

TRAINER FACILITATION GUIDE

P.A.U.S.E.

Onboarding and Professional
Development Experience



Professional Development Packages

Tier 1

- 1-3 hours of coaching delivered by a S.P.E.A.K Up certified coach. This is meant to be a supplemental resource for school leaders who are looking for additional customized support
 - Interactive opportunities include, but are not limited to:
 - Develop an implementation and roll out strategy
 - Adjust curriculum to meet the needs of a particular audience and school community
 - Create roll-out plan
 - Communications
 - Calendar
 - Strategic planning

Cost: \$10,000+

Tier 2

- 3-5 hours of coaching is meant to be a supplemental resource for school leaders who are looking for additional customized support
- Interactive opportunities include, but are not limited to:
 - Develop an implementation and roll out strategy
 - Adjust curriculum to meet the needs of a particular audience and school community
 - Create roll-out plan
 - Communica-tions
 - Calendar
 - Strategic planning
- Mock teaching opportunities (Student: Teacher)
- Problem solving small group discussions
- Contingency planning for curriculum misconceptions
- Bespoke leadership coaching

Cost: \$15,000+

Tier 3

- Develop an implementation and roll out strategy
- Adjust curriculum to meet the needs of a particular audience and school community
- Create roll-out plan
 - Communica-tions
 - Calendar
 - Strategic planning
- Customized coaching package for schools or districts that have a particular professional development program in mind
- Unlimited access to virtual coaches via email, ZOOM and phone calls during implementation to troubleshooting and problem solve in real time

Cost: \$20,000+

Introduction

The Selah Way Foundation is a nonprofit organization and global training network of best practices and service providers in the domestic and international anti-sex trafficking movement. Our mission is to eradicate this crime on a global scale through three Pillars: Prevention, Protection and Provision.



Onboarding

The school leaders become informed and empowered to train their teams on awareness and prevention.



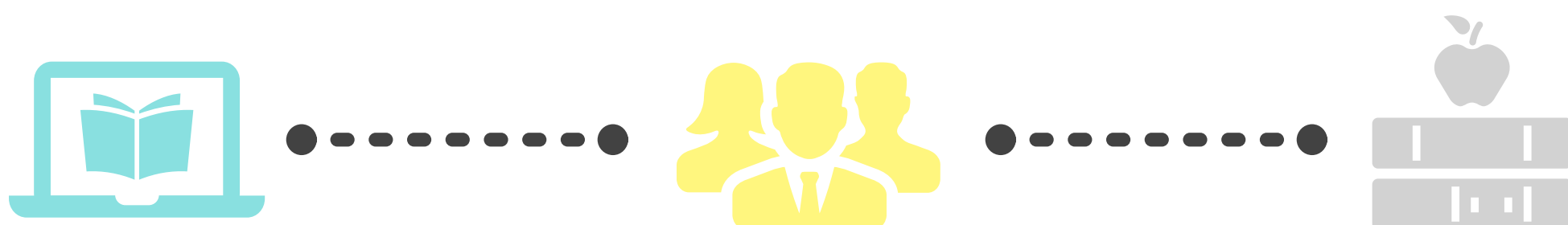
Team Learning

Leaders facilitate a professional development experience for their sites so teachers and staff are: 1. informed on awareness and prevention 2. ready to take students through an awareness and prevention learning experience.



Student Learning

Educators implement a learning experience for students that promotes awareness and prevention of sexual abuse.



Onboarding

Why YOU are critical to this movement...

Study after study shows that a significant number of children will experience sexual abuse; this is a leading causal factor for entering sex trafficking. Children often experience these traumatic events and do not have the tools or skills needed to seek help and stop the abuse. Through this training, we will give you a specific terminology, knowledge, and context to children so they feel empowered in telling a safe person what they are experiencing and receive the appropriate help. Every child should be given the knowledge and skills they need to keep themselves safe.

Why EVERY STUDENT needs to know this...

One fact that surprises many people is that sexual abuse exists everywhere. No population, region, age, gender, etc. is immune. Often, the less awareness there is, the more potential there is for abuse. It is important that every student be equipped with these skills and tools. It is our hope that they will never be in a situation in which they will need them. However, should the situation arise, students with these skills and tools will be empowered to seek help immediately.

Why this is DOABLE...

This guide was developed by educators and school leaders who understand the demands of your job. We know that you are pulled in many directions every day. We have worked very hard to be sure that you have everything you need in this guide. There is no prior knowledge or expertise required. You just need to be willing to facilitate the learning experience. Through videos and crystal clear lesson plans, we will ensure that this will be manageable for you . . . and potentially life changing for your students.



**PROFESSIONAL
DEVELOPMENT
ALIGNMENT**

As you develop your PD Scope and Sequence, we consider this training to align with the following Domains of the Danielson Framework found here.

**DOMAIN 2:
THE CLASSROOM
ENVIRONMENT**

**DOMAIN 2A:
CREATING AN
ENVIRONMENT OF RESPECT
AND RAPPORT**

- Teacher interaction with students
- Student interaction with students

**DOMAIN 2D:
MANAGING STUDENT
BEHAVIOR**

- Expectations
- Monitoring behavior
- Response to misbehavior

**DOMAIN 4E:
GROWING AND DEVELOPING
PROFESSIONALLY**

- Enhancement of content knowledge and pedagogical skill



**SCHOOL
ACCOUNTABILITY,
OVERSIGHT &
ACCREDITATION**

The Every Student Succeeds Act (ESSA), which was passed in December 2015, widened the scope of accountability measures for schools beyond traditional standardized testing in Core content areas.

Under **ESSA**, school report cards account for the following factors, which align with Selah Way's mission:

- School Climate and Safety · Chronic Absenteeism
- Collaboration with external organizations with expertise around teaching and learning to improve the school environment

A breakdown of accountability measures by state can be found here.



**OPPORTUNITIES
FOR
FUNDING**

There are several options for funding in place for programs like Selah Way.

TITLE II funding is offered for schools that implement person- alized, high quality Professional Development plans (as outlined in Column 1)

Title IV-A funding is available for schools that offer:

- well-rounded educational opportunities (outside of the 4 Core content areas)
- promote health and safety among students
- focus on the effective use of technology; each of these com- ponents are addressed through Selah Way's curriculum

GetEDFunding links educational programs with foundations offering grant money. A list of current grants that align with Selah Way's curriculum can be found here.

WHO should know this content...

Everyone. The principal. The administrative staff. The custodial staff. The security guards. The chemistry teacher. The bus driver. Everyone should be AWARE of this content to keep students safe.

WHO should teach this content to students...

There is lots of flexibility here. While everyone should be made aware of this material, not everyone has to teach it to students. We realize that some staff may be concerned that they might do more harm than good due to lack of expertise or personal comfort. Here is the criteria for the best people to lead these lessons:

- Strong relationships and rapport students
- Demonstrates understanding of social-emotional components
- Follows school-wide protocols

WHEN should this be taught to our students...

Consider your PD Scope and Sequence and when you are focusing on Classroom Culture and School Safety. January is Human Trafficking Awareness Month. April is National Child Abuse Prevention Month. Americas Safe School Week is typically in October. This is entirely up to you.

How this should be rolled out to students...

TRAINED:	TEACHING:	AUDIENCE:	WHEN:
All Teachers/Staff	All Teachers	Their Class/Homeroom	As They See Fit
All Teachers/Staff	One Content Teacher	Each Class via Rotation	1-2 Targeted Days
All Teachers/Staff	School Counselor as a "Guest Speaker"	Each Class via Rotation	1-2 Targeted Days
All Teachers/Staff	School Counselor	Small Groups Pulled Out	1-2 Targeted Weeks

HOW do we provide a safe classroom climate...

Two Adults in the Room Model:
It is also our suggestion that the lesson be presented to students with two trained staff members in the room. In order to keep both students and staff safe, we suggest that there is more that one adult in the room who is listening during the lesson.

HOW do we leverage all stakeholders...

By training ALL staff and teachers, we are bringing awareness to our schools and communities. This is one of the most important steps in keeping children safe. Communication with parents is also key. Some sites may chose to embed this aspect of safety and awareness into year-long initiatives, site- wide safety committees, protocols district wide, etc. What you chose to do at your site is up to many factors (capacity, leadership, etc.) but we do urge you to be sure to communicate with families. Below is a sample parent letter that could be included in communication with families.

Dear Parents and Guardians,

At _____ School, we are taking the month of October to focus on making our community the safest place it can be for your children. As part of that initiative we are partnering with The Selah Way Foundation, a nonprofit organization with the mission to end sexual abuse and bring freedom to the exploited through a multi-tiered approach.

This process begins with awareness and prevention. Students will learn that The Selah Way Foundation is an organization who works towards keeping people safe and away from unsafe people through education and training to all different people.

With a focus of prevention, teachers and counselors will be taking students through a learning experience on _____ that will focus on the following outcomes:

1. Explain the difference in a secret and a surprise.
 - a. Surprises make you feel happy and excited to tell your friends.
 - b. Secrets make you feel uncomfortable, confused, scared.
2. Identify the bathing suit zone and the rules for these areas.
 - a. The bathing suit is a good reminder as to what parts of your body are yours and off limits to others.
3. Identify 3 safe adults in their trust triangle.
 - a. Safe adults are here to help; students will list three adults who they can go to for help.
4. Learn to use your voice to advocate for help.
 - a. When something makes you uncomfortable you can use your voice to speak up for yourself.
5. Articulate what to do if you feel unsafe online.
 - a. There are steps to take if you find yourself in an uncertain or unsafe situation while online.

Given the sensitive nature of the content, we have worked hard to be sure that everything is “leveled” to a student’s development age. The content will be focused solely on keeping his or her body safe.

A copy of the full lesson plan is available for anyone who would like to review it in more detail. If you have any questions or concerns, please reach out to _____.

Sincerely,

Principal

What are the outcomes of this training?

Teachers will be able to:

- Articulate a common language to keep children safe from sexual abuse.
- Teach children the information and skills they need to keep themselves safe.

WHO and HOW this will roll-out...

Prior to training teachers and staff please have the following questions answered for your school site. Suggestions for how to answer these questions are listed in the Onboarding section above.



Who will be teaching it?



When will it be taught?



How are we informing all stakeholders (parents)?

NOTES

1

2

3

4

5

6

7

8

This professional development experience is so teachers and staff are:

- informed on awareness and prevention
- ready to take students through an awareness and prevention learning experience

Let's start thinking...

Kahoot is an online game platform that allows students and teachers to respond to questions on their personal devices (smart phones, ipads, laptops, etc.) To access your staff's prior knowledge about childhood sexual abuse and sex trafficking have them play the following Kahoot.

1

The administrator delivering the PD should click on the following link and present:
<https://create.kahoot.it/share/let-s-see-what-you-know-about-sexual-abuse-in-children/d5b3a7e9-5201-4ca4-a402-bd8c2827045c>

2

Click the green "play as guest" button.

3

Choose classic or team mode depending on the number of devices available.

4

The administrator should present the log on screen so that participants may see the website to go to and the code to enter the game.

5

Once participants go to the website and enter the code they will be prompted to enter a nickname.

6

Once everyone is in the game the administrator will start the game.

7

Participants will look at the displayed question and answer accordingly using their personal device.

8

Participants will have 20 seconds to answer. After the 20 seconds are over, results will be displayed and we are asking the administrator to reiterate the Bottom Lines (listed below).

KAHOOT QUESTIONS AND ANSWERS

1. How many children are sexually abused before the age of 18?

BOTTOM LINE: Sexual abuse is prevalent.

Answer: 1 out of 3 girls; 1 out of 5 boys

2. How many children are approached by a predator online?

BOTTOM LINE: Children may be targeted anywhere.

Answer: 1 out of 9

3. Every minutes a child is reported as being sexually abused.

BOTTOM LINE: Sexual abuse is happening all the time.

Answer: Every 9 mins.

4. What percentage of sexually abused kids know their abuser?

BOTTOM LINE: Sexual abuse is often committed by the people that children think will protect them.

Answer 90%

5. What percentage of sex trafficking victims were also sexually abused in childhood?

BOTTOM LINE: Early sexual abuse education and intervention is the best prevention to the often subsequent problem of sex trafficking.

Answer 92%



Play Founder's Video About This Curriculum ("Elizabeth's Message to Facilitators")

*All materials and videos are available at <https://www.theselahway.org/speakupdashboard>

P. A. U. S. E. MODEL LESSON
LEARNING GOALS FOR THIS LESSON

Feel informed and empowered to teach students about awareness and prevention of sexual abuse.

LESSON ESSENTIAL QUESTION:
How can I keep my students safe and help them avoid exploitation?

- Explain the difference between a secret and a surprise
- Identify the bathing suit zone and the rules for this area
- Identify three safe adults in their trust triangle
- Learn to use their voice to advocate for help until someone listens
- Articulate what to do if they feel unsafe online

LESSON ESSENTIAL QUESTION:
How can I keep myself safe and avoid exploitation?

PAUSE POINT

On a sticky note, write the one burning question that you currently have, either about sexual abuse against children or about the teaching of this curriculum. If your question is not answered during this training, you will have an opportunity to turn those in at the end.

- Ask the students what the word “pause” means.
- Explain that today we will pause and reflect on how we can keep ourselves safe.
- Show slide 2 on the powerpoint and go over the acronym P.A.U.S.E.

P Power in learning

A All secrets can be told

U U are the boss of your body

S Safe adults are there to help

E Everyone can find their voice

POWER IN LEARNING Show slide 3 on the powerpoint

ASK

1. What do you know about safety?

Possible answers may include:

Stranger danger, online safety

EXPLAIN:

In order to keep ourselves and friends safe it is important to continue learning and talking about:

- The truth about unsafe secrets, body safety rules, how to have a voice, and your trust triangle.

2. Where do you think it is important to stay safe?

Possible answers may include:

At school, at home, at practice, online, on the bus, at a friends house, etc.

NOTES

P A U S E

ALL SECRETS CAN BE TOLD Show slide 4 on the powerpoint

ASK

1. What is a secret?

Dispel any myths that the students might have

EXPLAIN:

There is a difference between a secret and a surprise:

- Surprises make you feel happy and excited to tell your friends.
- Secrets make you feel uncomfortable, confused and scared.

Reiterate that all secrets can be told any time. You can tell when something makes you feel icky inside, after something has happened, or even years later. It is okay to tell anytime and nothing is too small to tell. Emphasize that if you tell your secret and the person doesn't believe you, then you have to find another person to tell. You need to keep telling your secret until someone believes you and helps. Highlight that secrets online are not safe either.

**The activity can be completed by the teachers during training, but is intended for students.

PAUSE POINT

Turn and talk to the neighbor beside you. Think of one "secret" and one "surprise" that a student in your current grade level might encounter.

ACTIVITY

Have students turn to page 1 in their workbooks and display slide 5 on the powerpoint:

- Ask students to draw an "x" through the secret symbol, helping them understand that secrets can be dangerous.
- Explain that you will be reading two short stories and they are to signal whether it is a secret or a surprise.
 - For secret, they will put their finger up to their mouth like they are saying "shh".
 - For surprise, they will wave their hands in the air.
- Demonstrate the movements to the students. Go over both examples on slide 6. Go over all of the "remembers" on slide 7.

U ARE THE BOSS OF YOUR BODY Show slide 8 on the powerpoint

ASK

1. What do you think it means to be the boss?
 - a. Connect responses back to being someone who makes decisions about something.

EXPLAIN:

We might not be the boss of everything in our lives, but we are the boss of our own body.

Before going over the Body Safety Rules with students on slide 8, complete activity 1.

****The activity can be completed by the teachers during training, but is intended for students.**

ACTIVITY 1:

Have students turn to page 2 in their workbooks and display slide 9:

- Ask students to draw on the boy and girl bathing suits.

Explain that thinking about bathing suits is a good reminder as to what parts of your body are off limits. Let the students know their body is only theirs, giving them the power to tell a safe adult if someone does something that makes them feel uncomfortable.

Turn back to slide 8, to go over the Body Safety Rules.

EXPLAIN:

These rules remind us how to stay safe. They are listed at the bottom of page 2 in the workbook, so students can follow along.

- No one should touch or ask to see your bathing suit zone.
- You should not be touching anyone else's bathing suit zone. • No one should be taking pictures of your bathing suit zone.
- No one should show you pictures of other people's bathing suit zone.

Turn back to slide 9 to complete Activity 2.

****The second activity can be completed by the teachers during training, but is intended for students.**

ACTIVITY 2:

Have students turn to page 3 in their workbooks and display slide 9:

- Ask students to write their name on the line and declare, "I am the boss of my body!"

P A U **S** E

SAFE ADULTS ARE THERE TO HELP Show slide 10 on the powerpoint

ASK

1. What does it mean to be a safe adult?

- A safe adult is someone that you trust, love, and who protects you.

EXPLAIN:

It is important to have a trust triangle, which is at least three safe adults in your life, that you can turn to if you feel unsafe or were asked to keep an unsafe secret.

2. What does an unsafe person look like? What does an unsafe person do?

- Possible answers may include: old guy in a van, stranger, etc.

EXPLAIN:

While those people may be unsafe, an unsafe person can look like anyone. Sometimes an unsafe person could be someone in your family, a friend's sibling, or even someone online. Explain that unsafe people might tell you to keep an unsafe secret, try to trick you into thinking what they are doing is okay, or tell you they will hurt someone if you tell. Unsafe adults might also make you feel like the situation is your fault. Remember, you have not done anything wrong. Remind students that they need to tell a safe adult no matter what and they need to keep telling an adult until they are heard and believe.

**The activity can be completed by the teachers during training, but is intended for students.

PAUSE POINT

Some students may find difficulty in coming up with three safe adults to tell. On a post-it, teachers will list three safe adults within the school building. If a child has difficulty identifying three safe adults, the teacher could make a suggestion from the list. After the pause point, discuss with teachers and staff how to access safe people at school. Who should teachers/students reach out to? How should they get in contact with those people?

ACTIVITY:

Have students turn to page 4 in their workbooks and display slide 11:

- Ask students to write three names of adults they trust, filling out their trust triangle.

Explain that if you tell one safe adult and you don't feel like they are listening, tell another safe adult until someone listens.

P A U S E

EVERYONE CAN FIND THEIR VOICE Show slide 12 on the powerpoint

ASK

1. What do you think it means to “have a voice”?

EXPLAIN:

Sometimes our voices feel as small as a mouse or as big as a lion.

2. What situations may make their voices feel small?

EXPLAIN:

It can feel scary to use your voice, but that is an important part of keeping yourself safe. Go over how and when students can use their voices. It can also give us the confidence to tell more than once if needed. Refer to examples on slide 12.

**The activity can be completed by the teachers during training, but is intended for students.

PAUSE POINT

Have teachers practice “finding their voice” with a partner. Have them use their voice to advocate for help for a student who has confided in them about something difficult.

ACTIVITY:

Have students turn to page 5 in their workbooks and display slide 13:

- Ask students to circle what they could say to a safe adult.

Explain that practicing using our voice is very important, so that it can give us confidence to tell a safe adult when needed.

NOTES

CONCLUDING ACTIVITY

Introduce the traffic light on slide 14 and explain how each color represents a different word.

- Which color tells you to stop? Which color represents go?
- Have students turn to page 6 in the workbook and color that stoplight red for “unsafe”.
- Have students turn to page 7 in the workbook and color that stoplight yellow for “not sure”.
- Have students turn to page 8 in the workbook and color that stoplight green for “safe”.

Explain that you are going to read some situations and you want them to hold up the traffic light that best fits the situation.

- For example, if you think the story was unsafe, hold up the red traffic light.
- Go over situations on slides 15-16.

PAUSE POINT

Have teachers do a quick write for three minutes. During that three minutes, have teachers write down any situation that they can think of that their students might encounter where they would be “not sure” about whether it was safe or not. This will greatly depend on the grade level that the teacher teaches. Have them share one with a neighbor when the time is up.

NOTES

SUMMARIZING STRATEGY

Go over slide 17 to recap important things from previous slides. Read this scenario to the students and then go over the questions on slide 18 (Do not show slide 19).



Maya was playing a game online when she met Simon and began chat-ting with him. He said they went to the same school. They would talk like friends about school and funny things that had happened. He then asked her to send pictures of herself to him, but it made Maya feel uncomfortable since she didn't really know who Simon was. He asked her to come over to his house, so Maya stopped talking to him. Maya talked to her teacher about Simon, who looked him up in the school directory and found out there was no Simon enrolled in the school. Maya then remembered that she had posted a picture of her school's name in the background of a picture online. She then went home and deleted the picture.

Have students turn to page 9 in the workbook and display slide 20. Read the texting conversation and have the students circle the best answer to what Kiki should do. (Correct answer: C).

- Why would the other options not be the best choice to keep Kiki safe?

Have students turn to page 10 in the workbook and display slide 21 to recap what the students have just learned. If time allows, you can encourage the kids to “use their voice” to read the P.A.U.S.E rules. Have students write on an index card a thought or a question that they still have and turn it in before the close of the lesson. Remind them to keep their workbooks so they can show their safe adults what they've learned.

FINAL REMARKS

Explain to teachers that at the end of their lesson they will not take questions from students. By asking all students to write at the end of the lesson, we are giving all kids a time to disclose in a private setting. Teachers and staff can also remind kids that they may meet one-on-one to discuss things at a later time, too. Now, do the same thing for the teachers and staff. If the teachers have a concern, have them write it on a post-it and park it in the post-it parking lot. In order to keep the lesson moving and productive, it is better to address questions and concerns one-on-one with teachers and staff versus having a round table discussion on the matter.

Upon completion of this you will show a video about how to answer questions safely and complete the 3-2-1 below as an exit ticket out of the meeting.

- 3-things I have learned
- 2-ways my thinking has changed
- 1-question I still have

****PLAY “Responding to Students During Emotional Discussions”**



To Learn More About The Selah Way Foundation, S.P.E.A.K. UP and our mission to end sex trafficking and exploitation, visit www.TheSelahWay.org

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