

FACILITATOR'S MANUAL

Shattering Rose Coloured Glasses

An anti-sex trafficking workshop for female identified youth to promote awareness and resiliency

Developed for the Covenant House Toronto
P.E.A.C.E. Project by Kate McVicar



Shattering Rose Coloured Glasses

An anti-sex trafficking workshop for female identified youth to promote awareness and resiliency. This workshop aims to lower the risk of female youth being trafficked by giving them the tools to understand the issue, recognize red flags, and feel empowered to make choices and access appropriate resources as a means to support themselves and their peers. It was originally developed for the P.E.A.C.E. Project at Covenant House Toronto.

The P.E.A.C.E. Project

The Peer Education and Connection through Empowerment (P.E.A.C.E.) Project is funded by the Public Health Agency of Canada. It looks to improve resiliency and promote healthy outcomes for girls and women who have experienced some form of gender based violence. Sessions are run by peer mentors with the support of staff and are delivered from a trauma informed perspective.

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Part 1

Introduction to the Workshop

General Session Format

This workshop is designed to be run in one two-hour session. The use of a short opening and closing activity (about 5 minutes each) unrelated to the content is encouraged to help participants begin and end the session with a healthy and positive mindset. Participants also appreciate snacks being provided. You may find participants appear distracted or participate less than they do in other sessions. That is completely okay. This is a difficult topic and each participant will engage with the content in the way that feels safe and comfortable to them. We have often found that participants who seem not to be engaged will speak in later weeks about how much they appreciated the workshop.

To run the session, you will want one main facilitator, ideally with lived experience of sex trafficking, and possibly a secondary facilitator along with a staff support. A training for facilitators is available in the form of a pre-recorded webinar through the P.E.A.C.E. Project page of Knowledge Hub.

Shattering Rose Coloured Glasses is broken into three sections:

- Introducing the Issue
- Increasing Awareness
- Building Resiliency

Adaptations

The content and order of content in this workshop has been purposefully developed after several trials. It is recommended all content is covered and the order is not significantly changed. At the same time, we recognize that you know your group and the community you operate within best. As such, we encourage you to use this workshop as a framework to build from, for example by adding content specific or more relevant to your community or making changes needed to fit within context of how your group is run.

One adaptation that is commonly needed is finding ways to include survivor perspective and expertise when you do not have connections to a survivor that is willing or able to be part of the facilitation team. In this case we recommend using written and video accounts of survivor experiences.

Recognition of Disproportionate Effects on Indigenous Women and Girls

In Canada, sex trafficking is primarily a domestic issue with the majority of those that are trafficked in the country being Canadian citizens. This workshop focuses on sex trafficking as a domestic issue and seeks to highlight that it is something that can happen to anyone, no matter your race, family dynamic, socioeconomic status, or level of education.

At the same time, this does not mean everyone is equally vulnerable. Marginalized groups are at an increased risk for being sex trafficked and this is especially prevalent within indigenous populations. According to Native Women's Association of Canada (2018), indigenous women and girls are so disproportionately victimized that while they only make up 4% of the female Canadian population, they account for roughly 50% of trafficking victims. This disparity is key to recognize when understanding sex trafficking in the Canadian context. It is also crucial to consider when creating policy and survivor supports in order to ensure they are effective and respectful of the unique experiences of indigenous women.

Perspective on Sex Work

This workshop aims to avoid judgmental, stigmatizing, and shame-based language and actions. As such, we recognize consensual sex work as real work and a distinctly separate reality from sex trafficking. There is a broad spectrum of reasons individuals choose to engage in sex work. Sex workers deserve to be treated with respect and not labeled as victims when/if they do not view themselves as such.

Facilitator Readiness

A facilitator team should ideally be 1-2 facilitators and include at least one facilitator familiar to the group and one with lived experience being sex trafficked. The facilitator role is designed to be filled by peer mentors with the support of a staff that is present. While survivor involvement adds depth and increases participant engagement (as well as empowers the survivor and recognizes their expertise), this workshop can still be run without direct involvement from a survivor. Peer mentors bring immense value to the workshop even if they are not a sex trafficking survivor as they can help participants understand themes by connecting it to experiences they do have. A facilitator training for Shattering Rose Coloured Glasses is available in the form of a pre-recorded webinar and is recommended to be viewed by all facilitators and staff prior to running this workshop.

This can be a difficult workshop to facilitate, especially for those with lived experience. On the following page is a listing of awarenesses and skills facilitators may want to ensure they have prior to running this workshop.

| Awarenesses | Skills |
|--|---|
| <ul style="list-style-type: none"> • Understands intersectionality and how that influences survivor experiences • Recognizes each survivor's experience is unique and different • Respects that each participant will engage in a way that is best for them | <ul style="list-style-type: none"> • Able to compartmentalize • Comfortable speaking about the topic and sharing experiences • Able to stay open to questions and comments and not take offence • Know how to practice self care prior to and post workshop |

Preparing for the Workshop

In the chart below you will find a brief overview of what is needed to be prepared for running this workshop. More details on each point can be found in the training webinar.

| Staff Pre-workshop | Peer Mentors |
|---|--|
| <ul style="list-style-type: none"> • Check in with peer mentors/facilitators around level of comfort • Provide appropriate accommodations where needed • Ensure group has already covered consent/ healthy relationships and intersectionality | <ul style="list-style-type: none"> • Prior to session, review workshop content • At start of session, review safety and disclosure protocol • At end of session, main facilitator stick around to connect and support where needed |
| Participants | Staff During/Post-Workshop |
| <ul style="list-style-type: none"> • Informed of topic a week prior to and day of session | <ul style="list-style-type: none"> • Provide snacks and any needed supplies • Check in during/after group to debrief, support, organize resources • Survivor facilitator sticks around at end of session in case anyone wants to connect • Debrief with peer mentors/ facilitators |

How to Use This Guide

This guide offers a detailed plan for facilitating the Shattering Rose Coloured Glasses workshop. The workshop is split into three sections and is designed to be run in one two-hour session. The amount of time needed for each activity/ topic and section is estimated but will vary depending on the interests of the group.

Each section includes:

- an overview of the objectives
- instructions for activities
- discussion topics (with background notes for facilitators)

Under each discussion topic there are notes for the facilitators. It is not necessary to cover each point; they are instead meant as reference information and discussion starters to use when needed.

At the back of the manual you will find a list resources as well as a list of sources used.

Acknowledgements

This guide is the culmination of a 2 year, survivor led project to develop an anti-sex trafficking resource for female identified youth. It involved developing a framework and content for the workshop, trialing the workshop with various groups, and improving content and delivery methods so that we could share the comprehensive resource you now hold in your hands. I want to thank all the young women who participated in the early workshops, allowing me to learn from them and our sessions so that this resource could become what it is today.

I also want to extend my gratitude to everyone who helped in providing support and resources during the development of this workshop. Most notably, Shattering Rose Coloured Glasses would not have come to life if not for the guidance, advocacy, and encouragement of two empowering women:

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Part 2

Shattering Rose Coloured Glasses

Section 1: Introducing the Issue

Objectives

- Have participants reflect on their current knowledge and understanding of sex trafficking
- Build participants' engagement in the workshop by listening to a survivor share their experience
- Teach participants so that they are able to define what sex trafficking is (and is not)
- Share basic sex trafficking statistics and have participants share their thoughts

Starting Activity: Where Do You Stand? (10 minutes)

Create a line down the middle of the room using tape, a skipping rope or any alternative on hand. Ask all the participants to stand on the line. Explain to them that you are going to read out some statements to them and that if they believe the statement to be true they can walk to one set side of the room and if they believe it to be false they can walk to the other side. Once the group has all made their decisions, acknowledge the split of the group and ask them to return to the line for the next statement. Remind participants that this activity is not about being 'right' or 'wrong' but is simply a chance for them to personally reflect on what they already believe and know about the issue of sex trafficking before diving into the workshop.

Statements:

- Sex trafficking happens only in developing countries
- Only women and girls are sex trafficked
- People who are financially well off will not be trafficked
- A trafficker can lure, groom and traffic a person in less than a week
- All sex workers are victims
- Traffickers are always physically violent
- People being trafficked have no control over any of their movements (i.e. What they do each day and where they go)
- If you have chosen to do sex work, then you cannot be trafficked
- People who do sex work make lots of money
- Anyone can become a victim of sex trafficking no matter their ethnicity, income bracket, education level or where they are from

Facilitator Notes:

- This activity is for each participant to see their own thoughts and understand where they are at, so they are more engaged in the learning process. It is not meant to have correct answers or hold judgement.
- To ensure no judgement is felt during the activity, after each statement acknowledge the split of the room but do not indicate if there may be a 'right' answer or turn it into a discussion. If needed, remind participants there will be opportunity to discuss these statements and their thoughts on them throughout the rest of the workshop.
- This activity can be run in various ways based on what best suits your group. Some examples include having participants take a candy of one colour or another from different piles based on their stance or simply having them stay seated and give a thumbs up or thumbs down.

Building Engagement: Survivor Story (15 minutes)

Ideally one of the facilitators is a survivor of sex trafficking that is willing to share their experience with the group. The story is shared at this point in the workshop to create a level of comfort and familiarity for the group with the survivor facilitator if they have not met before, as well as to help the issue feel more real and relevant to them. Sharing the story early encourages participants to engage more throughout the workshop.

Facilitator Notes:

- Participants may have questions once the story is shared. If the survivor facilitator is comfortable, they may opt to answer some of them.
- In the case that none of the facilitators have lived experience, choose alternatives such as reading survivor stories or viewing a video of a survivor sharing their story online. A selection of resources for this can be found in the manual's resource section

Defining the Issue: What is Sex Trafficking? (10 minutes)

Begin this discussion by inviting participants to share what they think sex trafficking (or human trafficking more broadly) is. After briefly discussing as a group and highlighting the key factors that participants think qualify a situation as trafficking, share with the group the actual definition and key factors. Finally, return to the question of whether all sex work is sex trafficking and highlight the key differences between the two. Invite participants to share any examples they think of differentiating between the two. This step will assist participants in better understanding the boundary of sex trafficking as a crime as well as respect that not everyone in the sex industry is/ wishes to be viewed as a victim.

Questions:

- What makes a situation qualify as sex trafficking?
- How would you define sex trafficking?
- Does sex trafficking always look the same?
- Is all sex work sex trafficking?

Definitions:

Sex trafficking is **the recruitment and use of control**, coercion, influence, threats and/or violence **to force a person to engage in sex work** for someone else's financial gain.

Sex work includes activities such as selling sex, exotic dancing, the production of pornography, or working in massage parlours.

Anyone under the age of 18 does not have the ability to consent to sex work

Sex Trafficking vs. Sex Work:

| Sex Work | Majority of Cases | Human Trafficking |
|--|----------------------|------------------------------|
| <i>Voluntary - by Choice or Circumstance</i> | ENTRY | <i>Involuntary or Forced</i> |
| YES | CONTROL OVER WORKING | NO |
| YES | CONTROL OVER PROFITS | NO |
| NO | CONTROL BY JOHNS | YES |
| YES | OPTION TO EXIT | NO |

Adapted by Michele Anderson from the Kristen French Child Advocacy Centre

The **core difference** between sex work and sex trafficking is **consent**. The person performing the sexual services is not consenting when being trafficked. There are many independent sex workers who choose to make a living this way for various reasons. These choices might be based on simply what they want to do with their lives or may be based more on circumstance, such as being unable to find another way to pay rent or buy groceries. Sex workers engaging in the industry consensually deserve to be treated with respect and not labeled as victims when/if they do not view themselves as such.

Facilitator Notes:

- The definitions here are simplified versions in order to make them more comprehensive and accessible however you may still need to discuss within the group some of the terms such as 'coercion' or 'exploitation' in more depth if the group appears to need more clarity
- A link to the official United Nations definition of human trafficking can be found in the resource section for your reference
- Participants may suggest that trafficking involves moving people across borders. This is not accurate. The movement of people across borders by another is called human smuggling. While there are cases in which trafficking victims are smuggled into another country, human smuggling is a separate issue and does not need to have taken place for someone to be trafficked.
- During group discussion we want to guide participants in understanding that while each case of trafficking involves recruitment, control or influence, and exploitation, these factors can look different for each person. Opportunities to acknowledge this could come from referring back to the experience shared in the story beforehand, or in examples given while going through the sex trafficking vs. sex work chart.

Quick Facts: Sex Trafficking in Canada at a Glance (5 minutes)

Briefly share some statistics with the group on sex trafficking in Canada. While this is designed to be a quick piece of the workshop, if participants have any reflections they wish to share, welcome them to do so.

- 93% of people who are trafficked in Canada are Canadian citizens (Covenant House, 2020)
- Indigenous women make up 4% of the population but up 50% of victims of sex trafficking (Native Women's Association of Canada, 2018)
- 2/3 of police reported human trafficking cases in Canada occur in Ontario (Government of Ontario, 2020)
- LGBTQ2s+ and trans youth facing homelessness are at an increased risk of being trafficked (Covenant House, 2020)
- Victims are often recruited by someone they know, such as a boyfriend or friend. Often those recruiting can be victims themselves

Facilitator Notes:

- The first to points are the most critical to highlight. It is important for participants to understand that sex trafficking in Canada is almost exclusively a domestic issue and that while anyone victimized, due to generation of trauma and systemic oppression indigenous women and girls face a much higher risk.
- This is by no means an exhaustive selection of facts and statistics. If you wish to, you can supplement these with more information from other reliable sources, some of which you will find in our resource and reference sections.
- Sources for this selection of facts can be found in the references

Section 2: Increasing Awareness

Objectives

- Have participants learn about both commonly and less commonly thought of risk factors
- Discuss the dangers of having stereotypical images/ views on who is at risk or is a victim
- Learn some warning signs to look out for if you think someone may be experiencing sex trafficking
- Discuss strategies used by traffickers

Discussion: Who Can Be Trafficked? (15 minutes)

While it is true that there is a list of factors that can make people more vulnerable, anyone can be at risk to be trafficked. Ask participants to name some things they think could make someone more at risk to be trafficked. They may bring up any factors highlighted in the survivor's story, however often many will think factors from the 'commonly thought of' list. Discuss the factors they put forward and bring forward less commonly thought of factors that they do not mention as well.

Commonly thought of:

- Single parent or no parent family
- Been in foster care
- Poverty
- Abused as a child
- Drug abuse
- Being a racialized person

Less commonly thought of:

- Lack of educational opportunities
- Mental illness
- Low self-esteem
- Loneliness
- Age (teens)
- Not knowing what trafficking is
- Views sex work as easy money or glamorous

Facilitator Notes:

- Main point: When we only think one "kind" of person is vulnerable it makes it difficult to speak up if you don't fit that mold or for people to see signs in those that aren't what they perceive to be the "typical victim"
- The one thing every victim has in common is vulnerability. At the time they were trafficked something in their life create a vulnerability and void that a trafficker saw and found a way to exploit
- This list is not exhaustive. Facilitators are invited to add to the list using reliable sources if they so choose

Warning Signs: What to Look For (10 minutes)

(adapted from the Canadian Centre to End Human Trafficking)

This is a brief overview of different types of red flags and warning signs that could indicate someone is being trafficked. As you go through the signs with the group, give examples where able of why items listed are signs of possible sex trafficking (or invite participants to do so if they think of one).

Situational

- Suspicious employment situation, claims to 'work nights'
- Being driven to and from locations or escorted by someone at all times
- Frequently moving
- Not being familiar with the area the work/live in
- Lack of control of their movements and communication
- Not having personal possession of key items (e.g. ID, passport, other personal documents, money, cell phone)

Behavioral

- Acts in a fearful, anxious, submissive or nervous manner, excessive concern about displeasing partner/employer
- Avoids answering questions about their life or responses seem rehearsed
- Fearful of law enforcement
- Avoids eye contact
- Has someone speak for them in public
- Decreases or stops communication with family, old friend groups, others close to them

Physical

- Has new expensive items
- Bruising or other signs of physical abuse
- Tattoos or brands (e.g. trafficker's name or symbol)
- Has more than one cell phone
- Has excess cash outside their financial means

Facilitator Notes:

- Not all of the listed signs need to be read, you may select a few from each heading to focus on if rushed for time
- A link to a more extensive list of warning signs for human trafficking is available in the resource section

Signs of a Trafficker: “The 5 Types” (15 minutes)

(From iEmpathize Youth Empowerment Program)

Explain to participants that human trafficking is a crime that often requires strong interpersonal skills in order to be most effective. An overarching focus of all traffickers is manipulation and destabilization. After luring and grooming them, traffickers will work to make victims feel as though they are walking on eggshells, manipulating victims to do what they want while ensuring they (the victims) can never fully feel secure or know what to expect.

After covering the overarching approach of traffickers, introduce the “5 types” of traffickers to them. Be sure to let participants know that one trafficker can move through these types over time or even switch back and forth between them.

1. Pretender – Someone who pretends to be something s/he is not, such as a boyfriend, a big sister, a father, etc.
2. Provider – Someone who offers to take care of an individual's needs, such as for clothes, food, a place to live, etc. or their wants, like cool cell phones, purses, parties, etc.
3. Promiser – Someone who promises access to great things, like an amazing job, a glamorous lifestyle, travel, etc.
4. Protector – Someone who uses physical power or intimidation to protect (but also control) an individual
5. Punisher – Someone who uses violence and threats to control an individual. When the previous disguises have been exhausted, an exploitative person often becomes a Punisher to maintain control

Facilitator Notes:

- it is important to stress to the participants that not all traffickers and victims fit into neat little boxes and experiences can differ. For example, not all traffickers are physically violent and not every victim will display many of the warning signs.

Section 3: Building Resiliency

Objectives

- Breakdown different categories of supports and invite participants name supports they know of and what category they would fit it
- Discuss what having a support system is important and what makes a good support
- Inform participants about how to help themselves or others
- Share resources they can access for immediate professional support if needed

Supports: Different Types and Their Purpose (5 minutes)

Explain to the group that there are different types of supports we may use or rely on and that they can be broken down into three categories. Go through the categories and provide examples of each.

Types of Supports:

| Urgent | Trusted Professionals | Personal |
|---|---|--|
| Urgent care providers are supports that you can access 24/7 and can assist in a crisis. Examples include: <ul style="list-style-type: none"> • Shelters • Hotlines • 911 | Trusted professionals are supports that you build a relationship with over time and that have professional expertise related to the issue faced. Examples include: <ul style="list-style-type: none"> • Mental Health Professionals • Advocates • Social Service Workers | Personal supports are those you have a relationship with that do not have expertise related to the issue faced. They can be split into two types; role models and peers. Examples for both include: <p>Role Models</p> <ul style="list-style-type: none"> • Teachers • Guardians • Trusted adults <p>Peers</p> <ul style="list-style-type: none"> • Close, trusted friends |

Facilitator Notes:

- It can be good to remind participants that having the support of role models we can go to is important and helpful all of everyone (even adults)

Discussion: What Makes a Good Support? (15 minutes)

This is meant to be an open discussion with the group that may involve sharing stories and experiences or working together to identify what qualities make a good support and who each participant can personally turn to. Let the group take the direction they want. Questions to prompt discussion are below.

Questions:

- What are some examples of supports you can think of and what category of support would you consider them to be?
- Do any of the supports we have named have common qualities that make them good supports?
- What qualities do you look for in someone you would turn to for support?
- What qualities may be problematic in a support?
- Does anyone have an example they wish to share about a support they have (or have had) and what made them a support you valued?

Facilitator Notes:

- Sometimes we feel like we have no supports. This is when we would take a positive risk and confide in someone we may not know as well such as calling a hotline, finding a police officer, or even someone in the general public if you need assistance immediately
- The discussion prompts are just suggestions. Facilitators are encouraged to use them or any other questions they think of to assist participants in reflecting on the topic

Take Action: Ways You Can Help Yourself or Others (10 minutes)

Using the outline below, inform participants of ways they can take action to help themselves and others. Remind participants that helping someone get support with sex trafficking can be emotional. It is important to get support for themselves, too. It is also okay to say you cannot be someone's main support and tell them about available resources such as the Canadian Human Trafficking Hotline instead.

Ways to Help:

1. Educate yourself: it's a good idea to learn more about human trafficking, labour laws, dating violence and sexual exploitation and abuse. Knowing the facts can equip you with the tools you need to help someone more effectively by sharing information with them.
2. Reach out: you can approach the person who you suspect is being exploited and let them know you're worried and there to help them. Remind them that if they're being mistreated, it's not OK and not their fault. Try to keep in mind that the person may not be

ready or able to leave the situation. Just by reaching out, you're showing them they're not alone.

3. Listen to their story: if the person is willing to share with you, try to listen to their story without judgment. Try not to pressure them for more details than they're ready to share. You can say, "I know you're going through a lot, and I'm here to help if you need me." If you are not in a space (physically or mentally) to be able to support someone this way that is okay. Try sharing contact information with them of someone they can share with. Your health and safety are your top priority.
4. Go to a safe adult: if you think someone is being victimized by human trafficking and is in danger, it's important to involve a safe adult. You — and the person if they're comfortable — can contact a parent/caregiver, teacher, social worker or other safe adult. They can help you both stay safe and decide on next steps.
5. Share resources safely: if someone is being trafficked, having contact information for places they can call for help labeled and save on their phone on carrying around a business card can put them at a greater degree of risk. When sharing a resource number, a safe way to do so is write the number on a sticky note or in the notes section of your phone without any name or organization name listed on it.
6. Contact emergency services: if you or the person are in immediate danger or injured, it's important to contact 911 or the emergency services in your area. Remember, the person experiencing the abuse may be fearful of the authorities. Let them know why you're contacting them and that you are concerned for their safety.

Facilitator Notes:

- Stress to participants that they are by no means obligated to help someone if they do not feel safe or like they are able to in that moment
- Highlight to the group which suggestions can be used to help yourself, others, or both

Wrapping Up: Sharing Resources

It is important to have resources such as hotline numbers available for participants. These resources should be left out until all participants have left in case they would like to take a picture of them after the session. Be sure to share resources and numbers that are relevant to your community and to share them using safe practices.

Facilitator Notes:

- The training webinar speaks more about sharing resources safely and how to find resources
- You will find a link in the resource section of this manual to a national resource directory
- Be sure to end the session with a short, positive, closing activity
- Be sure to check in with participants before they leave to ensure they feel supported and mentally well

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Appendix Resources

This page holds resources referenced and/or used in the workshop as well as other resources you can use to supplement and support the workshop content. You are encouraged to continue educating yourself on the issue of sex trafficking and building your list of resources.



Canadian Human Trafficking Hotline

Canadian Human Trafficking Hotline-----1-833-900-1010

<https://www.canadianhumantraffickinghotline.ca/>



www.TraffickStop.ca

Kids Help Phone

How to recognize signs of human trafficking and how to help

<https://kidshelpphone.ca/get-info/human-trafficking-how-recognize-signs/>

The Canadian Center to End Human Trafficking

Signs of human trafficking

<http://www.canadiancentretoendhumantrafficking.ca/signs-of-human-trafficking/>

Canadian Human Trafficking Hotline

A resource directory where you can search by your location

https://www.canadianhumantraffickinghotline.ca/referral-directory/?location=Canada&search_coord_lat_sidebar=56.130366&search_coord_lon_sidebar=-106.346771

Covenant House's Shoppable Girls Anti-Sex Trafficking Campaign

Information about sex trafficking and the effort to end it as well as written survivor stories

<https://shoppablegirls.com/>

Rhonelle Bruder Talk

A survivor shares her story and speaks about being resilient

<https://www.youtube.com/watch?v=AYFyHxkMU1M&t=158s>