

Human Trafficking

Youth




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INTERNATIONAL
healing lives...transforming communities

INDEX for Anti-Human Trafficking Manual for Youth

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HTY Lesson 1: Basics (ABC)

Opening our eyes to the reality of Human Trafficking

Knowledge	After working through this lesson:
Attitude	1. Participants will know all forms of Human Trafficking, (HT) that may be happening around us
Practice	2. Participants will understand their role in preventing and addressing HT 3. Participants will be able to look into more training to address HT in their own contexts
Overview for facilitators	This is a lesson is first lesson on Human Trafficking. It does not intend to exhaust information on causes, prevention, recovery, or details that will be further explored in specific training. Numbers in the starter vary from year to year. Trainer will need to update those numbers in future trainings.
Materials	• Poster-size paper, markers, and masking tape • Starter • Handouts – HT Definition, HT Statements, HT True or False

LESSON

1,5 HOUR ⌚

STARTER: (5 minutes)

Instructions: Give participants a quiz to explore their knowledge on the realities of Human Trafficking

1. **How many people live in slavery today in the whole world?** 30 Million. 40 Million 49 Million
2. **How much money is generated per year through the business of Human Trafficking?**
200 Million US dollars per year-
500 Million US dollars per year-
150 Billion US dollars per year
3. **Victims rescued from any type of slavery:**
1 out of 10.
1 out of 100
20 out of 100

(Correct answers: 1c, 2c, 3b)

Ask SHOWD

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it? (most of the participants may not be aware that it happens in their own back yard, but data shows that HT is present in the whole world, some countries consume, some produce and some are transit for victims to be trafficked)

A) What Is Human Trafficking? (30 minutes)

Instructions: Discuss as large group, and after they have answered, have the Palermo protocol definition written in a big poster paper or as a handout.

1. How would you define Human Trafficking in few words?

- a) It is a form of slavery
- b) It happens in countries where people are very poor and sell other people
- c) Taking advantage of other people for your own profit, making them lose their freedom
- d) Not only the person that exploits another person, but also those that capture, host and transport slaves are included.
- e) We hear more about sex exploitation but there are other forms.

PALERMO PROTOCOL DEFINITION:

Human Trafficking is the recruitment, transportation, transfer, harbouring or receipt of people through force, fraud or deception, with the aim of exploiting them for profit.

2. Looking at the Palermo Protocol Definition, we can see that Human Trafficking contains 3 main elements. Acts, Means and Purpose.

Instructions: Divide the group into 3 smaller groups and let each group discuss one of these elements of Human Trafficking. After the small group discussion report to the large group.

What does it include? What would it look like in your context?

3. Who can be trafficked?

- a) Children
- b) Women
- c) Men
- d) Teenagers
- e) everybody

4. How many different types of human Trafficking can you identify?

Instruction: (Write them in columns)

Sex	Labour	Forced Crime	Child soldiers	Selling Organs	Forced marriage	Forced begging	Domestic servants	Restavek
				Tissue, or fluids				

- a) Sex trafficking
- b) Labour trafficking
- c) Forced crime (specially with children)
- d) Child soldiers
- e) Sell of Organs and human fluids
- f) Child or forced marriage
- g) Domestic servants
- h) Restavek (child slavery in Haiti)
- i) Forced begging
- j) Forced criminal activity (children and young people selling drugs)

5. Identify where Human Trafficking takes place (20 minutes) Have them enter the name of their neighborhood, city or country, where this form of slavery occurs.

- a. Explore: how does this happen in your place? (what stories have you heard, who is being taken, where are they being taken, who is taking them?)
 - Answers will vary. Some are transit countries, sending people to other continents, and others are receiving them.
 - The Answers are written in the corresponding columns
- b. How might human trafficking occur in your own community? (Who is most vulnerable? Where are they captured or how are they captured? Who in the community might be part of a trafficking chain or would it involve people from outside their community?)
 - Answers will vary in each context (Ask about whether tourism in your area is related to the prostitution of young women).
- c. How can human trafficking occur at home, within the family?
 - Family members sell girls for profit.
 - In some countries, families give their children to wealthy people thinking they will take care of them, but they are being used, abused and enslaved (e.g. Haiti, Restavek).
 - Forced marriage of girls in certain cultures.
 - Sexual abuse by family members and creating vulnerability for further exploitation

6. Distribute the following statements among participants and ask them if it is truth or false (they are all false) (15 minutes)

- a) Human trafficking is a global problem. There is nothing I can do to help.
 - It is a global problem, but there is much that can be done by the whole population. Everyone is needed to stop this crime.
 - b) Trafficking always includes some form of travel or transportation across borders.
 - Human trafficking does not require movement or border crossing. If someone is forced to work or engage in commercial sex against their will, it is trafficking.
 - c) Victims must be held against their will using some form of physical restraint or bondage.
 - While some traffickers physically hold the people they exploit, it is more common for them to use psychological means of control. Fear, trauma, drug addiction, threats against families, and a lack of options due to poverty and homelessness can all prevent someone from leaving. Some individuals who experience trafficking may also be manipulated or believe they are in love with their trafficker, which can make them resistant to seeking help. Some traffickers use more subtle methods of trapping and controlling people, such as:
 - Isolating them from family, friends, and the public by limiting contact with outsiders and making sure that any contact is monitored
 - Confiscating passports or other identification documents
 - Threatening to shame them by exposing humiliating circumstances to their families
 - Threatening imprisonment or deportation if they contact authorities
 - Debt bondage through enormous financial obligations or an undefined or increasing debt
 - Controlling their money
 - d) Victims will be desperate to escape their trafficker and ask for help when they need it.
 - Individuals who experience trafficking may not readily seek help due to a number of factors, including shame, self-blame, fear, or even specific instructions from their traffickers regarding how to behave when interacting with others. They do not always self-identify and may not realize that they have rights.
-

- OTIP encourages social services and law enforcement to take time to **look beneath the surface** and build trust with individuals who may be experiencing trafficking before making judgments about their situation.
 - e) If someone is paid or consented to be in their initial situation, it's not trafficking.
 - Initial consent to commercial sex or labour before the trafficker used force, fraud, or coercion is not relevant.
 - f) Human trafficking is the same as smuggling.
 - Human smuggling and human trafficking are distinct crimes under federal law.
 - Human smuggling refers to an illegal border crossing, while human trafficking involves commercial sex acts or labour/services that are induced through force, fraud, or coercion, regardless of whether transportation occurs.
 - g) Human trafficking is the same thing as sex trafficking.
 - Human trafficking also includes labor trafficking, which involves children and adults compelled to perform labor or services by force, fraud, or coercion.
 - h) Only women and children experience trafficking.
 - Anyone can experience human trafficking, including men. Traffickers prey on the vulnerable, often with promises of a better life. Risk factors for trafficking include: a prior history of abuse or sexual violence, generational trauma, poverty, unemployment, and unstable living situations, or homelessness.
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B) What should we do about it? (15 minutes)

1. **What should our community do about it? (How can we prevent human trafficking in the community and as a community?)**
 - a) Learn more about what is happening
 - b) Take measures to prevent the most common forms, training parents, children, youth.
 - c) Train for counseling of those that have fallen in the trap, or have been rescued and need communities that will receive them and be a healing place for them.
 - d) Educate yourself and your loved ones, to be able to prevent and also detect.
 - e) Produce materials to teach others.
 - f) Educate children to prevent child sexual abuse, which is present in 95% of victims of sex exploitation
 - g) Empower women and vulnerable people in the community, not to fall trapped in circles of poverty
 - h) Learn where to go for help if a case knocks at your door, (counseling, police reporting, rescue, rehabilitation)
 - i) Use CHE strategy to talk to men about masculinity, values, objectivization of women, child abuse, forced marriage, appropriate lessons for each culture.
 2. **What should our church do about it? (How can we prevent human trafficking as a church?)**
 - a) The fight against the vulnerabilities of their neighborhood and its people.
 - b) The church must formulate a protocol where it establishes walls of protection around its children. Who approaches them, how do we prevent abuse within the context of the church? What do we do if it happens? Do we cover it up or do we reveal it to show the child that he is the most important thing to safeguard?
-

- c) Prevention through information, emotional support, social, work, and spiritual alternatives offered.
- d) The training of active volunteers in the education of parents, young people, adolescents and children:
 - Cyber-security
 - Grooming
 - Sexting
 - Prevention of child sexual abuse and slavery in all its forms, appropriate for each age group
 - What to do in a case of abuse or exploitation.
- e) How to detect a pimp or a person at risk of being captured.
- f) Where to go to report
- g) How to receive those who were hurt with appropriate counseling, without hurting them further. (HEALING OF HEART WOUNDS) and without pretending to be psychologists. Know when to refer and what role the church has in healing

3. What should our family do about it? (How can we prevent human trafficking as a family unit?)

- a) Mom and Dad should be the anchor and refuge for their children.
- b) WE CLAIM the authority we have to cover them in prayer.
- c) WE LEARN:
 - How to prevent others from harming them
 - How to raise self-esteem and give importance to everything that worries you
 - To guide them in the use of online devices, in friendship relationships, in job and boyfriend searches
 - We believe them when they tell us something that has made them uncomfortable
 - We defend them when they are accused of having done it with pleasure
 - We seek help when something happens that could harm them and we do not have the tools to face the situation alone.
 - We choose them if there is abuse within the family, and we remove them from the situation, ensuring that the abuser NEVER does it again with any other child, (CULTURE OF REPORTING)

Conclusion and Take-Away (5 minutes)

Instruction: Discuss together following questions.

- A. What did I discover in this lesson?
- B. Who could I share with?
- C. What will I do with what I discovered in this lesson?
 - 1. When?
 - 2. What do I expect to happen?
 - 3. How will I know if it happened?
- D. Pray

References:

Palermo Protocol, <https://www.ohchr.org/en/instruments-mechanisms/instruments/protocol-prevent-suppress-and-punish-trafficking-persons>
<https://www.acf.hhs.gov/otip/about/myths-facts-human-trafficking>
Fin de la Esclavitud, Mexico, Diploma on Human Trafficking, clases 2021.
https://emm.iom.int/sites/g/files/tmzbd1561/files/images/handbook/topic/Smuggling_ElementsCrimes_Table.1%20%281%29.svg

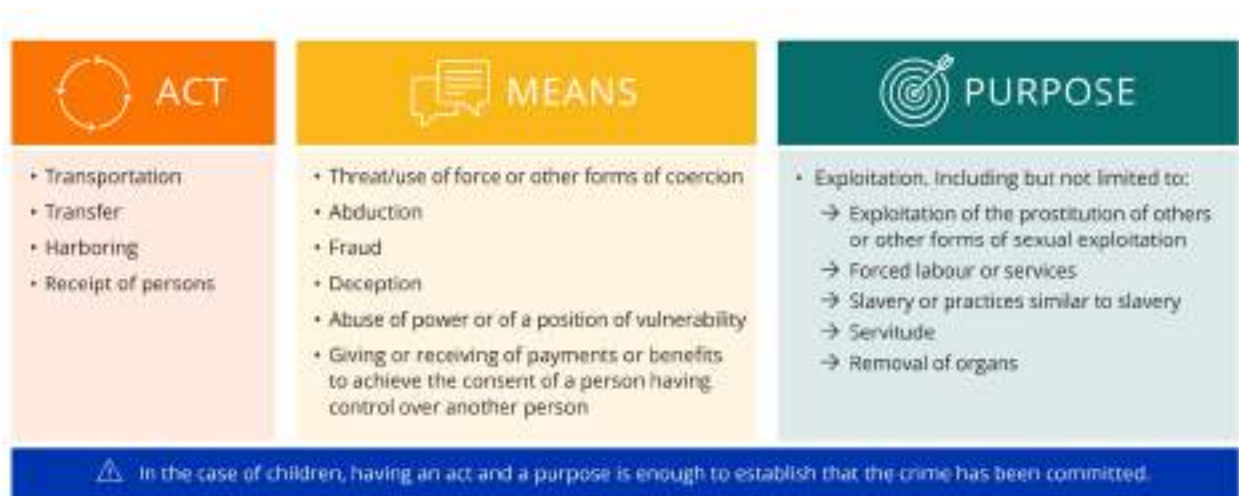
Handout: HTY Lesson 1: Basics (ABC) – Definition

Human Trafficking is an international problem. 49 million people are living in slavery today in the world, and only 1 out of 100 victims are rescued from any type of slavery. Human Trafficking generates around 150 Billion US dollars per year.

PALERMO PROTOCOL DEFINITION:

Human Trafficking is the recruitment, transportation, transfer, harbouring or receipt of people through force, fraud or deception, with the aim of exploiting them for profit.

- a) “Human trafficking” means the recruitment, transportation, transfer, harbouring or receipt of persons, using the threat or use of force or other forms of coercion, kidnapping, fraud, deception, abuse of power or a situation of vulnerability or the granting or receiving of payments or benefits to obtain the consent of a person who has authority over another, for the purposes of exploitation. Such exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices analogous to slavery, servitude or the removal of organs;
- b) The consent given by the victim of human trafficking to any form of intentional exploitation described in section a) of this article will not be taken into account when any of the means set forth in said section has been resorted to;
- c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purposes of exploitation will be considered “human trafficking” even when none of the means set out in section a) of this article are used;
- d) “Child” means any person under 18 years of age.



Palermo Protocol, <https://www.ohchr.org/en/instruments-mechanisms/instruments/protocol-prevent-suppress-and-punish-trafficking-persons>
https://emm.iom.int/sites/g/files/tmzbd1561/files/images/handbook/topic/Smuggling_ElementsCrimes_Table.1%20%281%29.svg

Handout: HTY Lesson 1: Basics (ABC) – HT Statements

- Human trafficking is a global problem. There is nothing I can do to help.
- Trafficking includes some form of travel or transportation across borders.
- Victims must be held against their will using some form of physical restraint or bondage.
- Victims will be desperate to escape their trafficker and ask for help when they need it.
- If someone is paid or consented to be in their initial situation, it's not trafficking.
- Human trafficking is the same as smuggling.
- Human trafficking is the same thing as sex trafficking.
- Only women and children experience trafficking

Handout: HTY Core Lesson 1: Basics (ABC) – True or False

- Human trafficking is a global problem. There is nothing I can do to help.

It is a global problem, but there is much that can be done by the whole population. Everyone needs to stop this crime

- Trafficking always includes some form of travel or transportation across borders.

Human trafficking does not require movement or border crossing. If someone is forced to work or engage in commercial sex against their will, it is trafficking.

- Victims must be held against their will using some form of physical restraint or bondage.

While some traffickers physically hold the people they exploit, it is more common for them to use psychological means of control. Fear, trauma, drug addiction, threats against families, and a lack of options due to poverty and homelessness can all prevent someone from leaving. Some individuals who experience trafficking may also be manipulated or believe they are in love with their trafficker, which can make them resistant to seeking help. Some traffickers use more subtle methods of trapping and controlling people, such as:

- Isolating them from family, friends, and the public by limiting contact with outsiders and making sure that any contact is monitored
- Confiscating passports or other identification documents
- Threatening to shame them by exposing humiliating circumstances to their families
- Threatening imprisonment or deportation if they contact authorities
- Debt bondage through enormous financial obligations or an undefined or increasing debt
- Controlling their money

- Victims will be desperate to escape their trafficker and ask for help when they need it.

Individuals who experience trafficking may not readily seek help due to a number of factors, including shame, self-blame, fear, or even specific instructions from their traffickers regarding how to behave when interacting with others. They do not always self-identify and may not realize that they have rights.

OTIP encourages social services and law enforcement to take time to **look beneath the surface** and build trust with individuals who may be experiencing trafficking before making judgments about their situation.

- If someone is paid or consented to be in their initial situation, it's not trafficking.

Initial consent to commercial sex or labour before the trafficker used force, fraud, or coercion is not relevant.

- Human trafficking is the same as smuggling.

Human smuggling and human trafficking are distinct crimes under federal law.

Human smuggling refers to an illegal border crossing, while human trafficking involves commercial sex acts or labour/services that are induced through force, fraud, or coercion, regardless of whether or not transportation occurs.

- Human trafficking is the same thing as sex trafficking.

Human trafficking also includes labour trafficking, which involves children and adults compelled to perform labour or services by force, fraud, or coercion.

- Only women and children experience trafficking.

Anyone can experience human trafficking, including men. Traffickers prey on the vulnerable, often with promises of a better life. Risk factors for trafficking include: a prior history of abuse or sexual violence, generational trauma, poverty, unemployment, and unstable living situations, or homelessness.

HTY Lesson 2: Lies Traffickers Tell

Opening our eyes to the reality of Human Trafficking

Knowledge	After working through this lesson:
Attitude	1. Participants will be able to recognize and resist some of the lies that traffickers tell.
Practice	2. Participants will teach their children to resist traffickers.
Overview for facilitators	This lesson explores lies that traffickers tell to the victims in more detail. This is a lesson for adults. It contains sensitive information and may need to be adapted to your context and culture.
Materials	• Newsprint, poster-size paper, markers, and masking tape • Poster board • <i>Handout - Lies Traffickers Tell</i>

LESSON

1 HOUR 

STARTER (5 minutes)

Role Play: Two mothers are talking.

- 1st I am afraid when I hear all the stories of children being led away by trafficking.
 2nd Me, too. What will happen to those children?
 1st They may end up in situations of child labor, or child prostitution. Or they may be killed?
 2nd How can we protect our children?
 1st I don't know.
 2nd Let us try to find out.

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?

A) Lies traffickers tell (15 minutes)

Instructions: Divide into small groups. Give each group a copy of Lies Traffickers Tell. Pretend you are a trafficker using one of these approaches. Attempt to "traffic" another adult or child. Demonstrate your skit to the other groups.

B) Resisting traffickers (10 minutes)

Instructions: Continue in your small groups.

Now you are an adult or child attempting to resist a trafficker. What will you do? Act you're your skit with the other groups.

C) Protecting your children (10 minutes)

Now you are a parent, trying to protect your children from traffickers. What will you do? Respond by acting out a skit, drawing a poster, or making a list of ways to protect your children.

1. Protecting your children

- a) Teach them to never talk with strangers.
 - b) Teach them to say “No!” or run away if an approached.
 - c) Observe your children as they play,
 - d) Make sure that a parent or safe adult is always close by.
 - e) Invite other children to your house to play.
 - f) Do not let your children visit other homes unless you know the parents well.
 - g) Avoid sleepovers.
 - h) Teach them to shout for help.
 - i) Practice child safety.
-

D) Follow through (15 minutes)

Now use the picture page “*Lies Traffickers Tell*” to teach your friends and neighbours

Conclusions and Take-Away (5 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.
-

Reference:

Tearfund. 2015. *Footsteps 96: Human Trafficking*. Available from
<http://tilz.tearfund.org/~media/Files/TILZ/Publications/Footsteps/Footsteps%2091-100/96/FS96.pdf>
This lesson is used in: Social/Trafficking; Adolescents; Children/Social

Handouts: HTY Lesson 2 - Lies Traffickers Tell

Lies traffickers tell

Many communities that are at risk of trafficking have low levels of literacy. Communicating through pictures is an effective way to raise awareness about the lies which traffickers tell to trick people. You could use these pictures in your lesson or show them to reflect your context.

SECTION 1: SPEAK UP ABOUT CRASH INQUIRIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 2: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 3: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 4: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 5: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 6: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 7: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 8: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 9: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 10: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

SECTION 11: IDENTIFY THE LIES
A trafficker might try to convince a community's leadership to accept the lie that a trafficker's business is legitimate. A witness is surrounded by a crowd of people and a witness is surrounded by a crowd of people. He has the crowd stare to tell him to stop.

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HTY Lesson 3: Understanding Consent in Various Forms of Relationships

Knowledge	By the end of this lesson, participants will:
Attitude	1. Understand the concept of consent and its importance in all forms of relationships.
Practice	2. Recognize the different contexts in which consent applies. 3. Learn to communicate their boundaries effectively and respect the boundaries of others. 4. Discuss cultural and social factors that influence perceptions of consent.
Overview for facilitators	This lesson aims to foster a comprehensive understanding of consent as a fundamental aspect of healthy relationships. Trainers need to create a safe and respectful atmosphere that encourages youth to engage in open discussion, ask open questions and experience non-judgmental space to express their views. There is a section on consent for sexual relationships in the handouts that may not be appropriate for Christian audiences, since sex outside of marriage relationships is discouraged. However, consent is also important within marriage and is not often talked about. Feel free to adapt this lesson to your specific needs, beliefs and audience.
Materials	• Poster-size paper, markers, and masking tape • Starter, Context of consent, Case studies or role-play, Resource list for support services related to consent and relationships

LESSON

1.5 HOURS



STARTER (5 minutes)

Skit: Two people are walking together and one of them passes the arm around the other one, who seems quite uncomfortable. But the first one continues, ignoring the hints. Until the one who was hugged runs away. The one who was hugging shrugs asking himself, “ what is wrong?”

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?

A) CONSENT (20 minutes)

1. What is consent?

Instructions: Write answers on the board or a big sheet of paper, but make sure the definition below is covered and clearly understood.

- It is a clear voluntary agreement
- to engage in a specific activity or behaviour,
- it must be informed, enthusiastic, and ongoing (a person can change her/his mind at any time).

2. **Game: Do a quick round of “thumbs up/thumbs down.”** Say the following statements related to consent:

You can give consent without being asked. **Down**

Consent can be withdrawn at any time. **Up**

It is important to ask for permission before hugging someone. **Up**

If someone changes their mind about something, their wishes should always be respected. **Up**

Consent must be given every time, even if it has been given before. **Up**

Just because someone is wearing a certain outfit, it does not mean they are inviting attention.

Down

If someone cannot give consent (e.g., due to being drunk or asleep), it is never okay to proceed.

Up

It is ok to pressure someone into doing something they are unsure about. **Down**

Everyone has the right to say ‘no’ at any time, for any reason. **Up**

Consent is an ongoing conversation, not a one-time event. **Up**

You should always feel comfortable communicating your boundaries. **Up**

It is important to talk about what consent means with your friends. **Up**

3. **What are the key principles of consent?**

Instructions: Give it in a handout and have them read each point, asking if they understand the meaning after reading each line.

- **Clear** – it should never be ambiguous; it should involve clear communication
- **Freely Given** – must be given willingly, without pressure or coercion.
- **Informed** – all parties need to understand what they are consenting to.
- **Reversible** – anyone can change their mind at any time, even if the other person has previously said yes.
- **Enthusiastic** – both people should be excited about moving forward.

B) **HOW TO COMMUNICATE YOUR BOUNDARIES** (5 minutes)

1. **Group discussion**

Instruction: Divide participants into three small groups and let each group discuss strategies for effectively communicating boundaries and intentions. Encourage them to use “I” statements (e.g., “I feel uncomfortable sharing that”) and be direct and clear about what is and is not acceptable. Help them understand and learn to read non-verbal cues. Allow time to share in a large group

- **Group 1: Someone wants you to send private photos.**
- **Group 2: Two friends – one wants to talk, the other feels uncomfortable.**
- **Group 3: Someone posts your photo in a group chat without asking.**

2. **What are my Boundaries?**

Instructions: Discuss in a large group the following questions.

- **What are some things you don’t want others to do? – examples: hugging, sharing secrets, joining groups**
- **What are some examples of your boundaries/rules (e.g., emotional, physical, social, spiritual)?**

- How do these rules help you feel safe and respected?

C) How to communicate your boundaries? (30 minutes)

Instruction: In a large group, ask the following questions and encourage participants to give practical examples. At the end of this discussion, encourage the youth to play a scenario where a boundary/rule is respected versus one where it is ignored. Point out the differences in facial and body expressions when you feel uncomfortable.

1. How can you tell someone your boundary? Try: “I don’t want to do that”, or “I feel upset when you do this.”

2. How can you ensure the other person understands and respects your boundaries?

3. Handling pushbacks

Instructions: In a large group, ask the following questions.

- What can you say if someone pushes your limits?
- Can you share a time when you had to say “no”? What happened? What did you learn from that experience?
- What helps you to stick to your rules even if friends disagree?

4. Who can help?

Instruction: Discuss in a large group.

- Who can you talk to if you need help (friends, family, mentors)?
 - How can you help friends set their boundaries?
 - Does your faith help you know what is right or wrong?
 - How can you make your group, family, or school a place where everyone feels respected?
-

C) BIBLICAL PERSPECTIVE (15 minutes)

Instruction: Discuss in a large group how the following scriptures are relevant to the topic of consent. After the discussion, distribute handouts and bible verses for further reflection.

- 1. Philippians 2:3-4** “Do nothing out of selfish ambition or vain conceit. Rather, in humility, value others above yourselves, not looking to your own interest but each of you to the interest of the others.”
 - 2. Ephesians 4:2-3** “Be completely humble and gentle, be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace.”
 - 3. 1 Corinthians 10:24** “No one should seek their good, but the good of others.”
-

Conclusion and Take-Away: Group reflection and discussion (15 minutes)

Instruction: Regroup and allow young people to share their thoughts and feelings about the lesson. Prompt them with questions such as:

- A. What did you find surprising or enlightening about consent?**

- B. How can understanding consent change the way you interact in your relationships?**
 - C. Who could I share with?**
 - D. What will I do with what I discovered in this lesson?**
 - 1. When?
 - 2. What do I expect to happen?
 - 3. How will I know if it happened?
 - E. Pray**
-

HANDOUT: HTY Lesson 3: Understanding Consent in Various Forms of Relationships - Starter

Skit: Two people are walking together, and one of them passes the arm around the other one, who seems quite uncomfortable. But the first one continues, ignoring the hints. Until the one who was hugged runs away. The one who was hugging shrugs asking himself what is wrong?

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?

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HANDOUT: HTY Lesson 3: Understanding Consent in Various Forms of Relationships – “Thumbs up/down”

Begin with a quick round of “thumbs up/thumbs down.” Say the following statements related to consent:

- You can give consent without being asked.
 - Consent can be withdrawn at any time.
 - It is important to ask for permission before hugging someone.
 - If someone changes their mind about something, their wishes should always be respected.
 - Consent must be given every time, even if it has been given before.
 - Just because someone is wearing a certain outfit, it means they are inviting attention.
 - If someone is not able to give consent (e.g., due to being drunk or asleep), it is never okay to proceed.
 - It is ok to pressure someone into doing something they are unsure about.
 - Everyone has the right to say ‘no’ at any time, for any reason.
 - Consent is an ongoing conversation, not a one-time event.
 - You should always feel comfortable communicating your boundaries.
 - It is important to talk about what consent means with your friends.
-

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HANDOUT: HTY Lesson 3: Understanding Consent in Various Forms of Relationships - CONTEXT OF CONSENT

Consent in Sexual Relationships (As Christians, we understand sex as an intimate relationship within marriage, but are aware of the exposure of youth to sexual relationships and acknowledge that in both cases, consent is needed)

1. How do things like being drunk or feeling pressured by friends affect someone's ability to really say "yes" to sex?
2. What can you do to make sure everyone knows when consent is clearly given?
3. Why is it super important to talk about consent each time you have sex instead of just assuming it is ok because you have been intimate (had sex) before?
4. What might happen if you don't check in with each other about this?

Consent in Emotional Relationships

1. How can you set clear emotional boundaries with friends or partners, especially when it comes to sharing personal stuff or feelings?
2. What are some good ways to communicate those boundaries?
3. What happens when emotional boundaries are not respected, and someone whares too much too soon?
4. How can we create a space where everyone feels comfortable giving and getting emotional consent?

Digital Consent

1. Why is it a big deal to get someone's ok before sharing their photos or personal information online?
2. How can you keep your own privacy safe in today's digital world?
3. What makes getting consent tricky when it comes to sharing stuff online?
4. How can social media platforms do a better job of helping users understand and protect their consent?

EFFECTIVELY COMMUNICATING ONE'S BOUNDARIES

Instruction: Divide participants into three small groups and let each group discuss strategies for effectively communicating one's boundaries and intentions. Encourage them to use "I" statements (e.g., "I feel uncomfortable sharing that") and be direct and clear about what is and is not acceptable. Help them understand and learn to read non-verbal cues.

- F. Group 1: A partner trying to pressure another into sharing intimate photos.
- G. Group 2: Two friends discussing personal matters, but one feels uncomfortable sharing.
- H. Group 3: A group chat where someone posts a friend's photos without permission.

HANDOUT: HTY Lesson 3: Understanding Consent in Various Forms of Relationships - BIBLE PERSPECTIVE

How are the following scriptures relevant to the topic of consent?

- A) **Philippians 2:3-4** “Do nothing out of selfish ambition or vain conceit. Rather, in humility, value others above yourselves, not looking to your own interest but each of you to the interest of the others.”
- B) **Ephesians 4:2-3** “Be completely humble and gentle, be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace.”
- C) **1 Corinthians 10:24** “No one should seek their good, but the good of others.”

1. Respect for Others’ Boundaries:

Matthew 7:12 (NIV): “So in everything, do to others what you would have them do to you.”

This verse emphasizes the Golden Rule, encouraging respect for others’ boundaries and treating them as you would want to be treated.

2. Personal Boundaries:

Proverbs 4:23 (NIV): “Above all else, guard your heart, for everything you do flows from it.”

This passage underscores the importance of setting emotional boundaries to protect oneself, highlighting that one’s emotional health is foundational to overall well-being.

3. Communication and Transparency:

Ephesians 4:15 (NIV): “Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ.”

This scripture advocates for honest communication, which is essential when discussing boundaries. It encourages clear and loving expression of one’s needs.

4. Consent and the Right to Say No:

Galatians 5:13-14 (NIV): “You, my brothers and sisters, were called to be free. But do not use your freedom to indulge the flesh; rather, serve one another

HTY Lesson 4: Gender Stereotypes

Knowledge	After working through this lesson, participants will be able to:
Attitude	Tell the story of Mr. Moyo.
Practice	Give examples of gender roles. Discuss stereotypes and gender stereotypes and identify some stereotypes in their area.
Overview for facilitators	This is a lesson that can be taught after the “What is gender?” lesson. It is also a part of the Youth series in Human Trafficking. This lesson is based on Tearfund’s <i>Gender, HIV and the church</i> . The story of <i>Mr. Moyo</i> is used to teach about gender roles and gender stereotypes.
Materials	Poster-size paper, markers, and masking tape Starter Handouts on Human Trafficking topics Other materials

LESSON

1 HOUR 

STARTER (25 minutes)

Story: Divide into small groups to read and discuss *Mr. Moyo*. Report back.

Ask SHOWD

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it? (most of the participants may not be aware that it happens in their own back yard, but data shows that Human Trafficking is present in the whole world, some countries consume, some produce and some are transit for victims to be trafficked)

A) Gender roles (10 minutes)

Instruction: Discuss in a large group.

- 1. What are gender roles?**
 - Gender roles are what men and women are expected to do.
 - 2. Think back to Mr. Moyo. What gender roles were shown in that story?**
 - Only men work
 - Work is going to work
 - For men, discussing business and drinking with the men in the village is work.
 - Women stay at home
 - Washing, cleaning, cooking, and caring for children is not real work.
 - What she does is less important.
 - Men are more important than women.
 - 3. What gender roles are common in your area?**
 - In our area...
-

- In our community...
- In our city...
- In our town...

4. Can gender roles cause any problems? Give examples.

- Women may want to work outside of the home.
 - These gender roles may restrict their opportunities.
 - Women may not be offered as much education.
 - These gender roles often restrict the activities of women (and perhaps of men).
 - The work of women may not be valued or seen as important.
 - Some men may prefer to work at home.
-

B) Gender stereotypes (20 min)

Instruction: Work individually or in groups of two or three people.

1. Make a list of words to describe what men and what women are like. Then compare your list.

- What are men like?
- What are women like?

2. All men or all women are...

Look back at your list. Do any of your words describe what all women or all men are like? Give examples.

- Men are pits!
- Women are too emotional.
- Men are strong and tough.
- Women are soft and caring.

3. What are stereotypes?

- A stereotype is your opinion of another group of people.
- For example, you may think that all people in that group behave in the same way.
- With stereotypes, you try to characterize a whole group of people.
- Stereotypes are often over – generalized or oversimplified.
- Stereotypes show your judgment or your prejudices.

4. When do we use stereotypes? Give examples.

- We often use stereotypes to put down another group of people
- We say, "All women are..."
- We say " All blacks are..."
- We say " All Polish people are ..."

5. What are gender stereotypes?

- Gender stereotypes are how we expect men and women to act.
- We expect them to always behave in the same way.
- For example, "Only men make decisions."
- For example men are expected to be strong and tough.
- We may expect women to be uneducated and only work at home.

6. Are stereotypes harmful in any way?

- Stereotypes reflect our prejudices.
 - Stereotypes change our thinking.
 - Stereotypes change how we relate to people.
 - We may look down on them.
 - We may force them to meet our expectations.
-

- Stereotypes change how we act toward them.
 - Stereotypes may limit the opportunities of other people.
7. **Think of Jesus' life What did Jesus do? Did he have stereotypes or fit into the stereotypes of others?**
- Jesus met with all sorts of people.
 - He spent time with people who were unpopular or looked down upon.
 - He spent time with tax collectors, prostitutes, and a Samaritan woman.
 - Many of Jesus' followers and supporters were women.
 - He treated each person individually, with love and respect.
 - Jesus did not have any stereotypes.
 - His actions challenged the stereotypes of others people.
 - He also did not fit into their stereotypes of what Jewish rabbi should do.

Conclusions and Take-Away (5 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:

Tearfund. 2009. *Gender, HIV, and the church: A case study*. Available from:
<http://tilz.tearfund.org/webdocs/Tilz/Topics/Gender/Gender%20HIV%20and%20Church%20web.pdf>

MR. MOYO

INTRODUCTION: This story is adapted from Tearfund's *Gender, HIV and the church*.

STORY:

'What is your job?' asked the pastor.

'I am a farmer' replied Mr. Moyo.

'Do you have any children?'

'Yes, we have nine children.'

'Does your wife work?'

'No, she stays at home.'

'I see. How does she spend her day?'

'Well, she gets up at four in the morning, fetches water and wood, makes the fire, cooks breakfast and cleans the homestead. She then goes to the river and washes clothes. Once a week she walks to the grinding mill. After that she goes to the township with the smallest children, where she sells tomatoes by the roadside while she knits. She buys what she wants from the shops. Then she cooks the midday meal.'

'You come home at midday?'

'No no, she brings the meal to me about three kilometers away.'

'And after that?'

'She stays in the field to do the weeding, and then goes to the vegetable garden to water.'

'What do you do?'

'I must go and discuss business and drink with the men in the village.'

'And after that?'

'I go home for supper which my wife has prepared.'

'Does she go to bed after supper?'

'No, I do. She has things to do around the house until 9 or 10pm.'

'But I thought you said your wife does not work.'

'Of course she does not work! She stays at home.'

----SHOWD questions----

S = What do you See?

H = What is Happening?

O = Does this happen in Our place?

W = Why does this happen?

D = What will we Do about it?

DISCUSSION: (Use some of these questions, or add your own.)

Observation questions: (What happened?)

- Would anyone like to retell the story of Mr. Moyo?
- What work does his wife do?
- What work does Mr. Moyo do?

Interpretation questions: (Why?)

- What does Mr. Moyo think of his wife's work?
- Why does he say that she does not work?

Application questions:

- What kind of work do women do in your community?
- How are the women treated by others in the community?
- How much education do most women receive?
- Are they able to get good jobs?
- Are women in your area respected as much as men?
- How can this situation be improved?

TELLING THE STORY

- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbours the story of Mr. Moyo.

Adapted from: Tearfund. *Gender, HIV, and the Church*. Available from:

<http://tilz.tearfund.org/webdocs/Tilz/Topics/Gender/Gender%20HIV%20and%20Church%20web.pdf>.

HTY Lesson 5: Healthy Use of Apps

Knowledge	After working through this lesson:
Attitude	1. Participants will be able to identify the potential dangers of using social media apps.
Practice	2. Participants will be equipped with skills to identify red flags while using apps 3. Participants will have protective strategies for safe use of apps. 4. Participants will be able to use the biblical perspective and application on relationships.
Overview for facilitators	This lesson will need to be reviewed and updated periodically, as new apps emerge faster than we can write about them. Also, cultural adaptation is imperative.
Materials	• Poster-size paper, markers, and masking tape • Survey for starter and handout with logos and principles of use of different apps

LESSON

1.5 HOURS



STARTER (10 minutes)

Use attached survey to find data on what apps are being used and make a list together of more frequently used apps, and results.

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?

A) ACTIVELY USING APPS (25 min)

1. In the large group, make a list of all the social media apps they are using. (5 min) To clarify, name the apps where we can access our friends and chat or send photos, videos, etc.
 - Snapchat
 - Tick Tok
 - Instagram
 - Facebook
 - Chatbot
 - Games (make a separate list)
2. In the large group, ask what are some advantages and uses of the apps they are currently using, and write beside the names on the previous list
 - Disappearing messages
 - Safe for friends
 - Parents monitoring or not monitoring

- Parents do not enter that app
 - Feel safe when your identity is not revealed in games
-

B) DANGERS IDENTIFIED (15 minutes)

Instructions: Ask all 4 questions to each group or one question per group, depending on available time and size of the group.

1. **In small groups, take one different app each and explore the risks and dangers emerging from its use.** Explain if something has already happened to them or someone else using that app.
 2. **What could we do to prevent it from happening?** In other words, how can we set boundaries to protect ourselves?
 3. **What can parents do to help?**
 4. **What can governments do to control the misuse of apps?**
-

C) BUILD FIREWALLS (15 minutes)

Instruction: As we talk about the dangers of online interactions on social media, we need to learn how to create protective measures, like a firewall, both online and offline. These will help us safeguard ourselves and others from these dangers. Discuss in a large group:

1. **What does it mean to build digital firewalls?**
 - Adjust privacy settings on apps or profile settings (private and not sharing publicly)
 - Limit access to their personal information.
 - Turn off geolocation
 - Recognize red flags of suspicious behaviour (can you give examples?).
 - Limit personal information sharing. – Do not share personal details such as your school's name, phone number, address or activities you attend. **Some predators look at your postings and the people you tagged to make you think they are friends with the same people you befriend**
 2. **What does it mean to implement community firewalls?**
 - Create a safe space for discussing online experiences.
 - Set up a time for use and respect yourself by moving away from the phone or other device after that.
 - Organise workshops and youth groups on digital safety.
 - Establish peer support networks.
 - Encourage having trusted adults or friends to talk to.
 - Organise awareness campaigns in the community.
-

D) BIBLICAL PERSPECTIVE (15 minutes)

Instruction: Distribute handouts and bible verses for further reflection. Discuss in a large group some of the following scriptures:

Matthew 23:5 “Everything they do is done for people to see: Who is Jesus talking about, and what was his opinion about the Pharisees based on this verse?

1 Corinthians 6:12 “I have the right to do anything,” you say—but not everything is beneficial. “I have the right to do anything”—but I will not be mastered by anything. What do you understand that could apply to the use of apps and time over social media?

1 Corinthians 10:23 “I have the right to do anything,” you say—but not everything is beneficial. “I have the right to do anything”—but not everything is constructive. Mention which of these apps could be constructive and build you up as a person, then decide how you can be proactive in mastering your time and your life above the use of any device, game or social interaction.

Conclusion and Take-Away (10 minutes)

Instructions: Give participants a piece of paper to write the answers to these four questions. Offer your help if anyone wants to talk after the lesson

- A. What did I discover in this lesson?
 - B. Who could I share with?
 - C. What will I do with what I discovered in this lesson?
 - 1. When?
 - 2. What do I expect to happen?
 - 3. How will I know if it happened?
 - D. Pray
-

References: Dr. Camila Janse, presentation on grooming, 2023

Handout: HTY Lesson 5: Healthy Use of Apps - SURVEY (ANONYMOUS)

1. What are the three most frequent social networks you are using?

- a.
- b.
- c.

2. What apps and games do you have installed on your phone?

3. What kind of information do you exchange on that social network or app?

4. What do you enjoy of your apps? Why do you use them?

5. Have you checked the privacy settings? Is your profile open or closed? YES NO

6. Can anyone see what you post? YES NO

7. How many contacts do you have? _____

8. Do you know them in the physical world? YES NO

9. Is there an event being organized online that could be attended by people you don't know? YES NO

10. Do you have geolocation enabled on your phone? YES NO

11. Do you post sensitive information such as your location, address, or school on public websites? YES NO

12. Is there someone who is bothering you on social networks? YES NO

13. Have you seen any assaults on a friend? YES NO

Handout: HTY Lesson 5: Healthy Use of Apps – Biblical Implication

[Matthew 23:5](#) “Everything they do is done for people to see: Who is Jesus talking about, and what was his opinion about the Pharisees based on this verse?

[1 Corinthians 6:12](#) “I have the right to do anything,” you say—but not everything is beneficial. “I have the right to do anything”—but I will not be mastered by anything. What do you understand that could apply to the use of apps and time over social media?

[1 Corinthians 10:23](#) “I have the right to do anything,” you say—but not everything is beneficial. “I have the right to do anything”—but not everything is constructive. Mention which of these apps could be constructive and build you up as a person, then decide how you can be proactive in mastering your time and your life above the use of any device, game or social interaction.

Handout: HTY Lesson 5: Healthy Use of Apps – 21 APPS

21 APPS

PARENTS SHOULD KNOW ABOUT

Courtesy of the
Surrey County Sheriff's Office
SEPTEMBER 2019



PLENTY OF FISH  PLENTY OF FISH is a popular free dating app and website that encourages chatting with strangers. It allows users to browse profiles based on location.	HILY  HILY is a dating app where users can browse photos, engage in chats, send private videos and more. Based on the GPS location of a mobile device, strangers can arrange to meet up locally.	ZOOBK  ZOOBK is a location-based dating app and website similar to many others. The app is available in 80 countries and utilizes a "carousel" feature which matches users with random strangers.
MOCOSPACE  MOCOSPACE is a free social networking and dating app geared towards African American and Latino communities. Users can connect with strangers worldwide via text messages or voice calls.	BEST SECRET FOLDER  BEST SECRET FOLDER is specifically meant to "hide" photos and videos. According to user store descriptions, it features password protection, decoy videos and alarm settings.	MONKEY  MONKEY is a live video chat app that connects users to random strangers worldwide, offering group chat and private message options. It claims to be rated for ages 17 and up but has "mild sexual content and nudity."
MEETME  MEETME is a dating social media app that allows users to connect with people based on geographic proximity. As the app's name suggests, users are encouraged to meet each other in person.	GRINDR  GRINDR is a dating app geared towards gay, bi and transgender people. The app gives users options to chat, share photos and meet up based on a smart phone's GPS location.	SKOUT  SKOUT is a location-based dating app and website. While users under 17 years old are able to share private photos, kids can easily create an account using a different age.
WHATSAPP  WHATSAPP is a popular messaging app that allows users to send texts, photos, voicecalls, make calls and video chats worldwide. WHATSAPP uses an internet connection on smart phones and computers.	TIKTOK  TIKTOK is a new mobile device app popular with kids used for creating and sharing short videos. With very limited privacy controls, users are vulnerable to cyber bullying and explicit content.	BADOO  BADOO is a dating and social networking app where users can chat, share photos and videos and connect based on location. While the app is intended for adults only, faces are known to create profiles.
BUMBLE  BUMBLE is similar to the popular dating app "Tinder" however, it requires women to make the first contact. Kids have been known to use BUMBLE to create fake accounts and leech their ego.	SNAPCHAT  SNAPCHAT is one of the most popular apps in recent years. While the app promises users can take a photo/video and it will disappear, new features including "chat" allows users to view content for up to 24 hours. Snapchat also allows users to see your location.	KIK  KIK allows anyone to contact and direct message your child. Kids can bypass traditional text messaging features. KIK gave users unlimited access to anyone, anywhere, anytime.
LIVEME  LIVEME is a live-streaming video app that uses geolocation to show videos as users can find out a broadcaster's exact location. Users can earn "coins" as a way to "pay" rewards for photos.	HOLLA  HOLLA is a self-proclaimed "addicting" video chat app that allows users to meet people all over the world in just seconds. Reviewers say they have been confronted with racial slurs, explicit content, and more.	WHISPER  WHISPER is an anonymous social network that promotes sharing secrets with strangers. It also reveals a user's location so people can meet up.
ASK.FM  ASK.FM is known for cyber bullying. The app encourages users to ask anonymous people to ask them questions.	CALCULATOR%  CALCULATOR% is only one of SEVERAL secret apps used to hide photos, videos, files, and browser history.	HOT OR NOT  HOT OR NOT encourages users to rate your profile, check out people in their area, and chat with strangers. The goal of the app is to hook up.

For more information, contact Surrey County Sheriff's Office Community Affairs at 941.981.4000



Safety Card: Facebook Messenger



Facebook Messenger is a free encrypted, instant mobile messaging app owned by Facebook.

Messenger lets users add short videos, voice messages and GIFs to instant messages. Users can send messages to individual people or in group chats, with similar features to WhatsApp.

Privacy

Adjust your privacy settings on your Facebook account;

- On your chat screen tap on your profile photo in the top left corner.
- Scroll down to Active Status.
- Swipe the tab to the right so it appears green.

Block

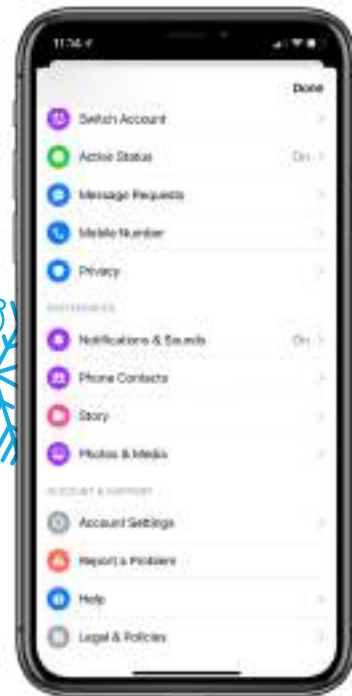
Block a user using these simple instructions;

- Tap on the user's profile picture that you want to block.
- Scroll down to **Privacy & Support** and tap **Block**.
- Here you can block on Messenger and on Facebook.

Report

Report a user using these simple instructions;

- Tap on the user's profile picture that you want to block.
- Scroll down to **Privacy & Support** and tap **Something's Wrong**.
- Let Messenger know why you want to report them
- Tap on **Send Feedback**.



For more apps visit;
oursafetycentre.com

Safety Card: Instagram



Instagram is a mobile based photo-sharing app which allows users to share pictures and videos either publicly or privately. Just like other social networks, you can interact with other users on Instagram by following them, commenting on their posts, liking their posts, tagging and private messaging. Keep in mind that when your profile is created and set to public, anyone can find and view your profile, along with all of your photos and videos.

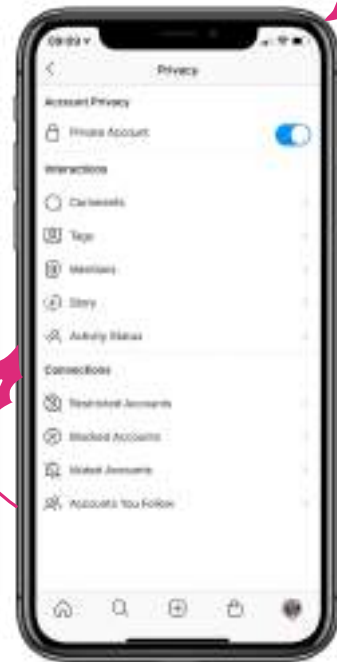
Stay safe on Instagram using the instructions on privacy, blocking & reporting below;



Privacy

Set your account to private using these simple instructions;

- On your profile tap  in the top right corner then tap on **Settings**.
- Scroll down and tap on **Privacy**.
- At the top beside **Private Account** swipe the tab to the right so it appears blue, this means your account is now private.



Block

Block a user using these simple instructions;

- On the users profile, tap on the .
- Tap **Block**.
- Tap **Block** again to be extra sure the contact has been blocked.



Report

Report a user using these simple instructions;

- Locate the image you wish to report.
- Tap on the  icon.
- Tap **Report**.
- Then select why you are reporting and submit.

For more apps visit;
oursafetycentre.com



Safety Card: Roblox



Roblox is a platform where users can access lots of games created by other users and it even provides the opportunity to design and create your own games. As there is a public forum on Roblox, children and young people could potentially be exposed to strangers and inappropriate content.

Stay safe on Roblox using the instructions on privacy, reporting and blocking below:



Privacy

Set your account to private using these simple instructions;

- Along the bottom navigation bar tap on
- Tap on **Settings**.
- Tap on **Privacy**. From here you can control who messages you, invites you to servers, see your inventory and much more.



Block

Block a user using these simple instructions;

- On the users profile, tap on the
- Tap **Block**.
- Tap **Block** again to be extra sure the contact has been blocked.



Report

Report a game using these simple instructions;

- Underneath the game you want to report, tap on
- Tap on **Report**.
- Then select why you are reporting and tap **Report Abuse**.



For more apps visit;
oursafetycentre.com

Safety Card: Snapchat



Snapchat is used to share photos, messages and short videos and the person sending the photo or video can decide how long their friends can view it for. Content can be customised with filters, text and stickers. If the content is sent directly, it will disappear after it is viewed. Alternatively, if a user uploads content to their Story it will remain visible for 24 hours. Snapchat rules (Terms and Conditions of Service) require you to be 13 or older to use the app.

Stay safe on Snapchat using the instructions on privacy, blocking & reporting below;

Privacy

Activate Ghost Mode on your snapchat account;

- Open the app and tap on  in the bottom navigation bar.
- Tap on  icon with the ghost in the top right corner.
- Swipe right on **Ghost Mode**.
- This is **Ghost Mode** now activated.

Block

Block a user using these simple instructions;

- Swipe left once you open the app.
- Select the contact you want to block.
- Tap on .
- Tap on **Block**.

Report

Report a user using these simple instructions;

- Swipe left once you open the app.
- Select on the contact you want to report.
- Tap on .
- Tap on **Report**.

For more apps visit;
oursafetycentre.com



Safety Card: TikTok



TikTok is a free social media platform used to create and share short videos. TikTok rules require the user to be 13 or older to use it and with parental consent if you're under 18. Users are able to create videos of themselves lip-syncing that can last up to 60 seconds. You are able to watch other user's streams & videos, you may be exposed to inappropriate content.

Stay safe on TikTok using the instructions on their Digital Wellbeing section, blocking & reporting below.



Digital Wellbeing

Set up Restricted Mode, Screen Time Management on your TikTok app:

- Tap on  in the bottom right corner of the app.
- Tap on 
- Scroll down and tap on **Digital Wellbeing**.



Block

Block a user using these simple instructions;

- Go to the user you wish to block.
- Tap on 
- Tap on **Block** and then **confirm**.



Report

Report a user using these simple instructions;

- Go to the user you wish to report.
- Tap on 
- Tap on **Report**.
- Then select why you are reporting.
- Select the part of the users profile you want to report, provide some detail and click **submit**.

For more apps visit;
oursafetycentre.com



Safety Card: YouTube



YouTube is an online video sharing service that can be accessed from both a range of devices. It was launched, and posted its first video, in 2005. YouTube's rules (Terms and Conditions of Service) require you to be 13 or older to use the app.

Stay safe on YouTube using the instructions on restrict mode filtering, blocking & reporting below.



Restricted Mode

Turn on restricted mode filtering with these simple instructions;

- On your home screen tap on  in the top right corner.
- Scroll down and tap on .
- Swipe the tab to the right to activate **Restricted Mode**.



Block

Block a user using these simple instructions;

- Underneath the user's video select their profile picture.
- On the user's profile select  in the top right corner.
- Select **Block user** & then select **Block** again.



Report

Report a video using these simple instructions;

- Select the video you want to report and then tap .
- Select on **Report user**.
- Select your reason for reporting that video and submit.



For more apps visit;
oursafetycentre.com

Our eSafety Top Tips!

1 People you don't know are strangers. They're not always who they say they are.



2 Be nice to people like you would on the playground.



3 Keep your personal information private.



4 If you ever get that 'uh oh' feeling, tell a grown-up you trust.



S
Stay Safe
Don't give out your personal information to people / places you don't know.



M
Don't Meet Up
Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.

A
Accepting Files
Accepting emails, files, pictures or texts from people you don't know can cause problems.



R
Reliable?
Check information before you believe it. Is the person or website telling the truth?



T
Tell Someone
Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow these SMART tips to keep yourself safe online!

HTY Lesson 6: Digital Footprint and Privacy

Knowledge	By the end of this lesson, participants will:
Attitude	1. Understand the concept of a digital footprint and its implication.
Practice	2. Recognize the importance of online privacy and how personal information can be used or misused. 3. Learn practical steps to manage their digital footprint and enhance their online privacy. 4. Discuss the balance between sharing and protecting personal information online.
Overview for facilitators	This lesson aims to inform and empower youth on how to take control of their online presence by understanding their digital footprint and the importance of privacy. Trainers must create and open atmosphere for discussion, encouraging participants to share their experiences and concerns regarding online privacy.
Materials	• Whiteboard/Flipchart, markers, and masking tape • Starter, Context of consent, Case studies or role-play, Resource list for support services related to consent and relationships

LESSON

1.5 HOURS



STARTER (10 minutes)

Ask youth to take out their phones and check their social media accounts. Prompt them to reflect on how many personal details they have shared online – photos, locations, comments, birthdays, school etc.

Discuss:

Why do we share personal information online?

What do you think might happen with that information?

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?

A) WHAT IS A DIGITAL FOOTPRINT? (15 minutes)

1. Define a digital footprint

Instructions: Write answers on the board or a big sheet of paper, but make sure the definition below is covered and clearly understood.

It is a trail of data you leave behind when you use the Internet, which includes:

- Social media posts, likes, and shares, including the information you delete or report to the social platform
- Search histories and online purchases
- Emails and online interactions
- Movies and media you watch

2. We have two types of Digital Footprints and which are active and passive. Can you give an example of each?

- Active – information you intentionally share – social media posts, articles, videos
- Passive – data collected without your knowledge – website cookies, location tracking

3. Discussion:

Instruction: divide participants into small groups of 4-5 persons and let them answer the following question: What are some examples of personal information you have shared online? How do you feel about them being accessible forever? What can be the potential consequences of positive or negative effects of digital footprints (personal reputation, employment, family security, privacy and security, information used by thefts or cyberbullying, sextortion...)

B) HOW CAN YOU TAKE CONTROL OF YOUR DIGITAL FOOTPRINT? (35 minutes)

1. Explore privacy settings
2. Think before you share
3. Limit personal information
4. Use strong passwords
5. Be cautious with apps
6. Regularly search yourself – Google search to take control of your online presence
7. SCENARIO CARDS

Instruction: Divide participants into 5 small groups and give them scenario cards with various situations – Handouts. Ask them what they would do in each situation to protect their privacy.

- **Group 1:**
 - Photo sharing: a friend sharing a photo of you without permission
 - Tagging friends: a friend tags you in a post that includes your location and personal opinions that you don't want to be widely known
 - Online reputation: You are applying for a scholarship, and the committee mentions that they review applicants' online presence.
- **Group 2:**
 - Photo tagging without consent: You find a photo of yourself on a friend's profile where you are visible in a private moment, and you didn't want that shared publicly.
 - Invitations to join questionable online challenges: Your friends invite you to participate in a viral online challenge that seems harmless at first, but has associated risks, making you think twice before joining.
 - Friend request from a stranger: You received a friend request from someone you don't know
- **GROUP 3**
 - Cyberbullying: You witness someone being bullied online and feel compelled to take action.
 - Group pressure to share: your friends pressure you to share your location on social media apps during a group outing.
 - Inappropriate hashtags: A friend posts a picture of the group using a hashtag that could be interpreted negatively or embarrassingly.
- **GROUP 4**
 - Reputation damage from old posts: You discover embarrassing posts from years ago that resurface when someone searches your name, impacting college admissions.

Group 5

- Privacy Settings: You notice that your social media account's privacy settings are set to public, allowing anyone to see your posts.
- Inappropriate messages: You receive a private message from someone who is sending inappropriate content or seems to be trying to groom you.
- Sharing personal information: You are in a group chat, and someone asks you to share your home address for an upcoming meetup. You are unsure about sharing this information.
- Overhearing private information: You see someone discussing sensitive information about you in a public group chat, not knowing it would be shared with others.
- Challenges with friend requests: You're conflicted about accepting a friend request from a friend of a friend who seems to have a questionable online presence.

C) BIBLICAL PERSPECTIVE (15 minutes)

Instruction: Discuss in small groups how the following scriptures are relevant to digital footprints and online behaviour. After the discussion, distribute handouts and bible verses for further reflection. A large group emphasizes the importance of integrity, wisdom, and the impact of our actions, which can help guide young people in their online interactions.

- Group 1:** **Proverbs 4:23** "Above all else, guard your heart, for everything you do flows from it."
 James 1:19-20 "My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, because human anger does not produce the righteousness that God desires."
- Group 2:** **Colossians 3:2** "Set your minds on things that are above, not on things that are on earth."
 Proverbs 18:21 "The tongue has the power of life and death, and those who love it will eat its fruit."
- Group 3:** **Galatians 6:7** "Do not be deceived: God cannot be mocked. A man reaps what he sows."
 Ephesians 4:29 "Do not let any unwholesome talk come out of your mouth, but only what is helpful for building others up according to their needs, that it may benefit those who listen."

Conclusion and Take-Away: Group reflection and discussion (15 minutes)

Instruction: Regroup and allow young people to share their thoughts and feelings about the lesson. Prompt them with questions such as:

- A. What did you find surprising or enlightening about digital footprint and privacy?**
- B. What will I do with what I discovered in this lesson?**
 1. When?
 2. What do I expect to happen?
 3. How will I know if it happened?
- C. Pray**

Handout: HTY Lesson 6: Digital Footprint and Privacy - Biblical Perspective

Group 1:

Proverbs 4:23 "Above all else, guard your heart, for everything you do flows from it."

James 1:19-20 "My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, because human anger does not produce the righteousness that God desires."

Group 2:

Colossians 3:2 "Set your minds on things that are above, not on things that are on earth."

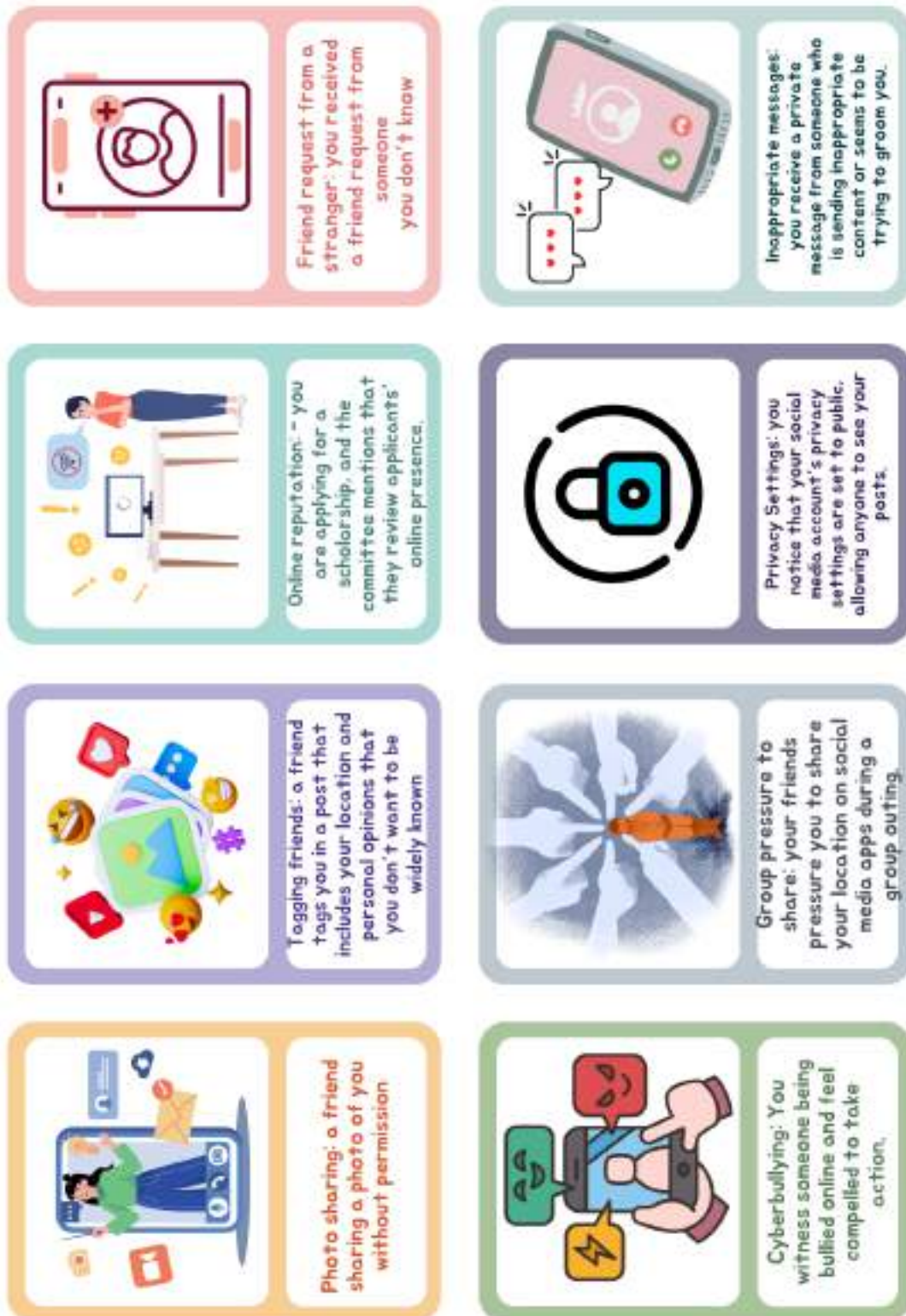
Proverbs 18:21 "The tongue has the power of life and death, and those who love it will eat its fruit."

Group 3:

Galatians 6:7 "Do not be deceived: God cannot be mocked. A man reaps what he sows."

Ephesians 4:29 "Do not let any unwholesome talk come out of your mouth, but only what is helpful for building others up according to their needs, that it may benefit those who listen."

Handout: HTY Lesson 6: Digital Footprint and Privacy - Scenario Cards



Handout: HTY Lesson 6: Digital Footprint and Privacy – Scenario Cards

	Invitations to join questionable online challenges: Your friends invite you to participate in a viral online challenge that seems harmless at first, but has associated risks, making you think twice before joining.	
	Overhearing private information: You see someone discussing sensitive information about you in a public group chat, not knowing it would be shared with others.	
	Inappropriate hashtags: A friend posts a picture of the group using a hashtag that could be interpreted negatively or embarrassingly.	
	Photo tagging without consent: You find a photo of yourself on a friend's profile where you are visible in a private moment, and you didn't want that shared publicly.	
		Reputation damage from old posts: You discover embarrassing posts from years ago that resurface when someone searches your name, impacting college admissions.

HTY Lesson 7: Cyber security **(Digital Literacy)**

Opening our eyes to the reality of cyber security and through it to Human Trafficking

Knowledge	After working through this lesson:
Attitude	1. Recognize unsafe online behaviour and understand the difference between deep and dark web.
Practice	2. Pay attention and be aware of the possible risks of identity theft through online activity. 3. To take precautions when sharing data, answering emails, online ads and news, clicking without thinking of the source, or responding in any way to online propaganda
Overview for facilitators	This is a lesson for Youth on Prevention of Human Trafficking, due to the link between Porn, Child Sexual abuse, and grooming.
Key messages	When you see a link, STOP and THINK. Consider using safer browsers instead of Google, like Qwant or StartPage.
Materials	• Poster-size paper, markers, and masking tape • Starter can be done online, (poll) or with a voting system in person. • Handouts • Other materials

LESSON

1,5 HOUR



STARTER (5 minutes)

Send a YouTube link to the WhatsApp group of participants from a phone number nobody has on record. It is better to do this the day before the class and see how many people opened the video or link. Meanwhile, create a video asking why they opened it when they did not know the source. During the class, ask the group if they fell for the trap and opened the link.

Ask SHOWD

What did you See?
What was Happening?
Does this happen in Our place?
Why does this happen?
What will we Do about it?

A) Risky behaviour (15 minutes)

Instruction: Discuss in pairs.

1. What is your reaction when you see interesting news on a social network, shared by friends or appearing by itself on your wall?

- If it is something that interests me, I will click on it.
- I will open it in another Window.

- I shop that way.
- I share it if I find it interesting.
- I investigate it and will end up looking at a number of similar things.

2. When you see a news or advertisement link, why should you STOP and THINK about it?

- Is it an executable file?
- Am I the only recipient?
- Do I know who sent it?
- Double-check the sender address to see if the domain looks inauthentic.
- If I know the sender, could he or she have been hacked?

3. What are the implications of not practicing security standards for your coworkers if they are sharing platforms and file-sharing sites?

- Risk of infection to shared files.
 - Risk of stealing company data and altering your files.
 - Other colleagues can affect me with their online behaviour.
 - Data theft.
 - Identity theft.
-

B) Threats in the digital world (25 minutes)

1. What is malware? (Short for malicious software)

- software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system
- is any program or code that is created with the intent to do harm to a computer, network, or server
- malicious software typically delivered over a network, that infects, explores, steals, or conducts virtually any behaviour an attacker wants
- bad actors can install or bundle viruses, Trojan Horses, and other malicious code into files

2. What are the common forms of malware?

- Trojans or Trojan Horse
- Spyware
- Adware
- Rootkits
- Ransomware
- Worms
- Keyloggers
- many other names like spyware, rootkits, etc.

3. How can a device be “infected”? (What channels do hackers use and what does the user do to let them in?)

- removable media: CDs, DVDs, flash drive
- documents and files: as soon as you open them, the virus activates.
- internet downloads
- network connection
- email, text and message attachments
- malicious advertisements

4. What can be a source of malware?

- removable media: CDs, DVDs, flash drive
- documents and files: as soon as you open them, the virus activates.

- internet downloads
 - network connection
 - email, text and message attachments
 - malicious advertisements
-

C) DIVIDE into 3 groups to investigate and explain by acting it out or however they want to teach the rest of the group: (give handouts) 15 minutes (5 to prepare and 10 for 3 groups to present)

1. Phishing
 2. Smishing
 3. Vishing
-

D) Cyber hygiene (10 min)

Instructions: Discuss in small groups.

1. Make a list of RECOMMENDATIONS FOR THE Safe Use of telecommunications networks and devices:

- When you see a link within an app, STOP and THINK.
 - Consider search engines other than Google, such as Qwant and StartPage
 - Do not trust conversations with numbers that are not in your contacts, or Friendship requests from people who were already on your list of friends or followers.
 - Turn off your notifications and delete personal data from your profiles.
 - Sleep with your cell phone in another room if possible.
 - Update your security software.
 - Refrain from suspicious downloads.
 - Encrypt your devices and networks with passwords and change them often.
 - Don't use free Wi-Fi or public computers.
 - Educate yourself and your family members.
 - Do not click on anything suspicious in an email or text message.
-

E) Connection with Human Trafficking. (15 minutes)

1. Discuss in a small group from the handout the meaning of surface, deep and dark web. DIVIDE into 3 groups to investigate and explain by acting it out or however they want to teach the rest of the group:

- Surface web
- Deep web
- Dark web

2. What is the connection with Human Trafficking?

- Human Trafficking is part of the dark web, where illegal activities happen.
 - Porn advertisements can appear on your screen without soliciting, just by following your profile.
 - Hacked computers provide files with compromising pictures that can end up as products on porn sites.
 - The deep web makes it hard to track activities.
-

Conclusions and Take-Away (5 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.
-

References:

Trent University – Cyber-Criminal Tactics - Phishing, Vishing, Smishing, October 2021,<https://www.trentu.ca/it/blog/cyber-criminal-tactics-phishing-vishing-smishing>
<https://www.helcim.com/guides/phishing-smishing-vishing>
<https://blog.barracuda.com/2020/03/26/threat-spotlight-coronavirus-related-phishing/>
Simple learn <https://www.simplilearn.com/tutorials/cyber-security-tutorial/cyber-security-for-beginners>

Handout: HHY Lesson 7: Cyber security – How can a device be “infected?”

How can a device be “infected”? -What channels do hackers use, and what does the user do to let them in?

1. **Phishing attacks** are a technique carried out over email with the goal to trick you into providing information or clicking a link to install malware on your device. Phishing is very easy to set up, and yet very effective, giving the attackers the best return on their investment. Phishing attacks have increased in frequency by 667% since COVID-19.
2. **Vishing** is carried out over the phone. It is a scam whereby fraudsters call your personal phone number and threaten you with serious consequences if certain conditions are not met. While it used to be easier to avoid telemarketing and scam calls, nowadays, many of these calls appear to come from a local number so you are more likely to answer it.
3. **Smishing** is carried out over text messages or even social media with the goal of being to trick you into providing information or clicking a link to install malware on your device. While many of us have become used to seeing unsavoury-looking emails on a regular basis; untrustworthy text messages are something we are not so well-conditioned to look out for. A good practice when it comes to smishing is therefore to never reply to a text message from a number you don't recognize and to never click on a link embedded within a text. If the number looks funny right off, it may be best even to just delete it without opening it.

You may have also heard the term **spear-phishing** or **whaling**.

Spear phishing is targeted phishing. This is even more effective as instead of targets being chosen at random, the attacker takes time to learn a bit about their target to make the wording more specific and relevant.

Whaling is going after executives or presidents. They're hoping for a bigger return on their phishing investment and will take time to craft specific messages in this case as well.

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Avast Academy <https://www.avast.com/c-keylogger>
TitanFile <https://www.titanfile.com/blog/types-of-computer-malware/>

Handout: HHY Lesson 7: Cyber security – Common types of malware

1. Trojans or Trojan Horse disguises itself as legitimate software with the purpose of tricking you into executing malicious software on your computer.
2. Spyware invades your computer and attempts to steal your personal information such as credit card or banking information, web browsing data, and passwords to various accounts.
3. Adware is unwanted software that displays advertisements on your screen. Adware collects personal information from you to serve you with more personalized ads.
4. Rootkits enable unauthorized users to gain access to your computer without being detected.
5. Ransomware is designed to encrypt your files and block access to them until a ransom is paid.
6. Worms replicate themselves by infecting other computers that are on the same network. They're designed to consume bandwidth and interrupt networks.
7. Keyloggers keep track of your keystrokes on your keyboard and record them on a log. This information is used to gain unauthorized access to your accounts.

As data breaches, hacking, and cybercrime reach new heights, companies increasingly rely on cybersecurity experts to identify potential threats and protect valuable data. So it makes sense that the [cyber security market](#) is expected to grow from \$217 billion in 2021 to \$345 billion by 2026, posting a Compound Annual Growth Rate (CAGR) of 9.7% from 2021 to 2026.

Cyber security is critically important because it helps to preserve the lifestyles we have come to know and enjoy.

References:

Simple learn <https://www.simplilearn.com/tutorials/cyber-security-tutorial/what-is-cyber-security>

Avast Academy <https://www.avast.com/c-keylogger>

TitanFile <https://www.titanfile.com/blog/types-of-computer-malware/>

HTY Lesson 8: Online Dating

Knowledge	After working through this lesson:
Attitude	1. Participants will be able to identify the potential dangers of online dating.
Practice	2. Participants will be equipped with skills to identify red flags in online dating scenarios. 3. Participants will have protective strategies for safe online dating. 4. Participants will be able to use the biblical perspective and application on relationships.
Overview for facilitators	Understanding the Dangers of Online Dating within a Community Health Evangelism Framework.
Materials	• Poster-size paper, markers, and masking tape • Handouts with 3 scenarios, Catfishing, Terms of online dating moves, Image identification

LESSON

1.5 HOURS



STARTER (10 minutes)

Have three participants read the chats of three imaginary dating sites and ask who would you choose to date:

Candidate #1 (Alex)  “Hey beautiful , you’re so different from everyone else. I’ve never felt this way before! Let’s stop using this app—can you give me your WhatsApp?”

Candidate #2 (Chris)  “You’re amazing. I want to take care of you. Don’t tell anyone about us yet, people wouldn’t understand. Let’s meet tomorrow night—come alone, I’ll pick you up in my car.”

Candidate #3 (Daniel)  “Hi! I love hiking, cooking new recipes, and watching old movies. What do you enjoy doing on weekends?”

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?

A) What are Red Flags when Online Dating? (10min)

1. What are the red flags in online dating?
 2. How can you identify red flags online?
 3. How do you know if someone is pretending to be someone else online?
 - Make an image search to see if their profile pictures appear under a different name.
 - Check their social media for activity, such as post frequency and interactions.
-

B) Identifying Red Flags (15min)

Instructions: Divide participants into small groups and present them with different online dating scenarios (both positive and negative). Ask them to identify potential red flags in the scenarios. After reviewing these scenarios, ask for other possible red flags and discuss the importance of effective communication and maintaining personal safety in online dating environments.

1. Scenario A – red flags:

- Overly Flattering Language: Jarred’s opening line contains excessive compliments, which may come off as insincere.
- Lack of Normal Conversation Flow: The conversation is heavily skewed toward Jarred’s career, which can be a tactic to monopolize the chat and steer it away from casual dialogue.
- Vaguely Intimate Details: Discussing sensitive topics like sex therapy early on can create discomfort and signal an inappropriate agenda.
- Pressure to Exchange Numbers Quickly: The insistence on moving to private communication (exchanging numbers) within a few messages is a significant red flag.

2. Scenario B – red flags:

- Abrupt Push for Private Meeting: Tom is quick to suggest meeting one-on-one, which can be risky, especially early in the conversation.
- Pressure and Manipulation: His responses to Nicole's hesitations imply disdain and aim to manipulate her into agreeing to a solo outing, which is a tactic often used by those with ill intentions.
- Dismissing Safety Concerns: Ignoring Nicole's comfort and safety by calling her cautiousness “uptight” shows a lack of respect for her boundaries.
- Personal Safety Being Undermined: His insistence that she “trusts him” without any established relationship indicates potential for future issues.

3. Scenario C – red flags:

- Suggesting Private Meetings Too Soon: Mike is quick to push for a one-on-one photoshoot, which can cross personal boundaries, especially early in their conversation.
- Pressure to Change Comfort Levels: Mike uses pressure tactics to get Emily to agree to an individual meeting, which can indicate a disregard for her comfort and safety.
- Dismissing Boundaries: When Emily expresses her desire to meet in a more public setting, Mike brushes it off as unnecessary and tries to minimize her concerns, revealing a lack of respect for her feelings.
- Manipulative Language: Phrases like “you’ll regret not taking up my offer” and “don’t worry, you’ll be safe with me” are manipulative. He attempts to create guilt and implies that her hesitation is somehow wrong.
- Over-Complimenting: While compliments can be nice, Mike’s comment about anyone being lucky to work with someone as beautiful as her feels overly familiar and can indicate a lack of authenticity or ulterior motives.
- Implying Inexperience: Statements like “most people wouldn’t hesitate” attempt to make Emily feel pressured to conform to his desires, which signals a controlling behaviour pattern.

4. Other red flags:

- A user avoids video chats and refuses to share basic information
- Lack of personal investment: scammers are not genuinely interested in you or your life. They are only looking for ways to exploit you for their own gain.

- No emotional connection: scammers do not form emotional connections with their targets. They are simply using tactics to manipulate and deceive.
 - No accountability: they often use fake profiles, fake names, and fake stories. They are not accountable for their actions and will not feel obligated to respond or follow through on any commitments.
 - Goal-oriented: scammers have a specific goal in mind, such as getting your personal information or money. If they don't achieve this goal, they will likely move on to other targets.
 - No interest in a real conversation: Scammers are not interested in having a genuine conversation or building a relationship. Their messages are designed to elicit a specific response or action from you.
-

C) Do you know the terms for online dating moves? (10 minutes)

Instructions: Ask the question above and add what was not said. After discussion, allow for an interactive role

- | | |
|-----------------|------------------|
| - BENCH-ing. | - Microcheating |
| - Breadcrumbing | - Orbiting |
| - Catfishing | - Phubbing |
| - Cushioning | - Pie Hunting |
| - DM Slide | - Roaching |
| - Freckling | - Slow Fade |
| - Ghosting | - Soft Launching |
| - Haunting | - Stashing |
| - Kittenfishing | - Submarining |
| - Left on Read | - Vulturing |
| - Lockering | - Zombieing |
| - Love Bombing | |
-

D) Protection Strategies. (10 minutes)

Instructions: Ask the question below and add what was not said. After discussion, allow for interactive role-play: Have volunteers act out a safe online dating scenario versus an unsafe scenario. Emphasize the importance of setting boundaries and trusting one's instincts.

1. What do you think are possible strategies you can use?

- Don't reveal identifying details like your full name, address, school or birthday on your profile or in early conversations
- Consider using a nickname or username instead of our real name
- Avoid linking your dating profiles to other social media accounts
- Use different photos for dating profiles than you use on other social media
- Consider using separate email addresses and strong, unique passwords for dating sites
- Be careful about sharing photos, especially intimate ones.
- Always arrange to meet in public places for the first few dates.
- Keeping personal information private until a strong level of trust has been established.
- Informing a friend or family member about dates and sharing location
- Do an image search of the person to see if their profile picture and any photos they share with you show up for someone with a different name

- Check their social media profile – the frequency of posts, friends’ response and general activity on it
 - Watch out for inconsistencies in someone’s story or profile
 - Be wary of people pressuring you to meet quickly or share intimate photos
 - It is ok to say NO to requests that make you uncomfortable
 - You do not have to respond immediately or at all to messages
 - Remember, you can block, report, or unmatch with anyone behaving inappropriately
 - Educate yourself about identifying potential scams or fake profiles
 - Utilize advanced CAPTCHA and facial biometrics//liveness checks
-

E) Biblical Application (10 minutes)

Instruction: Discuss in a large group some of the following scriptures:

1. **1 Corinthians 15:33** “Do not be misled: Bad company corrupts good character.”
 2. **Proverbs 4:23** “Above all else, guard your heart, for everything you do flows from it.”
 3. **1 Thessalonians 5:21-22** “Test all things; hold fast what is good. Abstain from every form of evil.”
 4. **Matthew 7:15-20** “Watch out for false prophets. They come to you in sheep’s clothing, but inwardly, they are ferocious wolves. By their fruit, you will recognize them.”
 5. **Psalms 119:105** “Your word is a lamp for my feet, a light on my path.”
 6. **Proverbs 13:20** “Walk with the wise and become wise, for a companion of fools suffers harm.”
-

Conclusion and Take-Away (5 minutes)

Instructions: Discuss together

- A. What did I discover in this lesson?
 - B. Who could I share with?
 - C. What will I do with what I discovered in this lesson?
 1. When?
 2. What do I expect to happen?
 3. How will I know if it happened?
 - D. Pray
-

References:

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<https://techsafety.ca/resources/toolkits/online-dating-privacy-risks-and-strategies>
<https://www.resources.verisoul.ai/blog-post/5-essential-tips-for-stopping-fake-profiles-on-social-dating-platforms>

Handout: HTY Lesson 8: Online Dating - Scenarios

Scenario A:

Jarred: Well, good evening, Kate!!! Your profile popped up as a suggested match, and I admit, I am intrigued. You are way too attractive to be on this site sifting through the “lost and found” of singles! Hopefully, you are still active on here and haven’t been scared off by the magnitude of ridiculous profiles!

Kate: Thank you, Jarred, for your kind words. Yes, I am still actively using this site and am happy to connect with interesting matches. I just joined last night, so there are not many ridiculous profiles or inappropriate comments yet. Since you mentioned being intrigued by my profile, what in particular caught your eye? I like to hear more about your interests. I can see from your profile that you like to joke, and I must say you made me laugh too. I look forward to chatting more! Have a great rest of your day!

Jarred: Hi Kate! Well, being a nurse carries major responsibilities and is so needed around the world. I have been a sex therapist for women for over 15 years and have encountered many dark realities in this area, too. You don’t sound like the legalistic nut job most others do on this site, and you are very attractive as well. I can tell from your eyes that you are genuine. It was more than enough to warrant a message. 😊

Kate: Yes, I must say I do enjoy my job! I love to see the relief in the people from pain and be able to calm them and help them. It is amazing when you come and meet your patients in the grocery store, and they love to see you. I am curious: how did you find your way into a profession like sex therapy? It is certainly not what I would consider a conventional career path either. Have a lovely day.

Jarred: Hi Kate! Yes, it sure is not a conventional career path, but I started seeing so much of the oppression and control that was going on from churches regarding sex and women, and I had a couple of experiences personally that really made me see some truths. I was already going to school for psychology, and a chance encounter with a woman who raised the same questions I had led me to realize there were just no resources for people like her who were telling the truth and representing reality. I cannot tell you how humbled I am every day when I hear people say, “Without you, I don’t know where I would be.” God wants us to live freely and with joy and happiness, not oppression and misery. To be a part of that is absolutely beyond words. I am so intrigued and would love to continue, but my account exists today, and the 3 months were enough for me! Are you interested in exchanging numbers? 604-757-8970 if you are.

Red Flags in Scenario A:

- a) **Overly Flattering Language:** Jarred’s opening line contains excessive compliments, which may come off as insincere.
- b) **Lack of Normal Conversation Flow:** The conversation is heavily skewed toward Jarred’s career, which can be a tactic to monopolize the chat and steer it away from casual dialogue.
- c) **Vaguely Intimate Details:** Discussing sensitive topics like sex therapy early on can create discomfort and signal an inappropriate agenda.
- d) **Pressure to Exchange Numbers Quickly:** The insistence on moving to private communication (exchanging numbers) within a few messages is a significant red flag.

Scenario B:

Nicole: Hey there! Just noticed your profile, and I think we have a lot in common!

Tom: Oh really? What do you like most about my profile?

Nicole: I love that you're into outdoor adventures! I'm always looking for someone to hike with.

Tom: Hiking sounds fun! How about we meet up this weekend? Just you and me this time.

Nicole: Hmm, I usually prefer to meet in a group first, maybe bring some friends along?

Tom: Come on, don't be so uptight! It's just a hike. I'm totally safe, trust me!

Nicole: Well, could we maybe do a public meetup first? I feel more comfortable that way.

Tom: That's a bit lame, but I guess I'll just have to prove I'm trustworthy. You're holding back the fun!

Red Flags in Scenario B:

- a) Abrupt Push for Private Meeting: Tom is quick to suggest meeting one-on-one, which can be risky, especially early in the conversation.
- b) Pressure and Manipulation: His responses to Nicole's hesitations imply disdain and aim to manipulate her into agreeing to a solo outing, which is a tactic often used by those with ill intentions.
- c) Dismissing Safety Concerns: Ignoring Nicole's comfort and safety by calling her cautiousness "uptight" shows a lack of respect for her boundaries.
- d) Personal Safety Being Undermined: His insistence that she "trusts him" without any established relationship indicates potential for future issues.

Scenario C:

Emily: Hi, Mike! I saw your profile, and I think it's great that you're into photography! What kind of photography do you do?

Mike: Hey, Emily! Thanks! I mainly do landscape photography but also love taking photos of models. I actually do private photoshoots too. You should totally join me sometime!

Emily: That sounds cool! But honestly, I would feel more comfortable in a group setting before doing something like that.

Mike: Oh, come on! It's just a photoshoot—nothing weird. Plus, I promise I'll keep it professional. Besides, would you really want to miss out on a great opportunity?

Emily: I appreciate that, but I prefer meeting people in groups first.

Mike: It's just that people usually respond better to my ideas if we're alone. Trust me; it's more fun that way!

Emily: I see your point, but I think I'll still stick to group meetups for now.

Mike: You're really holding back on this! I don't bite! Don't worry, you'll be safe with me. Anyone would be lucky to work with someone as beautiful as you!

Emily: Thanks, I guess. But I'd still feel more comfortable just chatting for a bit longer before any plans.

Mike: Alright, we can chat. But you'll regret not taking up my offer. Most people wouldn't hesitate!

Red Flags in Scenario C:

- a) **Suggesting Private Meetings Too Soon:** Mike is quick to push for a one-on-one photoshoot, which can cross personal boundaries, especially early in their conversation.
- b) **Pressure to Change Comfort Levels:** Mike uses pressure tactics to get Emily to agree to an individual meeting, which can indicate a disregard for her comfort and safety.
- c) **Dismissing Boundaries:** When Emily expresses her desire to meet in a more public setting, Mike brushes it off as unnecessary and tries to minimize her concerns, revealing a lack of respect for her feelings.
- d) **Manipulative Language:** Phrases like "you'll regret not taking up my offer" and "don't worry, you'll be safe with me" are manipulative. He attempts to create guilt and implies that her hesitation is somehow wrong.
- e) **Over-Complimenting:** While compliments can be nice, Mike's comment about anyone being lucky to work with someone as beautiful as her feels overly familiar and can indicate a lack of authenticity or ulterior motives.
- f) **Implying Inexperience:** Statements like "most people wouldn't hesitate" attempt to make Emily feel pressured to conform to his desires, which signals a controlling behaviour pattern.

Handout: HTY Lesson 8: Online Dating – Red Flags

- Blank profiles and no pictures
- Having unnaturally hot photos
- Request personal information too quickly
- Inconsistent messaging
- Avoids video chats and refuses to share basic information
- Lack of personal investment: scammers are not genuinely interested in you or your life. They are only looking for ways to exploit you for their own gain.
- No emotional connection: scammers do not form emotional connections with their targets. They are simply using tactics to manipulate and deceive.
- No accountability: they often use fake profiles, fake names, and fake stories. They are not accountable for their actions and will not feel obligated to respond or follow through on any commitments.
- Goal-oriented: scammers have a specific goal in mind, such as getting your personal information or money. If they don't achieve this goal, they will likely move on to other targets.
- No interest in a real conversation: Scammers are not interested in having a genuine conversation or building a relationship. Their messages are designed to elicit a specific response or action from you.

Key Takeaways:

- Always trust your instincts. If something feels off, it probably is.
- Make sure to meet in public places initially and avoid sharing personal information too quickly.
- Look out for signs of manipulation or pressure to act in a way you're not comfortable with.
- Healthy relationships respect boundaries, so don't be afraid to stand firm on your comfort levels.

Handout: HTY Lesson 8: Online Dating - Why Do People Catfish?

People catfish for various reasons, some harmless and others harmful. Here are the main motivations behind catfishing:

1. **Insecurity:** Some individuals feel inadequate about themselves and create fake identities to appear more attractive or successful. They might use better-looking photos or claim to have impressive careers to gain admiration and attention.
2. **Concealing Identity:** People may hide their true identity to troll others or cheat on a partner. This anonymity can also be used for scams, making it hard for victims to report the fraud.
3. **Mental Illness:** Those struggling with depression or anxiety might catfish to gain confidence. By adopting a different persona, they feel more comfortable interacting with others online.
4. **Revenge:** Some catfishers impersonate someone else to harm their reputation or engage in illegal activities while using that person's identity.
5. **Exploring Sexual Preferences:** Catfishing can allow individuals to experiment with their sexual identity by adopting a persona that aligns with their interests.
6. **Harassment:** If someone is blocked on social media, they may create a fake profile to continue stalking or harassing their target without being recognized.

A common theme among these reasons is a lack of self-confidence. Many catfishers feel dissatisfied with their real selves and believe that assuming a false identity will help them achieve their goals or connect with others more easily.

References:

<https://ppl-ai-file-upload.s3.amazonaws.com/web/direct-files/15611842/2523ecf6-d4bf-4067-8f01-edd137323c0d/paste.txt>
<https://ppl-ai-file-upload.s3.amazonaws.com/web/direct-files/15611842/f4ff572d-d617-4779-9e1e-7e8b5adbaa4c/paste-2.txt>
<https://www.fortinet.com/resources/cyberglossary/catfishing>

Handout: HTY Lesson 8: Online Dating - Terms for online dating moves

1. What is Benching?

Benching is when someone likes you but isn't ready to date you exclusively. Instead of being clear about their feelings, they keep you around just in case they want you later, making you wait while they explore other options.

2. What isBreadcrumbing?

Breadcrumbing is when a person sends flirty texts or messages to you without really wanting to date you. They do this to keep you interested without having to make a real commitment. It's like keeping you on the hook without being serious.

3. What is Catfishing?

Catfishing happens when someone pretends to be someone they're not online. If you're talking to a person who isn't showing their true self, or using fake photos, you may be getting catfished. Always try to move the chat to video or a phone call to verify who they really are!

4. What is Cushioning?

Cushioning is when someone keeps in touch with other romantic options while still dating someone else. It's like having backup plans just in case the main relationship doesn't work out. They might text these backups casually rather than cheating.

5. What is DM Sliding?

DM sliding is when you send a direct message to someone you have a crush on on social media platforms like Instagram or Twitter. It usually happens after you both interact publicly, like liking posts or commenting.

6. What is Freckling?

Freckling refers to someone who only shows interest in you during the warm months. They might be looking for short-term fun when the weather's nice, but once it gets colder, they lose interest and move on, just like freckles fade away.

7. What is Ghosting?

Ghosting is when someone suddenly stops replying to your texts and disappears from your life without explanation. It's more sudden than breadcrumbing, leaving the person who was ghosted feeling confused and hurt.

8. What is Haunting?

Haunting happens when someone you've stopped dating continues to keep tabs on you on social media. They might like old posts or watch your stories, which can make you feel like they want you back, even after you thought things were over.

9. What is Kittenfishing?

Kittenfishing is a more minor version of catfishing. It involves someone using slightly misleading information or photos on their dating profile—like using edited pictures or mentioning interests they aren't really into—just to seem more appealing.

10. What is Left on Read?

You text your crush, excited to hear back, but instead of a reply, you see "Read at 2:39 p.m." and then... nothing. It's super frustrating when they read your message but don't respond. Watching them start to type and then stop makes it even worse. This is why some people choose not to use read receipts!

11. What is Lockering?

Lockering happens when someone tells you they're too busy studying to hang out, but really, they just aren't that into you. If you're in a long-distance relationship, this might lead to a breakup later on—often called a "turkey dump" around Thanksgiving.

12. What is Love Bombing?

Love bombing is when someone showers you with tons of affection at the start of a relationship to win you over. But once you're committed, they pull back and show their true colors, which can be really manipulative and hurtful.

13. What is Microcheating?

Microcheating is when someone flirts or behaves secretly with others while still in a committed relationship. It's not full-on cheating, but it's still dishonest and can hurt your relationship.

14. What is Orbiting?

Orbiting is when someone stops texting or calling you but still likes your posts on social media. It can give you hope that they're interested, but if they really wanted to date you, they'd reach out more than just clicking "like."

15. What is Phubbing?

Phubbing is when you're hanging out with someone, but they keep looking at their phone instead of paying attention to you. It sends the message that their phone is more important than spending time with you.

16. What is Pie Hunting?

Pie hunting is when someone dates people who are vulnerable or heartbroken because they think those people are easier to handle. It's not cool and can be pretty hurtful.

17. What is Roaching?

Roaching happens when someone hides the fact that they're dating multiple people from their partner. If confronted, they might say they thought it was okay not to be exclusive. It's important to be open about dating others!

18. What is Slow Fade?

The slow fade is when someone gradually stops responding and communicating until the relationship just fizzles out without any big confrontation.

19. What is Soft Launching?

Soft launching is when you hint at a new romantic interest on social media without making a big announcement. For example, posting a picture where only their hand shows can keep things casual while still sharing about your new relationship.

20. What is Stashing?

Stashing is when someone keeps their partner a secret from friends and social media. If you're being stashed, it usually means the other person isn't ready for a serious commitment.

21. What is Submarining?

Submarining happens when an ex suddenly pops back into your life after disappearing for a while without explanation. They act like nothing happened, which can be confusing and frustrating.

22. What is Vulturing?

Vulturing refers to someone who tries to swoop in on you when you're feeling down or vulnerable in a relationship. It's not cool to take advantage of someone else's tough situation.

23. What is Zombieing?

Zombieing is when someone who ghosted you suddenly comes back as if nothing happened. They might text or DM you out of the blue, which can bring up mixed feelings but might also help you find closure.

References:

https://www.askmen.com/dating/dating_advice/internet-dating-slang-terms.html

Handout: HTY Lesson 8: Online Dating – Image Identification

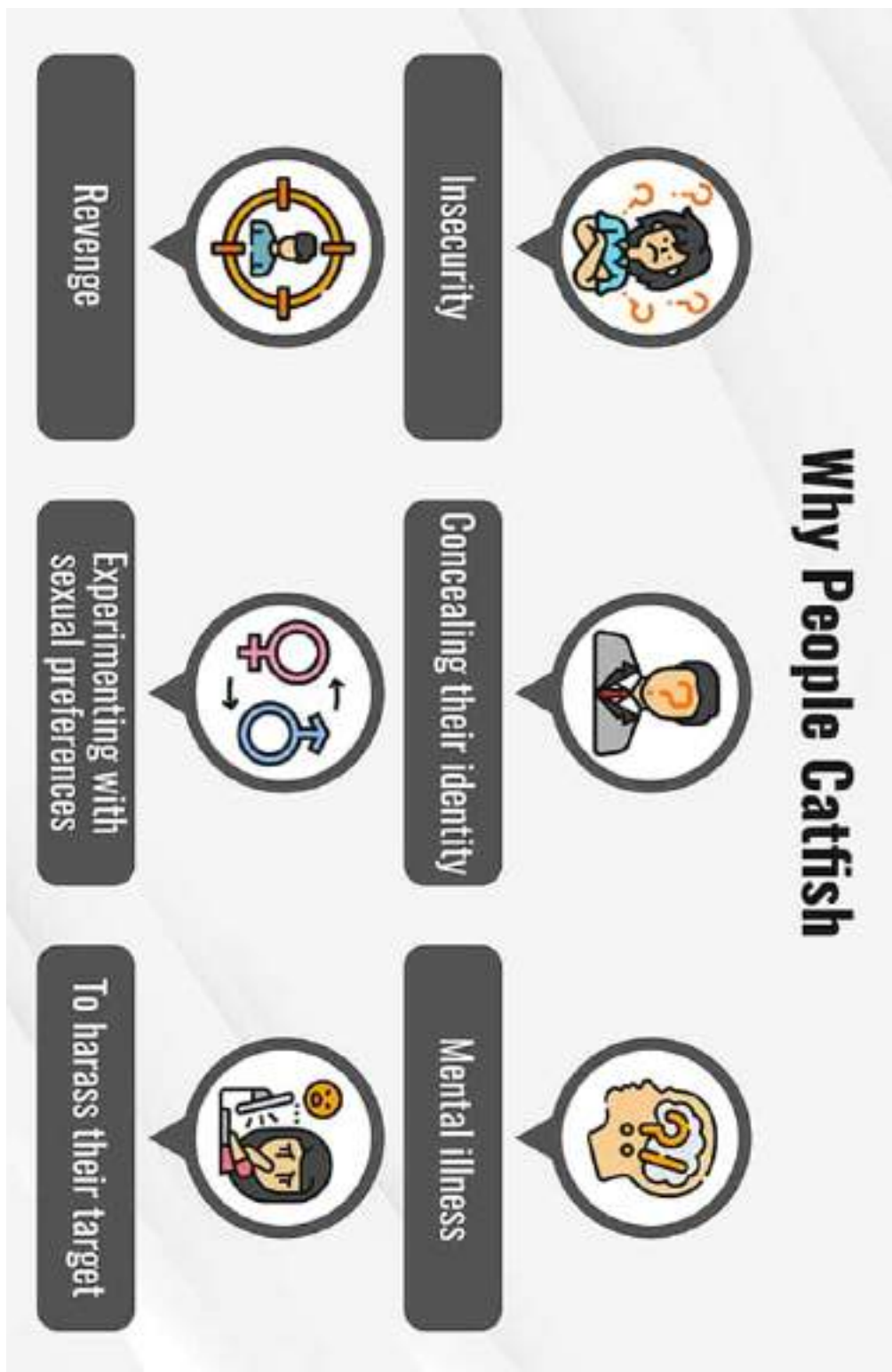
1. Here are some free photo identification platforms that can help verify profiles for online dating:
2. TinEye: A reverse image search engine that allows you to upload a photo or provide a URL to find where else the image appears online.
3. Google Images: You can perform a reverse image search by uploading a photo or pasting a URL to see if the image is associated with different names or profiles.
4. Social Search: This tool helps you find social media profiles associated with a particular photo, which can help determine if someone is using a fake identity.
5. ImageRaider: A reverse image search tool that checks multiple search engines to find where an image has been used online.
6. Yandex Images: Similar to Google Images, Yandex allows you to upload an image and find similar images or the original source.
7. Social Catfish: While not entirely free, this platform offers some free features and specializes in verifying online identities, which can be particularly useful for online dating.
8. PimEyes: This facial recognition search engine can find photos of a person across the internet, which can help verify if someone's photos are genuine.

Using these platforms can help you verify the authenticity of someone's profile picture and protect yourself while online dating.

References:

<https://ppl-ai-file-upload.s3.amazonaws.com/web/direct-files/15611842/2523ecf6-d4bf-4067-8f01-edd137323c0d/paste.txt>
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Handout: HTY Lesson 8: Online Dating – Why People Catfish



<https://www.fortinet.com/resources/cyberglossary/catfishing>

HTY Lesson 9: Grooming

Knowledge	After working through this lesson:
Attitude	1. Participants will understand the meaning of grooming and will be able to identify
Practice	four stages of grooming as a big problem leading to child sexual abuse
	2. Participants will be able to teach others about grooming, its prevention, and profile of groomers and victims.
Overview for facilitators	This is a lesson in Human Trafficking series, due to the link between Porn, Children Sexual abuse and human trafficking.
Materials	• Poster-size paper, markers, and masking tape • Starter can be done online, (poll) or with a voting system in person. • Handouts • Other materials

LESSON

1.5 HOURS



STARTER (10 minutes)

SKIT: A boy is taking selfies without his shirt and talking with someone on the phone. Mom comes in and asks who is he talking with? He says, someone he met playing online. She takes the phone from the boy and leaves the room, very upset.

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?

A) Meaning and types of grooming (10min)

Instructions: Ask the big group and discuss:

1. What is grooming? What do you know about grooming?

- It is a process used by offenders to sexualize an online encounter with a child. Offenders will use different **techniques to manipulate** children, so they obey their sexual requests or demands. They may not want to have sex, but obtain graphic material to commercialize (Human trafficking)
- It means that offenders **gradually** initiate and maintain sexual relationship with victims in secrecy.
- It is also a tactic used by individuals who have existing relationships with **children and their family**. The individual builds trust and comfort with a child and the safe adults around them, eventually to sexually abuse the child. It generally leaves children feeling responsible for what has happened and silences them and creates blind spots in the adults around the child so it is difficult for them to understand how this could happen.
- It can be done **across borders**, where an offender is in one country and the victim across the ocean, in another country.