Where Do We Go From Here?

Sex Trafficking Train the Trainer Session 7
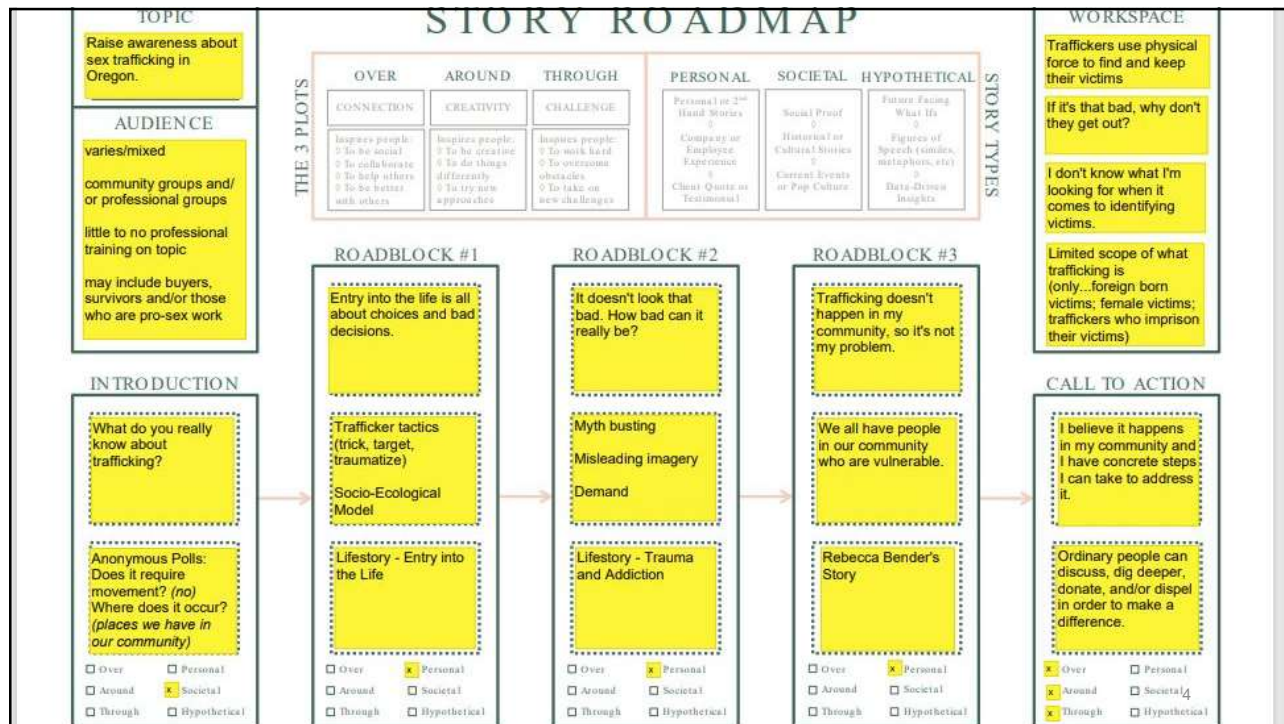
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What we'll cover today…

- The UAST Curriculum
  - How we used the roadmap
  - Your experience delivering a module
- Let's Hear From You!
  - Independent Work Experience
- Cultivating Interest, Anticipating Barriers
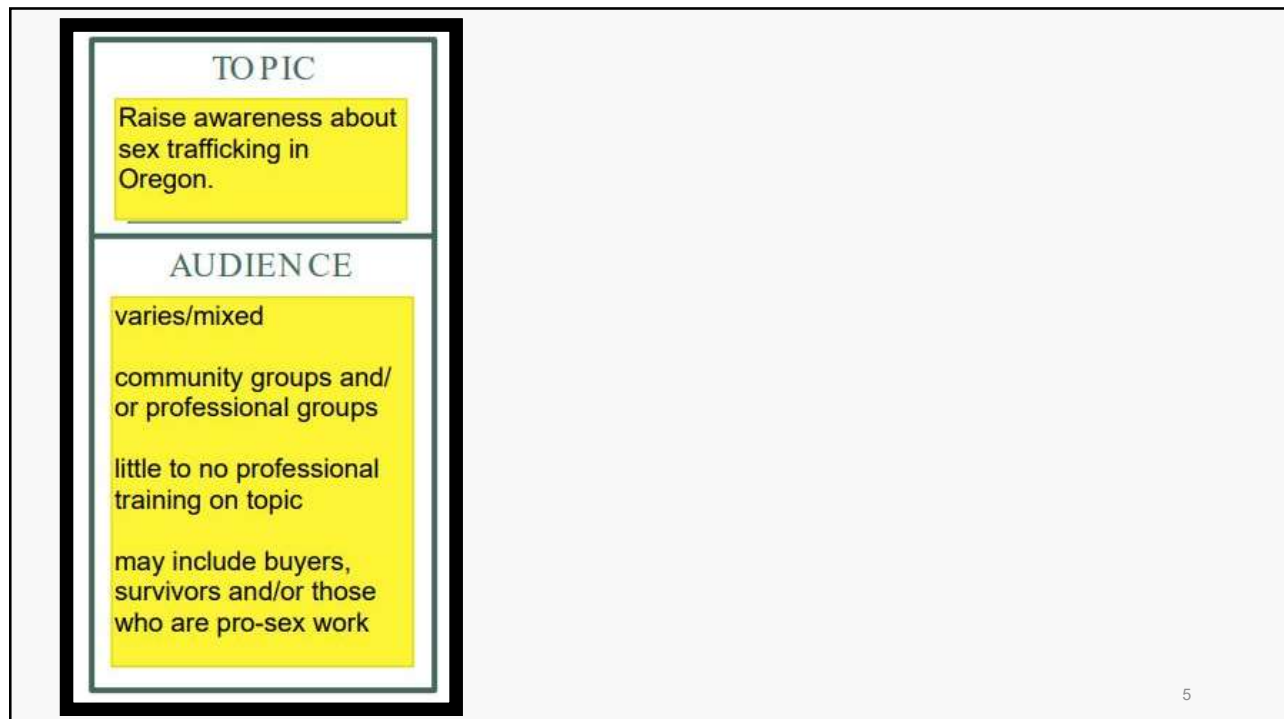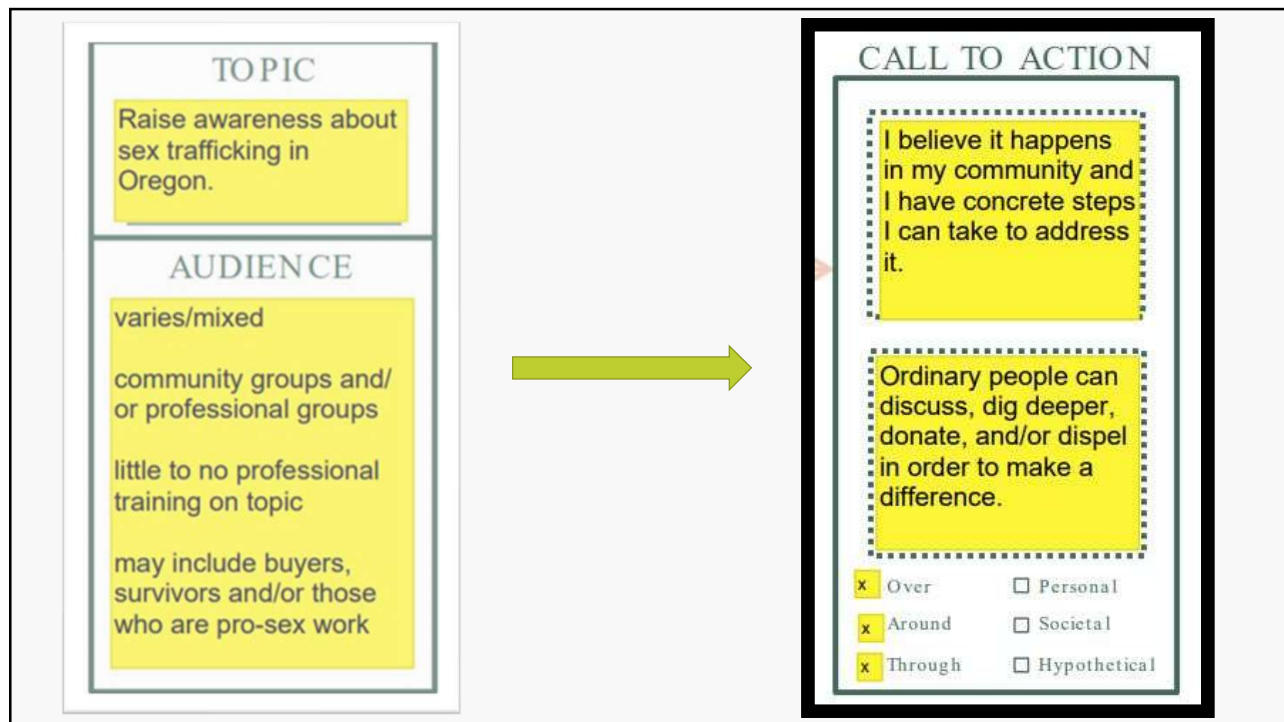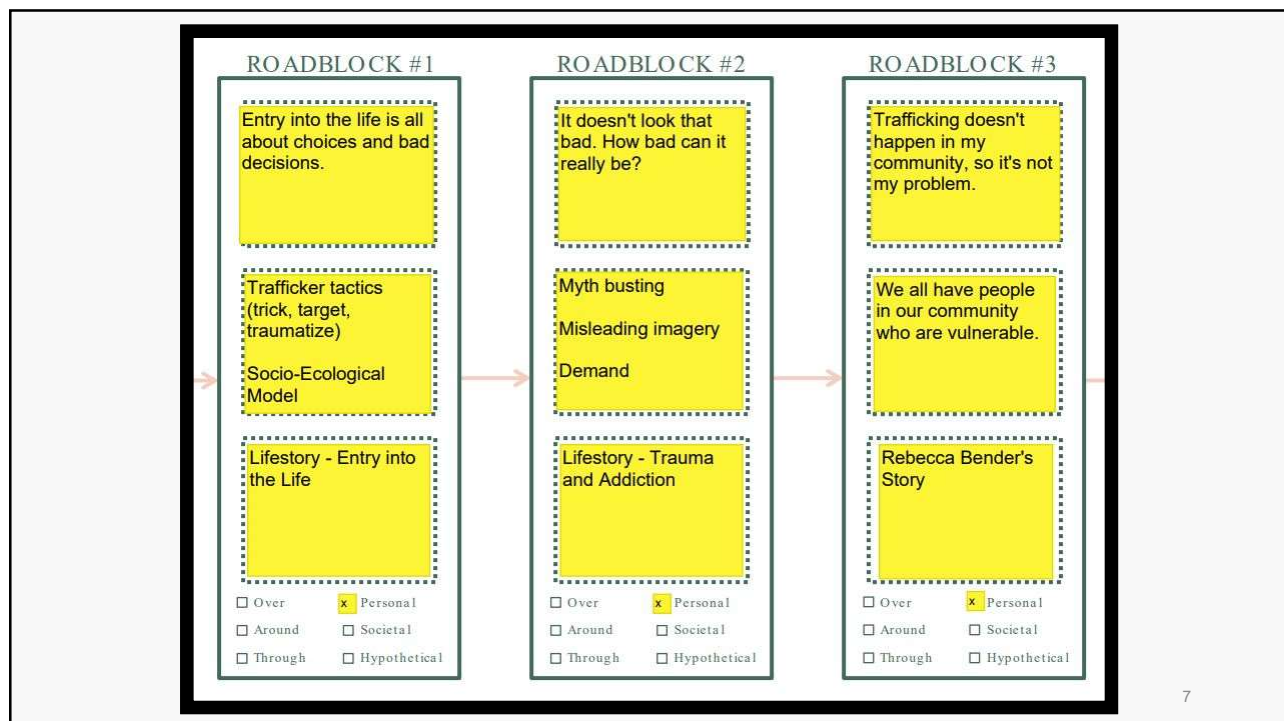- Asking the Right Questions

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STORY ROADMAP

THE 3 PLOTS

OVER	AROUND	THROUGH
CONNECTION	CREATIVITY	CHALLENGE
Inspires people: ◊ To be social ◊ To collaborate ◊ To help others ◊ To be better with others	Inspires people: ◊ To be creative ◊ To do things differently ◊ To try new approaches	Inspires people: ◊ To work hard ◊ To overcome obstacles ◊ To take on new challenges

STORY TYPES

PERSONAL	SOCIETAL	HYPOTHETICAL
Personal or 2nd Hand Stories ◊ Company or Employee Experience ◊ Client Quote or Testimonial	Social Proof ◊ Historical or Cultural Stories ◊ Current Events or Pop Culture	Future Facing What Ifs ◊ Figures of Speech (similes, metaphors, etc) ◊ Data-Driven Insights

TOPIC
Raise awareness about sex trafficking in Oregon.

AUDIENCE
varies/mixed

community groups and/ or professional groups

little to no professional training on topic

may include buyers, survivors and/or those who are pro-sex work

WORKSPACE
Traffickers use physical force to find and keep their victims

If it's that bad, why don't they get out?

I don't know what I'm looking for when it comes to identifying victims.

Limited scope of what trafficking is (only…foreign born victims; female victims; traffickers who imprison their victims)

ROADBLOCK #1
Entry into the life is all about choices and bad decisions.

ROADBLOCK #2
It doesn't look that bad. How bad can it really be?

ROADBLOCK #3
Trafficking doesn't happen in my community, so it's not my problem.

INTRODUCTION
What do you really know about trafficking?

Anonymous Polls: Does it require movement? (no) Where does it occur? (places we have in our community)

Trafficker tactics (trick, target, traumatize)

Socio-Ecological Model

Lifestory - Entry into the Life

Myth busting

Misleading imagery

Demand

Lifestory - Trauma and Addiction

We all have people in our community who are vulnerable.

Rebecca Bender's Story

CALL TO ACTION
I believe it happens in my community and I have concrete steps I can take to address it.

Ordinary people can discuss, dig deeper, donate, and/or dispel in order to make a difference.

☐ Over	☐ Personal
☐ Around	x Societal
☐ Through	☐ Hypothetical

☐ Over	x Personal
☐ Around	☐ Societal
☐ Through	☐ Hypothetical

☐ Over	x Personal
☐ Around	☐ Societal
☐ Through	☐ Hypothetical

☐ Over	x Personal
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ROADBLOCK #1	ROADBLOCK #2	ROADBLOCK #3
Entry into the life is all about choices and bad decisions.	It doesn't look that bad. How bad can it really be?	Trafficking doesn't happen in my community, so it's not my problem.
Trafficker tactics (trick, target, traumatize) Socio-Ecological Model	Myth busting Misleading imagery Demand	We all have people in our community who are vulnerable.
Lifestory - Entry into the Life	Lifestory - Trauma and Addiction	Rebecca Bender's Story
☐ Over x Personal ☐ Around ☐ Societal ☐ Through ☐ Hypothetical	☐ Over x Personal ☐ Around ☐ Societal ☐ Through ☐ Hypothetical	☐ Over x Personal ☐ Around ☐ Societal ☐ Through ☐ Hypothetical

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Discuss

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Assignment 1

Designing Audience Experience Roadmap

Assignment 2

Delivering the Curriculum

Assignment 3

Writing Your Speaker Intro

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Cultivating Interest

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30-Second Pitch

Who you are.
What you offer.
What you want.

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Discuss

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Break Time

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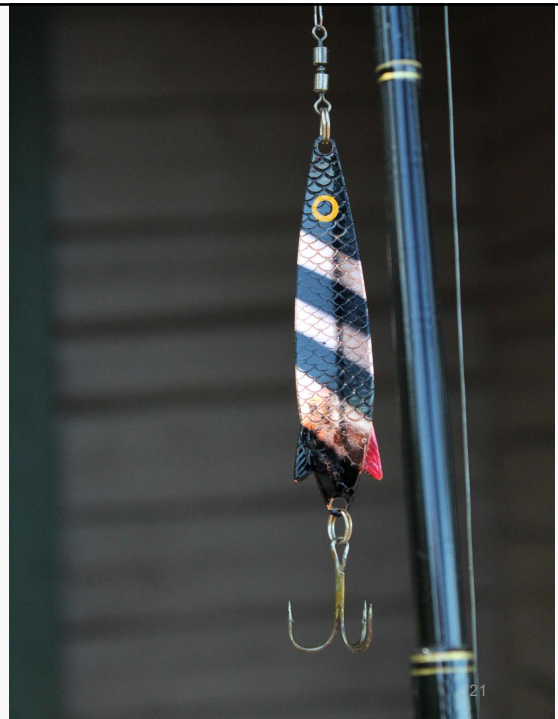
Barriers
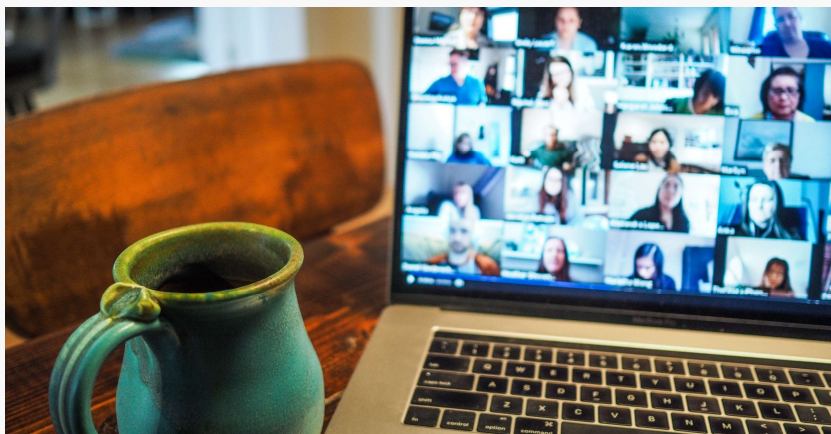
Discuss

How do you stay encouraged?

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Asking the Right Questions

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Growing as an Instructor

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OC131

Action Planning

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OC131 if we have time, this would be nice to do as a pair and share rather than full group)

Olfert Caroline, 9/30/2021

In Closing…

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Handout 3: Sample Training Evaluation Form

Training Evaluation

[Name of Training] [Date of Training]

1. Did the training meet your expectations? Yes/No
   If no, in what ways did the training fall short?

2. Please rate the following areas on a scale of 1 to 5, with 1 = unacceptable and 5 = outstanding.
   a. The quality of the instruction
   b. The quality of activities and interactions
   c. The quality of the learning environment

3. Please indicate your agreement with the following statements on a scale of 1 to 5, with 1= strongly disagree and 5 = strongly agree.
   As a result of this course, I...
   a. Have more empathy for victims and survivors of sex trafficking.
   b. Am more aware that sex trafficking occurs in my community.
   c. Know one thing I can do to address sex trafficking.
   d. Commit to taking one step to address sex trafficking.

4. What, if anything, would you change about this training to improve it?

5. Please share one action step that you plan to take in the week to address human trafficking in your community.

CULTIVATING INTEREST, ANTICIPATING BARRIERS

Instructions:

1. Identify a spokesperson who will report back to the larger group. Each group will have one minute to share their responses to the two questions listed below.
2. As a group, you'll be talking about delivering the Understanding and Address Sex Trafficking training to the medical community
3. Review your group's community readiness description and keep it in mind while answering the following questions:
   a. What barriers do you anticipate?
   b. How might you address these barriers?

Group 1: Your medical community is ready and already knocking on your door. Make no mistake! Even when a community seems ready, you will still encounter barriers.

Group 2: A nurse in your community reaches out to see if training is available; however, they don't have a commitment from executive staff yet.

Group 3: No one from your medical community has asked for trafficking training. The readiness of the medical community is unclear

Group 4: A nurse in your community tells you they want hospital staff to receive training on how to identify and work with victims of trafficking. They say they don't need a basic training because they received a training from another group. You're familiar with the other group. Their training is not trauma-informed, and it sensationalizes trafficking. You'd like to begin with the UAST training before moving to the more skill-specific training.

TRAINING REQUEST FORM

DATE RECEIVED:

NAME/CONTACT INFO:

AUDIENCE

Who will we be training? What is their role? How many people?

ALREADY KNOW

What do they already know about the topic? What training have they already received?

ALREADY DOING

What are they already doing to address trafficking?

TRAINING GOAL

What skills or knowledge do people need? What will success look like after this training?

HOW AND WHEN

How would you like training delivered? How much time is allowed? How soon do you want the training?

BARRIERS

What barriers or resistance do you anticipate to this training? What barriers might staff face when trying to apply what they've learned in this training back on the job?

SUPPORT

What is the agency's support for this training? What support is available to staff once they return to work and want to implement what they've learned?

PROPOSED ACTIONS

This is what I'm thinking....

What might we need to do before we train? Are there other people we should invite to this training? What might we do after we train?