**RECRUITMENT LESSON PLAN**

**GRADE LEVEL: High School**

**Objectives**

1. The students will define and provide examples of recruitment.
2. The students will name and describe places where recruitment is likely to occur.
3. The students will describe steps to take to prevent being recruited.

**Materials**

* **“Recruitment”** PowerPoint (provided) – Narration is provided below each slide
* **[OPTIONAL “Recruitment Social Story”** PowerPoint (provided)]
* Pull up YouTube video: [**Personal Boundaries**](%E2%80%A2%09https%3A/www.youtube.com/watch?v=y-kqr4A5gog)(embedded in the PowerPoint)
* Copy of Cloze Notes (one per student) handed out prior to the start of the PowerPoint
* 3 copies of Role Play script (teacher and one per student)
* Parking lot for questions – chart paper or location on classroom wall labeled “Parking Lot”
* 3x3 or 3x5 Post-It notes for questions (should be at each student desk/table)
* Extra pens/pencils/writing utensils

**Teaching Instructions**

* Tell students:
	+ “Today we will be talking about recruitment, what it means, where it could happen, and how to prevent it. If at any point you feel uncomfortable or feel like you need to talk to a counselor let me know.” (How students contact the counselor is based on the classroom and school procedures.)
	+ “You will find post-it notes at your tables. If you have a question at any time you can write it down. During today’s lesson, after writing a question on a Post-It note, place the note on our parking lot.”
	+ “Here is a page for you to take notes about what we learn today.”
* Start **“Recruitment”** PowerPoint – Read the PowerPoint notes below each slide for the narrative.
* [Some students may need more information about recruiting so teacher may elect to show the **“Recruitment Social Story”** especially for students experiencing difficulties understanding and navigating peer social situations.]
* Role Play: Request 2 students to volunteer to role play the provided scenario.
* After reading the scenario, ask the class what other adults Riley could talk to.
* Go to the parking lot and answer any questions you feel you can answer. Any that you are unsure of, let the students know you will find the answer or someone who can provide the information.

**RECRUITMENT NOTES FOR STUDENTS**

1. Recruitment involves tricking a person into a relationship (romantic or friendship) with a trafficker before they are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into doing an unwanted sex act.
2. Recruitment can occur at places like
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Recruitment can be prevented through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Boundaries are our own \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_, within relationships.
5. A healthy boundary is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. An unhealthy boundary is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. I can speak to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I am worried about a friend, classmate, or myself.

**RECRUITMENT NOTES WITH ANSWERS**

1. Recruitment involves tricking a person into a relationship (romantic or friendship) with a trafficker before they are *forced*, *tricked*, or *threatened* into doing an unwanted sex act.
2. Recruitment can occur at places like
	1. *Bus stop*
	2. *School*
	3. *Coffee shops*
	4. *Parks*
	5. *Church*
	6. *Shopping centers*
	7. *Online*
3. Recruitment can be prevented through *boundaries*.
4. Boundaries are our own *rules*, or *limits*, within relationships.
5. A healthy boundary is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. An unhealthy boundary is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. I can speak to *a safe adult* when I am worried about a friend, classmate, or myself.

**RECRUITMENT ROLE PLAY**

Background: Since COVID-19, Riley has had a hard time making new friends. Riley made an account on a dating app that also has a “friends” option. Riley met Jason on this app and has been talking to him every day. Lately, something changed though. Jason has been insisting that Riley meets him and his friends at the park to hangout, as well as asking for photos of different body parts. Riley decided she needed to talk to her teacher.

**PARTS**:

* + Teacher
	+ Riley a student
	+ Student 2: Pretends to be a cell phone

**RLEY**: Hi, Ms./Mr. \_\_\_\_\_\_\_\_. I need some help with a problem.

**STUDENT 2:** *[Pretend to be a ringing cell phone: ring ring]*

**RILEY**: Sorry, let me silent my phone.

**TEACHER**: What’s going on Riley?

**Riley**: I joined this app to meet new friends, because making friends at school has been tough. I met this guy named Jason and he’s a great friend. But, Jason has been inviting me to meet him and his friends at the park and asking for pictures of my body.

**STUDENT 2:** *[Pretend to be a buzzing cell phone: buzz buzz]*

**RILEY**: Sorry, its Jason. He is mad because I have not responded to his text messages.

**STUDENT 2:** *[Pretend to be a ringing cell phone: ring ring]*

**TEACHER**: Riley, thank you for coming to me for help. I am worried about your safety. Why don’t we go talk to the school counselor together to figure out the next steps from here?