be. Teach kids what you believe is the purpose of sex before the porn industry poisons their minds with violence, rape scenes, child abuse, and other degrading acts. If your kids feel comfortable asking you questions about sex, they will be that much more resilient against pornography.

Teach kids never to take or share pictures of themselves without their clothes on. – sharing nudes (sexting) is a growing trend and even your children are being “sextorted” online to share nude photos and videos. Let us teach kids to reject this practice before it even starts!
Continue the conversation – help children develop an internal filter. Each talk will build their trust. Each conversation will increase their safety.

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Young Minds by Kristen A. Jenson, MA

HHT for Children Lesson 9.4 – GOOD PICTURES, BAD PICTURES – ACTIVITIES

Instructions: Before you start this activity familiarize yourself with the Activity handouts. Then provide a calm, quiet place for you and the children. It is ideal if no loud noises or other distractions occur while doing this activity.

Encourage the children to find a comfortable place in the room to sit or lie down. Tell the children they may, if they feel comfortable doing so, close their eyes. Advise them that if they choose not to close their eyes, they may instead pick a place a few feet in front of them on which to focus for the duration of this exercise. Assure them that they may close their eyes later if they wish.

Use a calm tone. Make sure that you yourself are relaxed. Invite them to take several deep breaths, in through their nose and slowly out through their mouth. For some, it may be helpful to count: 5 seconds in, and 7 seconds out.

Now ask children to imagine a beautiful, calm, and safe place. A place they could imagine enjoying and having fun in. Some children might need help coming up with ideas. Other children will have an idea quickly. Be gentle and patient as you assist children in constructing their imaginary, fun and beautiful mental “safe place”. Encourage them to remember to continue breathing slowly and deeply, and then to “sit” for a while in their “safe place”. You can guide them with helpful questions: are you indoors or outdoors? who is there with you? Are there any colours? Friends? Pets?

Explain that it is normal for their brain to get distracted by other thoughts. Direct them to simply acknowledge the thought, let it pass, and refocus their minds on the beautiful, fun, and safe place they have built in their mind.

After you end the meditation time, invite the children to discuss how the time felt to them in small groups with at least one trusted adult. Praise them for any effort they put in and take an interest in the look and feel of their mental “safe place”. Remind them that this place is always available and that they can visit it often. Be sure to encourage children that the more often they practice the skill of visualizing and sitting calmly in their mental “safe place”, the easier and more enjoyable it becomes.

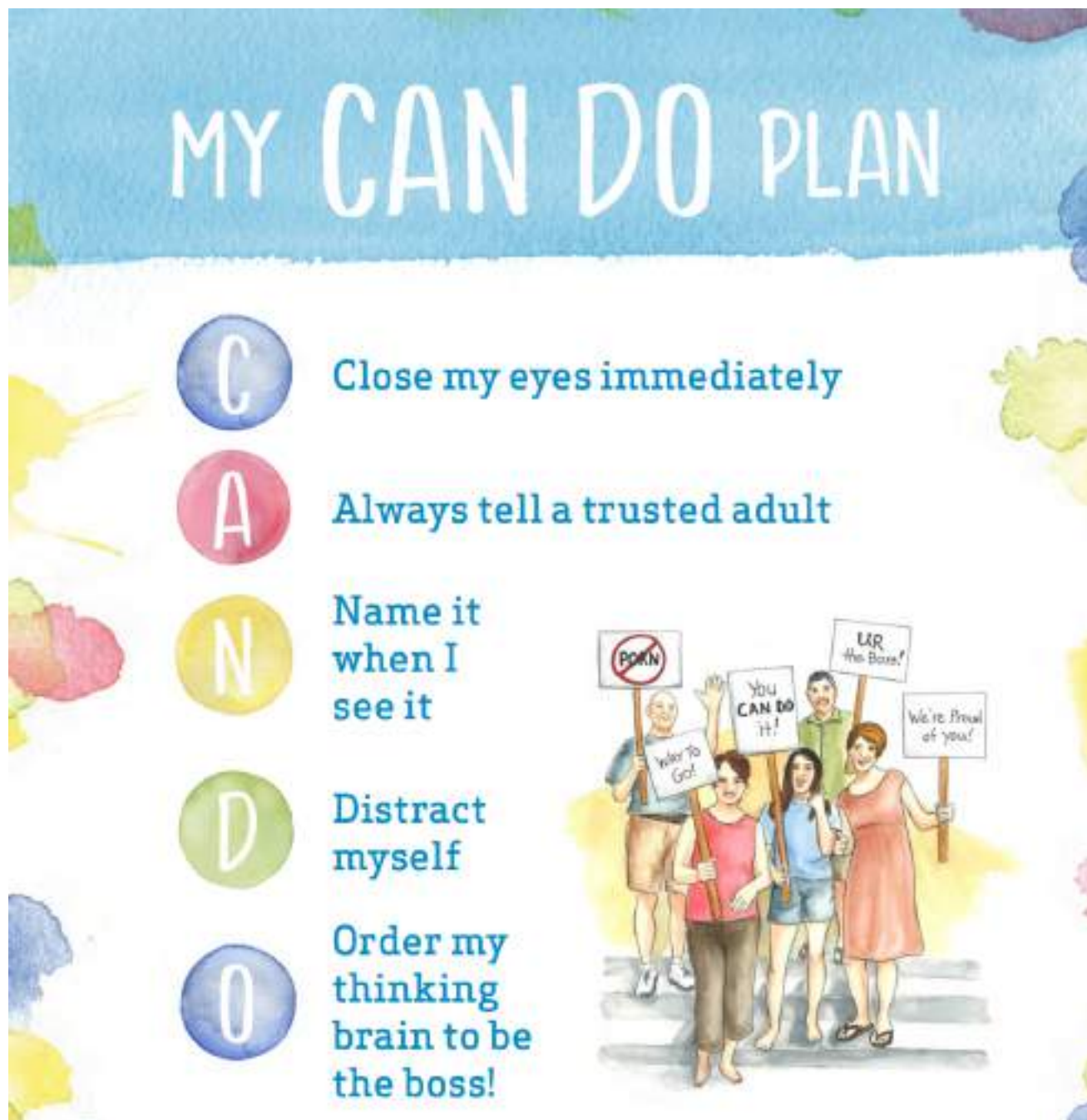
Remind children that part of the ‘CAN DO Plan’ is to distract themselves when the memory of pornography pops up in their minds. Discuss with the children how the mental ‘safe place’ is a perfect distraction when they are tempted by pornography or other unsafe choices, impulses, or memories.

It is also a good idea to teach children how regular practice of this type of meditative mindfulness exercise tends to make our brains much stronger, calmer, happier, and healthier. It can help us be less impulsive and more porn-resistant.

References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jensen, MA

HHT for Children Lesson 9.4 – GOOD PICTURES, BAD PICTURES – CAN DO PLAN



References:

Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HHT for Children Lesson 9.4 – GOOD PICTURES, BAD PICTURES – CHEERING FAMILY
AND FRIENDS



References: Adapted from the book: Good Pictures, Bad Pictures jr. – A Simple Plan to Protect Yung Minds by Kristen A. Jenson, MA

HT for Children Lesson 10 – 10.1 Brave – Home, Hope, Travels
(to use with the Picture book Brave – A Story of Friendship and Freedom)

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Identify with the characters of the story.
Practice	2. Reinforce habits of protecting themselves and others. 3. Know how to respond to unsafe situations.
Overview	This lesson helps facilitators use a picture book to reinforce what children have been learning in the series on Human Trafficking for Children prevention – Labour Trafficking. This lesson is adapted from the book Brave – A Story of Friendship and Freedom by Brave Bear Trust.
Materials	Book or images of Bella and her best friend Brave: • Depending on the size of your group, you can show pictures from one single book to up to 8 to 10 children. If more children are present, use flip chart or more than one group. • A stopwatch; tennis ball & newspaper; lego or wood blocks; bucket, the challenge time handout

LESSON

90 minutes

Starter (10 minutes)

Challenge time game

Instructions: Make yourself familiar with the game in handouts. Please adapt if your group has different needs. The purpose of these games is to show injustice, to make them unfair and harder than they need to be. Familiarize yourself with the Challengin Time handout

Set several quick-fire tasks. As they are completing the tasks, distract them, command them to be faster or work harder.

Afterwards say: It was difficult to do those jobs when there were time pressures, the rules were changed, we were being distracted, unfairly treated and there wasn't much encouragement either. When people are exploited, they often are forced or tricked into doing jobs in difficult circumstances and are not treated kindly. What they are made to do is for others' gain, not their own.

Reading the story (15 minutes)

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when Bella is speaking or the other characters are. Turn one page at a time and show only what you are talking about, to keep children's interest in what will come next.

START with "Say Hello to..." the main characters. Follow with the next section. After reading each section, ask questions to ensure they pay attention and understand the story. You can ask, "Who are the main characters in the Home story?" after reading the first part. Let them think about their relationship with

their family, and ask if they have all the things they need, or if they go to school. Pass the page and move on to the next text or chapter.

After reading each page, stop to discuss it and let the children answer. The following questions can be asked and discussed as the chapter is read or when the reading of the chapter is concluded.

1. Why did Bella's mum think it would be a good idea for her to work for the old lady?

Instructions: Read the "Home" story and discuss it in a large group

- She wanted a better future for Bella.
 - She wanted Bella to learn skills for life and get some extra income.
 - She loves Bella and wants only the best for her.
-

2. If you were in Bella's position, how would you feel? (15 minutes)

Instructions: Read the "Hope" story and discuss it in a large group

- I would like to help.
 - Scared, Sad
 - Tell someone I trust.
 - Abandoned
 - Not loved by mom
 - Frustrated that I cannot go to school
 - Wanting to have better clothes
-

3. What do you think Bella's mother did when she went to collect Bella from the bus station and she was not there? (20 minutes)

Instructions: Read the "Travel" story and discuss it in a large group

- Look for Bella, shout and ask people where she is.
 - Go to the address the old lady gave her.
 - Try to contact the number on the advertisement
 - Go to police
 - Put ads on the paper
 - Post her picture on Facebook and other social media
 - Pray that she will not be hurt
 - Blame herself for what happened
-

4. Would you have acted differently to Bella in any part of the story? If so, what part of the story, and what would you have done instead? (10 minutes)

Instructions: Discuss in large group

- Have Bella learn a skill
- Find something for her to do near home
- Ask for help from people she knew, not someone she did not know
- Help Bella to go to school

5. Were there opportunities for Bella to escape from the old lady? If yes, what were they, and why didn't Bella take those opportunities? (10 minutes)

Instructions: Discuss in large group

- She was scared.
 - She did not know where she was.
 - She did not know what was going on.
 - She wanted to believe her mum knew what was good for her.
-

Conclusions and Take-Away (10 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?
 - B. What will we do with what we discovered in this lesson?
 - C. Pray together.
-

HHT for Children Lesson 10 – 10.1 Home, Hope, Travels – Challenge Time

Challenge time game

Instructions: Please adapt if your group has different needs. The purpose of these games is to show injustice, to make them unfair and harder than they need to be.

You will need a stopwatch; tennis ball & newspaper; lego or wood blocks; bucket.

Set several quick-fire tasks e.g.

- *How quickly can you pick up scrunched-up newspaper balls or tennis balls and put them in a bucket? Ask another leader or child to move the balls around and take them back out of the bucket unexpectedly.*
- *Take your shoes off then see how quickly you can put them back on and tie your shoelaces. Change the environment with instructions like standing up and spinning around. Take the shoe, untie the laces etc.*
- *In one minute, how high can you build a Lego tower? Remove bricks, throw things to knock the tower down etc.*

As they are completing the tasks, distract them, command them to be faster or work harder.

Afterwards say: It was difficult to do those jobs when there were time pressures, the rules were changed, we were being distracted, unfairly treated and there wasn't much encouragement either. When people are exploited, they often are forced or tricked into doing jobs in difficult circumstances and are not treated kindly. What they are made to do is for others' gain, not their own.

HT for Children Lesson 10 – 10.3 Brave – Market place, Opportunity, Lost, Roastery **(to use with the Picture book Brave – A Story of Friendship and Freedom)**

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Identify with the characters of the story.
Practice	2. Reinforce habits of protecting themselves and others. 3. Know how to respond to unsafe situations.
Overview	This lesson helps facilitators use a picture book to reinforce what children have been learning in the series on Human Trafficking for Children prevention. This lesson is adapted from the book Brave – A Story of Friendship and Freedom by Brave Bear Trust.
Materials	<i>Book or images of Bella and her best friend Brave:</i> • Depending on the size of your group, you can show pictures from one single book to up to 8 to 10 children. If more children are present, use flip chart or more than one group. • Colouring page of Brave (at the end of this lesson plan)

LESSON

90 minutes

Reading the story

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when Bella is speaking or the other characters are. Turn one page at a time and show only what you are talking about, to keep children's interest in what will come next.

START with reading the "Market Place" story, and ask questions to make sure they are paying attention and understand the story after each page.

The following questions can be asked and discussed as the chapter is read or when the reading of the chapter is concluded.

1. Have you ever been to an outdoor market? What is it like? What stand did you like the most? (15 minutes)

Instructions: Read the "Marketplace" story and discuss it in a large group

- It was fun and so much to do
- Crowded with people
- So many interesting stands

2. Consider Bella at the market after a long time. How does she feel to see the busy market? (5 minutes)

Instructions: Discuss it in a large group

- Overwhelmed

- Excited, happy
 - Curious and wanting to try different food
 - Wish she had money to buy something for herself
 - Shy
 - Afraid of talking with people
 - Self-conscious of her look
 - Enjoying
-

3. Why did Bella avoid speaking with Jenny? (20 minutes)

Instructions: Read "Opportunity" and then discuss it in a large group

- She was scared of the old lady
-

4. Where did Brave find himself later on? Who is Brave's new friend? (15 minutes)

Instructions: Read "Lost" and "Roastery" and then discuss it in a large group

- In the roastery, in Jenny's workplace
 - Rory the coffee roasting machine
-

5. Can you help Brave to tell Bella's story to Rory? (25 minutes)

Instructions: Divide children into groups and give them time to prepare their expression of Bella's story. HELP children to tell the story give them pictures of characters from the story.

Conclusions and Take-Away (10 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?
 - B. What will we do with what we discovered in this lesson?
 - C. Pray together.
-

HHT for Children Lesson 10 – 10.3 Market place, Opportunity, Lost, Roastery
CHARACTERS OF BRAVE STORY



HT for Children Lesson 10 – 10.4 Brave – Found, Reunited, Freedom, Future *(to use with the Picture book Brave – A Story of Friendship and Freedom)*

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Identify with the characters of the story.
Practice	2. Reinforce habits of protecting themselves and others. 3. Know how to respond to unsafe situations.
Overview	This lesson helps facilitators use a picture book to reinforce what children have been learning in the series on Human Trafficking for Children prevention. This lesson is adapted from the book Brave – A Story of Friendship and Freedom by Brave Bear Trust.
Materials	<i>Book or images of Bella and her best friend Brave:</i> - Depending on the size of your group, you can show pictures from one single book to up to 8 to 10 children. If more children are present, use flip chart or more than one group. - Colouring page of Brave (at the end of this lesson plan)

LESSON

90 minutes

Reading the story: (20 minutes)

Instructions: Depending on the age of your participants, read slowly with a change in the tone of your voice when Bella is speaking or the other characters are. Turn one page at a time and show only what you are talking about, to keep children's interest in what will come next.

START with a recap of the previous chapters of Brave. Follow the simple guide at the end of the lesson. Then continue reading the rest of the chapters. The following questions can be asked and discussed as the book is read or when it has been read in its entirety.

1. In what ways did Bella show bravery? (10 minutes)

Instructions: Discuss it in a large group

- She shared her story with Jenny
- She left the old lady

2. Who would you trust the old lady or the New Rostery Boss and why would you or not trust them? (15 minutes) *Empesise the Bosses actions match his words but the promises of the old lady were not matched.*

Instructions: Discuss it in a large group

3. Which one of these characters in the story would you like to be? The old lady, Brave, Bella, Jenny or Rory? Why? (15 minutes)

Instructions: Discuss it in a large group

4. What do you admire about each of these characters? (10 minutes)

Instructions: Distribute handouts with pictures of the main characters and give children time to write next to each picture what they admire, respect, appreciate or like.

5. How can we help others in similar situations like Bella? One of the best ways is to share this story with as many children as we can. To be able to do that now we will practice sharing the full story of Brave and Bella. (25 minutes)

Instructions: Divide children into 4 groups and allow them together play the story of Brave and Bella from 4 different perspectives:

- *Brave*
 - *Bella*
 - *Jenny*
 - *Rory*
-

Conclusions and Take-Away (10 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?
 - B. What will we do with what we discovered in this lesson?
 - C. Pray together.
-

HHT for Children Lesson 10 – 10.4 Brave - Found, Reunited, Freedom, Future
CHARACTERS OF BRAVE



Bella



Brave



Jenny



Rory

HT for Children Lesson 10 – 10.5 Brave – Bible
(to use with the Picture book Brave – A Story of Friendship and Freedom)

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Identify with the characters of the story.
Practice	2. Reinforce habits of protecting themselves and others. 3. Know how to respond to unsafe situations.
Overview	This lesson helps facilitators use a picture book to reinforce what children have been learning in the series on Human Trafficking for Children prevention. This lesson is adapted from the book Brave – A Story of Friendship and Freedom by Brave Bear Trust
Materials	<i>Book or images of Bella and her best friend Brave:</i> - Depending on the size of your group, you can show pictures from one single book to up to 8 to 10 children. If more children are present, use flip chart or more than one group. - Colouring page of Brave (at the end of this lesson plan), Bible verses, Creation, Characters of the Brave Story, Masterpies - sunflowers

LESSON

90 minutes

Reading the story: (15 minutes)

Instructions: Depending on the age of your participants, let the children tell you the story of Brave. Help them as they need, and use the pictures of the characters to lead them in the story. If that helps you can have a written title for each chapter and put them in storyline order.

1. Image Bearers (20 minutes)

A. Genesis 1:26-31

Instructions: Show different pictures of creation to children. Then say:
What have these all got in common (take suggestions)?

That's right, they are all things God created. And each of them – and everything else God made, was good but then on the 6th day, something remarkable happens, God's just made animals and he says...

Instructions: After that show the written text on a board or a big piece of paper with Genesis 1:26-31 – let children read the passage loudly. Then you say:

What did God say about humans?

Instructions: Encourage children to see that humans aren't just tagged onto the list of living creatures, the creation of people is an entirely different process.

Did you notice that God the Father, God the Son and God the Holy Spirit are involved in the creation of people? God says "LET US"! This hasn't happened before and it won't happen again.....this is because people are unique in God's creation. After all, we are made in His IMAGE and His LIKENESS. And that's why we are loved by God and precious to him.

B. Activity

Instructions: Encourage children to stick out their hand and wave it in front of their face saying **“Hi, I’m made in God’s image. I have incredible value and worth”**.

Then let them hold their hands and high 5 someone near you and say **“Hi, you’re made in God’s image. You have incredible value and worth”**.

As image-bearers, every single one of us can show a little of what God is like. We can think because God thinks; we can love because God loves. We can know what is right and wrong. We can plan, create and decide. We can be friends with God, love others and take care of God’s world. Trees can’t do that, fish can’t do that, but we can. We are image-bearers made by God, loved by God and precious to God. We have incredible value and worth and we see that all the more with Jesus’ death on the cross. He died so we can be God’s forgiven friends forever – that shows just how valuable every person is.

C. Masterpiece print

Instructions: Show children the image from the handouts. Then you say: imagine this wasn’t just a copy of Van Gogh’s Sunflowers (or whatever picture you’re displaying), but rather it is the actual original masterpiece and shortly after Van Gogh finished painting it, someone broke into his gallery and started vandalizing it (scribble all over the piece, cut/stab it with the scissors).

How would the artist feel and why?

Instructions: Let children answer and then say: Exploitation of people is like vandalism of God’s creation. It damages God’s masterpiece which upsets and angers God. We’ll think a bit more about that shortly.

2. Justice (25 minutes)

A. Bridge Builder

Instructions: Split into teams and give some building blocks and the others toothpicks and playdough. Ask them to build as strong a bridge as possible with the resources you’ve provided.

After 5 minutes, stop them and test the strength of each bridge using a heavy rock on the bridges made of toothpicks and playdough and a small stone on the bridge made of blocks.

How did that feel? Was that challenge fair? Why?

Instructions: let children express their thoughts and share the text below.

You’ve just experienced injustice. Injustice is a lack of fairness, taking what doesn’t belong to us, mistreating people, or making rules and laws that dismiss or damage others. Sometimes in life, we can get ahead of others, if we get ahead because of injustice, unfairness and exploitation that is wrong too. Those who are exploited suffer injustice. This is another reason why God hates exploitation – because he is a God of justice.

B. God’s promise

Instruction: read the paragraph below and then continue with the Draw your picture activity – you can find it in handouts.

God promises when Jesus comes back, he will return as a judge and deal with all injustices. There will be no more tears or suffering – it will be amazing for everyone who trusts in Jesus. But in the meantime, God

wants us to be his justice workers here on earth now by treating others fairly and trying to encourage others to do the same. Let's think about how...

Ask the children to draw a picture of an example of a person who has been trafficked and is now a survivor. Ask them to annotate the image with words to show what they have discovered today about people who are exploited. EG Future, hope, has a sad story etc.

C. Bible Verses Game

Instructions: Divide children into teams of a maximum of 10 per group. Provide a set of verse cards for each team (these are made by printing or writing out the Bible verses below onto sheets of paper, you may like to include an image to reinforce the words).

Explain that you're going to play a relay game, teams have to race one at a time to the other end of the room (if it's a small space adapt the challenge) pick up one card then return. When they have collected all the cards, they have to sort them into two piles – cards that tell us about God's character, and cards that tell us how we should act.

Summarize the verses by completing the sentences: **God is... We should...**

Conclusions and Take-Away (10 minutes)

Instructions: Discuss together.

- A. What did we discover in this lesson?
 - B. What will we do with what we discovered in this lesson?
 - C. Pray together.
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HHT for Children Lesson 10 – 10.5 Brave - Bible
CREATION



HHT for Children Lesson 10 – 10.5 Brave - Bibble
CHARACTERS OF BRAVE STORY



HHT for Children Lesson 10 – 10.5 Brave – Bibble – Bible Verses Game

These verses are taken from the Contemporary English Version, do use your preferred version.

DEUTERONOMY 32: 4: The Lord is a mighty rock, and he never does wrong. God can always be trusted to bring justice.

PSALM 82: 3: Be fair to the poor and to orphans. Defend the helpless and everyone in need.

PSALM 11:7: The Lord always does right and wants justice done.

ISAIAH 1: 17: Learn to live right. See that justice is done. Defend widows and orphans and help those in need.

PROVERBS 17:15: The Lord doesn't like those who defend the guilty or condemn the innocent.

MICAH 6: 8: The Lord God has told us what is right and what he demands: "See that justice is done, let mercy be your first concern and humbly obey your God."

ISAIAH 5:16: The holy Lord God All-Powerful is praised, because he has shown who he is by bringing justice.

LUKE 11: 42: You Pharisees are in for trouble! You give God a tenth of the spices from your gardens, such as mint and rue. But you cheat people, and you don't love God. You should be fair and kind to others and still give a tenth to God.

ISAIAH 8:9: I, the Lord, love justice! But I hate robbery and injustice.

2 TIMOTHY 4: 1: When Christ Jesus comes as king, he will be the judge of everyone, whether they are living or dead.

HHT for Children Lesson 10 – 10.5 Brave – Bibble – Master Piece - Sunflowers



HT about Children Lesson 1 – TRAFFICKING OF CHILDREN

Knowledge	After working through this lesson, participants will be able to
Attitude	<u>1.</u> To recognize children who are victims of human trafficking.
Practice	<u>2.</u> To identify some of the problems caused by child trafficking. <u>3.</u> Work through some steps to prevent child trafficking.
Overview	This is another lesson in the series on human trafficking. This includes some culturally sensitive material, so work to adapt this to your culture and your context. Participants will know basic information about child trafficking; as well as long-term problems caused by human trafficking; and some steps to protect children from trafficking.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, and masking tape • Handouts: Starter - <i>Trafficking of Children</i>

LESSON

60 minutes

STARTER: (5 minutes)

Instruction for facilitators: Listen to this story about the trafficking of children (from the handout). Work through some of the discussion questions, or add your own.

Story: Three 12-year-old girls in one village were encouraged by friends to go with traffickers. Their former classmates had already been trafficked, but had been sent back to recruit others, under threat and with false hopes of being released.

In their school playground, the girls were told of ‘an amazing opportunity’ in a nearby city. Fortunately, the three girls told their parents, who did not let them go. But they remain vulnerable. Some children have even been taken by force from schools.

Ask SHOWD Questions:

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

1. Trafficking of Children (15 minutes)

Instructions: Discuss as a large group. Note: “Child” is a person under the age of 18.

A. Is trafficking of children a problem?

1. Trafficking is a modern-day form of slavery.
2. About 800,000 people are trafficked across international borders each year.
3. More than half of these victims are children.
4. Any child engaged in commercial sex is a victim of trafficking.
5. About 300,000 children are today fighting as child soldiers.

6. Every 30 seconds a child is sold into sex slavery.
7. It is estimated that 5,500,000 children are in child slavery.

B. What strategies may traffickers use to recruit children?

1. Many children are deceived.
2. They are offered a chance to go to school or offered a good job.
3. They may be offered a chance to reunite with family members in another country.
4. The children or their family members may be threatened with harm.
5. Children may be trafficked or sold by a close family member or friend.
6. Some children are kidnapped.
7. Children can be drugged up and then kidnapped.
8. Children can fall in love or seek to be loved by traffickers.

C. What happens to the trafficked children? What are they forced to do?

1. Commercial sex
2. Prostitution
3. Pornography
4. Sex tourism
5. Work as domestic servants
6. Migrant farming
7. Hotel or restaurant work
8. Hard physical labour
9. Begging
10. Forced crime – put to work doing illegal activities – pickpockets, burglaries, drugs
11. Arranged marriage, early child marriage
12. Illegal adoption
13. Organ or tissue trafficking
14. Child soldiers
15. Ritual offers

2. Problems (20 minutes)

Instructions: Divide into small groups. Let some group discuss the Long-term problems (last for months, years or decades) and Short-term problems (last hours, days, weeks or months.) Put yourself in the place of a child involved in commercial sex, or a child put to work in hard dangerous conditions. What physical or emotional problems might you have? Let the group describe the symptoms or act them out.

A. Short-term problems

1. Bruises, cuts
2. Broken bones
3. Burns
4. Fear, anger, anxiety
5. Partial or complete loss of speech
6. Shock
7. Pain in different parts of the body
8. Lie to protect oneself or loved ones
9. Underweight or malnourished
10. Nightmares and sleepless nights
11. Flashbacks
12. Denial

13. Sexualized behaviour (as a coping mechanism to process what happened, they may seek the attention of adults, think that is the right thing to do or power control)
14. Engaging in dangerous situations to numb the pain or seek to feel emotions – drugs, pickpocketing, crime, careless driving, violent sex, anti-social behaviour

B. Long-term problems

1. Trouble sleeping
2. Eating disorders
3. Malnutrition and poor growth
4. Sexually transmitted infections
5. Sores or discharge
6. HIV
7. Pregnancy
8. Trouble urinating – peeing
9. Pain in the rectum
10. Back pain from hard labour
11. Cough and lung problems from dangerous work
12. Fear and anxiety
13. Guilt and shame
14. Depression, feeling down, feeling hopeless or suicidal thoughts
15. Panic attacks
16. Difficulty living in a strange country
17. Homesickness
18. Stress disorder
19. Bonding with the trafficker
20. Dental issue
21. Addiction
22. Sexualized behaviour
23. Antisocial behaviour – violence, crime, addiction

3. Preventing child trafficking (15 minutes)

Instructions: Discuss as a large group.

A. What would Jesus do about trafficking? Read together Luke 4:18-21

1. He came to release the captives
2. He came to set free those who are oppressed
3. He was anointed to preach the gospel to the poor

B. What can I do (as a Christian)?

1. Pray
2. Share God's love with the victims of trafficking
3. Show God's justice and his mercy to the traffickers.
4. Take steps to prevent trafficking by educating yourself and your peers.
5. Report human trafficking to trusted adults or organs.
6. Always think if it is "too good to be true" it is "too good to be true" and Satan will use this temptation
7. Always inform another person where you go and what you do.
8. Do not meet in person people you meet on social media.
9. Perhaps you can ask "What would Jesus do in your situation"