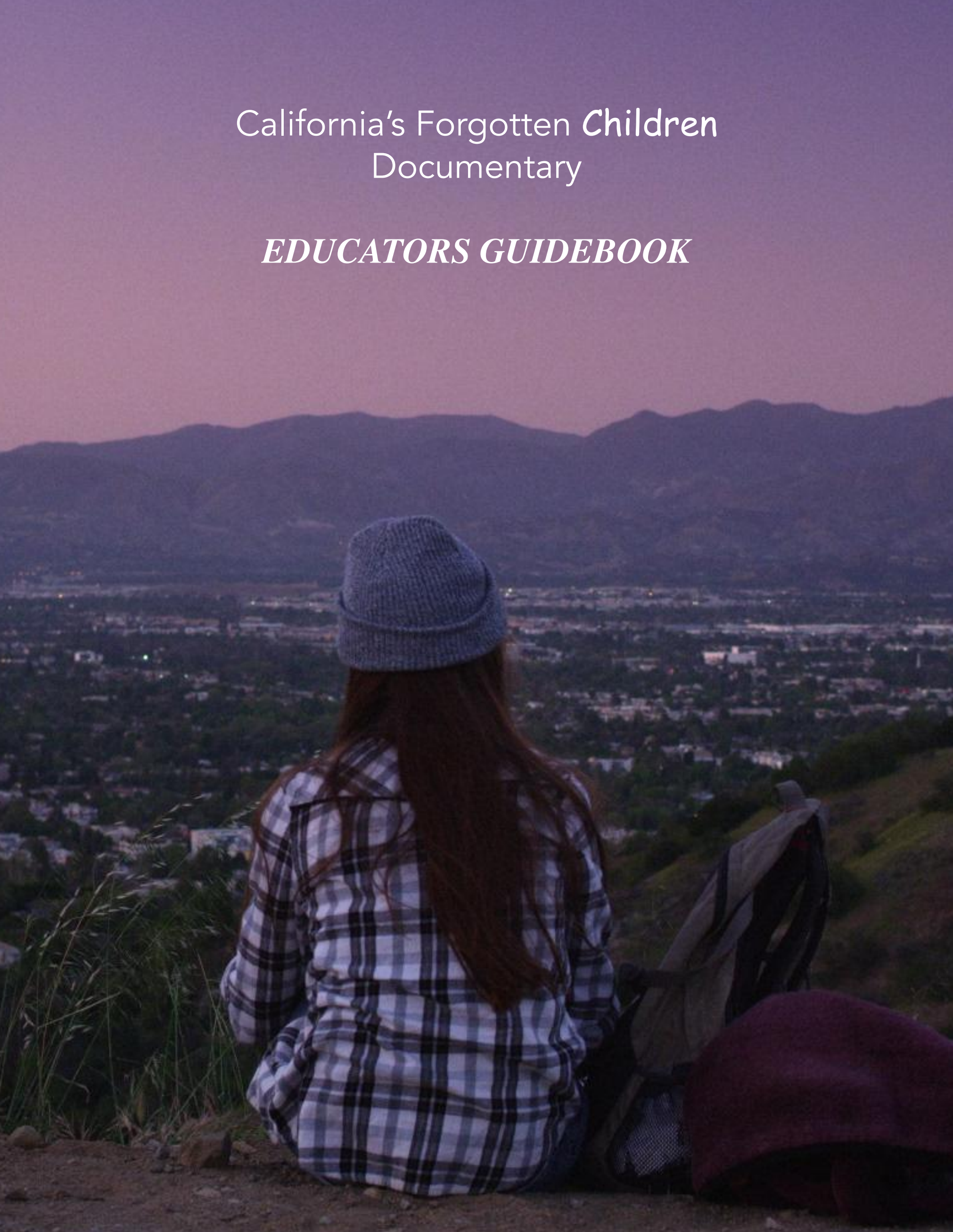


California's Forgotten Children
Documentary

EDUCATORS GUIDEBOOK





INTRODUCTION

Thank you so much for joining *California's Forgotten Children* documentary movement and embarking on this journey screening our film. By hosting a screening, it will spark a meaningful conversation about child sex trafficking. We hope that the screening of this film will empower the next generation of advocates to address this epidemic by supporting survivors on their path to freedom.

This guidebook is a comprehensive blueprint to help plan and execute the screening. It includes:

- Information on keeping safe and where students can get help.
- Classroom activities and discussion questions.
- Resources for young advocates to help their community.

California's Forgotten Children documentary screenings will allow students who have experienced Commercial Sexual Exploitation of Children or Sex Trafficking, or a closely related issue such as Childhood Sexual Abuse, to know that they are in a safe place, with concerned adults who understand and empathize with their lived experience and are prepared to offer meaningful, concrete support.

Some topics might resonate more than others with students. Themes we have not considered might come up. We encourage you to familiarize yourself with key parts of working through this guide before the screening, highlight the questions that you feel resonate with your audience, and make notes. We're here to support you in making the screening work for your classroom!



Toolkit Contents

- 2 Introduction
- 3 Table of Contents
- 4 About The Film
- 5 Reach and Impact
- 6 Host Responsibilities
- 7 Feedback from Teachers and Students
- 9 Key Planning Questions to Ask Yourself
- 10 Suggested Screening Structures
- 11 Planning Your Screening: Event Flow and Logistics
 - 11 Pre-Screening Tips
 - 12 Letter to Parents
 - 13 National Resources
 - 15 How to Research Local Resources
 - 16 Making Sure You Have the Right Technology
 - 17 During the Film Be Prepared
 - 18 Student Connections to Film
 - 19 Post-Screening Tips
 - 21 Language
 - 22 Start to Finish Checklist
- 23 Activities
- 30 Themes and Discussion Questions
- 39 Survivor Leaders in the Film
- 42 Advocates in the Film
- 44 About the Director
- 45 Thank You



*"I was 10 years old, standing out on the corner of 21st and International in nothing but a white wife-beater, some jean shorts, and some pink converse tennis shoes. I didn't comprehend fully that first night what was about to happen. I was too young. I was a baby."
-- Withelma Ortiz Walker Pettigrew*

ABOUT THE FILM

California's Forgotten Children is a feature documentary that follows a diverse group of resilient survivors who have overcome commercial sexual exploitation as children and are changing the world by ensuring no child is forgotten.

This documentary has current statistics and perspectives of sexual exploitation from professionals in social services, law enforcement, advocates, and child welfare. It focuses on youth wrongfully criminalized youth in the judicial system, manipulated and coerced by family, friends, and caretakers; and exploited by multiple slavery industries.

This documentary aims to point out not only the injustices done to these children but also offer solutions to help spread change in society. It highlights heroic stories from abolitionists and advocates who work night and day to protect children and to put an end to this epidemic.

California's Forgotten Children documentary shares an empowering message of how each survivor took control of her/his life, developing into influential leaders and champions of change. From victim to survivor to thriver-- these young women and men dedicate their lives to preventing injustices from happening to others. They seek to change public perception and create a safer environment for children worldwide.

This film is a call to action by giving viewers the tools and the knowledge to combat this scourge. By creating awareness, this documentary empowers a movement to address this epidemic and support survivors on their path to freedom.

This is not just a documentary; this is a movement.



OUR REACH AND IMPACT

Fueled by powerful stories and a desire to foster change alongside our partners across the globe, *California's Forgotten Children* has become a movement. We have reached thousands of people internationally raising awareness about the prevalence of child sex trafficking through festival and community screenings. We are mobilizing change within communities by partnering with local advocates and survivor leaders, and we are inspiring education reform that advocates for bringing an end to the exploitation of children. Our expanding network includes partners on the ground that range from non-profits, government organizations, and survivors and now YOU!

Since 2019, we collaborated screened with over 100+ organizations from the government, foster care systems, juvenile detention facilities, crisis centers, tech companies, and health services organizations. Our film helped fundraise for safe-homes, crisis centers, and direct services for victims of commercial sexual exploitation, sexual assault, homelessness, and HIV/AIDS.

The film screened at the United States Senate and the United States of Women Summit. The same event where Michelle Obama was a guest speaker, encouraging policymakers to create and implement laws and policies to combat trafficking.

The film screened at 19 film festivals and won Best Documentary at the Soho International Film Festival, Best Director at the Chico Independent Film Festival, 'Rising Filmmaker' at the Riverside International Film Festival, and the Orson Welles Award at the California Film Awards.

Screened at FACEBOOK HEADQUARTERS in California, Texas, and Dublin, Ireland, to train international staff in protecting at-risk people from real-world harm.

California's Forgotten Children Documentary is continuing to make rounds in law enforcement organizations, tech companies, non-profits, and educational institutions across the globe. All to prevent these injustices from continuing and make sure children are no longer forgotten.





What It Means To Be a Host

Hosting a *California's Forgotten Children* documentary screening means a powerful awareness tool and the important conversations it may spark. It means taking responsibility to guide your students through the process and also taking responsibility to prepare yourself with resources and support. It can be a challenging, heartbreaking, life-saving, and rewarding journey all at once! We are here to help every step of the way to ensure this becomes a reality.

When students view *California's Forgotten Children* documentary in class, we want them to feel as if they are entering into a safe space and community that is compassionate and understanding. According to the National Sexual Violence Resource Center, 1 in 4 girls and 1 in 6 boys are sexually abused, which means there is a high chance one or more of your students may have been abused. Some parts of the stories in the film may be triggering to them as it relates to their own story. We want them to feel comfortable, safe and empowered when they come to see the documentary. Our biggest dream is that the conversations at these screenings become part of a broader discussion that fuels the movement and sparks meaningful change for audiences around the world.

Your Tools

The Educators Guidebook is a tool to facilitate hosting a screening of *California's Forgotten Children* in a high school classroom environment. It is an opportunity to discuss why human trafficking is an important issue plaguing our communities and support survivors by sharing resources. This toolkit will provide all the information to make planning a breeze.

The Schedule

California's Forgotten Children is a 90-minute documentary. For classrooms, we have split it over three days 25-30 minutes a day with 10-15 minute activities to do with the students, optional assignments, and optional fourth-day activity. All activities are designed to be engaging creative, and customizable for your the classroom.



FEEDBACK FROM TEACHERS AND HOSTS

"It provided more passion for me to make sure students are aware of it. Our district does yearly training about this but the documentary is more relevant. The film helped students become more aware of it to protect themselves and their peers around them"

- Livingston High School, 9th Grade, 200 Students

"The impact of California's Forgotten Children documentary was tremendous! Students went home and told their families about the film and what they had learned. Parents reached out and wanted to view the film as well and learn more. The impact has been remarkable. The students and teachers now know more about trafficking, but also know who to reach out if they identify a survivor."

-Valley Crisis Center, 9th, 10th, and 11th Grades, 2,000 Students

I will endorse the movie - I will tell my colleagues that the information in the film is tangible, real and relevant and that as a supplement to a Dating Violence and Harassment Unit it will drive home important truths.

- Buhach Colony High School, 9th Grade, 450 Students

"They were stunned, sad, angry. One interesting conversation that came out of it, was that they felt they had been harsh in judging women in our community who were identified as "prostitutes." The film help them understand more about the women they see in our community, that they are real people. I would recommend it. It is important for our society to know what is happening. I think all educators should have to watch this."

-El Capitan High School, 9th Grade, 400 Students

"California's Forgotten Children is a great tool to both open a conversation and dialogue on human trafficking as well as to create a more in-depth dialogue on how to strategically combat this horrific crime."

- Penny Ronning, Co-Found/Co-Chair of the Yellowstone County Area Human Trafficking Task Force 250+, General Public

"The film creatively articulated the reality of sex trafficking in California, and inspired a range of responses from the audience. "

- Amelia Watkins, Rights Lab, Nottingham University UK, 70 Students and General Public



THOUGHTS AND FEELINGS FROM STUDENTS WHO WATCHED THE FILM

"I feel so disgusted by sex trafficking and I feel awful for the people who have to suffer from that. This does make me feel to change my aspects on life because I have to be careful who I am going with and to stay careful on what I do. I'm going to change on who I am going to be with and who I talk to."

- 14 years old, Female

"I think it needs to be put to a stop because these underaged women don't deserve to go through this and not be able to experience life the way everyone else has the chance to do and they deserve to be able to do that."

- 14 years old, Male

"I think it is a very bad part of today's society and I would spread the information so other people would do it to help stop trafficking."

- 15 years old, Male

"I don't like the fact that it's even a thing. Everyone should have the right to live how they want to. Grown ups and kids should not be sold. It does call my attention to try and stop this. One thing that could change is how we look at people at the side of the road, to stop judging and think of possible situations that that person could be going through."

- 15 years old, Female

"My thoughts on sex trafficking is that it is by far one of the most cruel, yet overlooked crime there is. The mention of it makes me feel as if I want to help in anyway possible. I would change aspects of my life to end sex trafficking such as becoming a detective in the SVU system. I feel like I can change the overlooked cases into cases that matter. By this I mean, I would take the cases that were left "unsolved" and look further into them. I would not give up on anything that might have an insight on a possible sex trafficking system. I would want to be a supporting figure towards the victims and show them there is some justice in our world. I would want to learn all I can around the laws of sex trafficking to fight the battles that others thought would be lost."

- 14 years old, Female

"I feel bad for people going through sex trafficking and feel ashamed of men who buy and sell women. This changes my aspect because I didn't think trafficking happens at such a young age."

- 14 years old, Male,

"I want to change aspects of my life to end sex trafficking. I think I could make a change by teaching others about it. I could tell them that many of the people who sell themselves for sex were kidnapped, or are being held against their will to do what they do. I could also tell people that sex trafficking happens in the U.S, since many people probably think it isn't very prevalent in the U.S."

- 14 years old, Male,

**OPTIONAL KEY QUESTIONS TO ASK AS YOU EMBARK ON PLANNING
YOUR IN CLASSROOM SCREENING:**

Why do you want to screen *California's Forgotten Children* documentary?

Think of the first moment when you first heard about this film or heard about child trafficking in general. Maybe a thought came into mind of your children, niece, nephew, or students. Perhaps it was a feeling in your stomach, maybe even a feeling in your heart. Think of that moment, that feeling, that thought, and write it down.

Do you have a community of supporters to help you with the screening?

Your desire to be a screening host suggests that you want to help children who are being commercially sexually exploited, runaway and homeless youth, kids in foster care, the LGBTQ community, incarcerated youth, and more. Write down the people who are there to support you in this process. Page 11 outlines a list of local service providers to identify to help you support your students. Write down a list of people who can be there to support you in this process (e.g. family, friends, the faith-based community, local organizations, school counselors...etc.) Consider reaching out to them beforehand to invite their support in this process.



SCREENING DAYS STRUCTURE (What It Can Look Like)

This is an outline of the 3-day screening schedule. You may choose to do the daily Engagement Activity OR daily Discussion Questions. The Engagement Activity is a 3-part activity that builds upon itself so you will want to do it entirely or not at all.

DAY 1: Introduction, Roll Call, Trigger Warning: 5 minutes

DAY 1: Film Screening Part 1 of 3: 30 minutes

DAY 1: Engagement Activity (pp. 24-26) OR Discussion Questions (pp. 31-33): 10 minutes

DAY 2 Introduction, Roll Call, Trigger Warning: 5 minutes

DAY 2: Film Screening Part 2 of 3: 27 minutes

DAY 2: Engagement Activity (pp. 27) OR Discussion Questions (pp. 34-36): 13 minutes

DAY 3 Introduction, Roll Call, Trigger Warning: 5 minutes

DAY 3: Film Screening Part 3 of 3: 27 minutes

DAY 3: Engagement Activity (pp. 28) OR Discussion Questions (pp. 37-38): 13 minutes

OPTIONAL DAY 4: Activity (pp.29), Discussion, or Guest Speaker (invite local organizations working to end human trafficking to come speak in your classroom)



PRE-SCREENING TIPS

Make Sure You Have The Right Technology (*Required)

Our team provides a DVD and Blu-ray disc or a time-sensitive digital link of *California's Forgotten Children* documentary film. Make sure to check in with the venue to ensure they have a DVD, BluRay player, or streaming with audio capabilities. A BluRay will not work on a DVD player, but a DVD will work on a BluRay player. If there is no internet, the link will not work.

Choose to do Engagement Activities or Discussion Questions (*Optional)

In this guide, we provide tools, resources, and ideas to support the showing of this film and educating students about the dangers and prevention of Commercial Sexual Exploitation. The Engagement Activity is a 3-part activity that builds upon itself so you will want to do it entirely or not at all.

Secure trained counselor(s) to be present (*Required)

It is vital to have the school nurse, counselor, or local crisis center on-site (preferably in the classroom) and available to the students who might need help.

Secure local organization or police to come visit class (*Optional)

Have a local professional with specialized knowledge of the subject matter to help further the discussion and to provide additional resources. (pp.15)

Print resources you want to hand out during the screening (*Required)

All students need to have these resources because they or their friends might have experienced or been experiencing Commercial Sexual Exploitation of Children, Childhood Sexual Abuse, homelessness, domestic violence but might not be comfortable reaching out to someone in person; this way, they can do it in their own time.

Email parents of screening event (*Optional)

The film will evoke many emotions and questions for the student that will continue the conversation at home.

SAMPLE LETTER TO PARENTS

Dear Parents,

On _____, your student's class will view an award-winning feature documentary *California's Forgotten Children*. This film has won 19 film awards and has been screened at hundreds of venues across the globe, including the United States Senate, United States of Women Summit, and Facebook Headquarters. The documentary follows a diverse group of resilient survivors who have overcome commercial sexual exploitation as children and are changing the world by ensuring that no more children are forgotten. *California's Forgotten Children* documentary is now making rounds in law enforcement organizations, tech companies, non-profits, and educational institutions across the globe, including your student's school.

California's Forgotten Children features has current statistics and perspectives of sexual exploitation from professionals in social services, law enforcement, and child welfare. It focuses on youth who have overcome being wrongfully criminalized in the judicial system, manipulated and coerced, and youth who have been exploited by multiple slavery industries.

As a powerful and authentic documentary, the film may evoke emotions and questions from students. In addition to having support from trained counselors on-site, we will be leading a variety of meaningful engagement activities and discussion to help students process what they have learned. We have received great feedback from high school students who have screened the film this far and we are excited to keep meeting our ultimate goals: awareness and empowerment.

We invite you to visit the film's website at www.CaliforniasForgottenChildren.com, and please visit, call, or email the school administration with any questions.

DOWNLOAD: Sample letter to download is available on this list. School may customize this letter. www.CaliforniasForgottenChildren.com/Teachers

NATIONAL RESOURCES

Call 911, if it is an emergency.

If someone is in immediate danger.

The National Human Trafficking Hotline: 888-373-7888 or text INFO or HELP to BEFREE (233733)

The National Human Trafficking Hotline connects victims and survivors of sex and labor trafficking with services and supports to get help and stay safe.

The National Hotline also receives tips about potential situations of sex and labor trafficking and facilitates reporting that information to the appropriate authorities in some instances. It is confidential and can request assistance or report a tip anonymously.

Help is available in English or Spanish, or more than 200 additional languages through an on-call interpreter.

Referral Directory:

This online Referral Directory has anti-trafficking organizations and programs that offer emergency, transitional, or long-term services to victims and survivors of human trafficking as well as those that provide resources and opportunities in the anti-trafficking field.

<https://humantraffickinghotline.org/training-resources/referral-directory>

If A Child is Missing

Step 1: Call 911

- Provide law enforcement with the child's name, date of birth, height, weight, and descriptions of any other unique identifiers such as eyeglasses and braces. Tell them when the child went missing and what clothing he or she was wearing.
- Request law enforcement authorities immediately enter the child's name and identifying information into the FBI's National Crime Information Center Missing Person File.

Step 2: Call The National Center for Missing and Exploited Children: 800-THE-LOST

- The center operates 24 hours a day, seven days a week. If you have information about a missing child or suspected child sexual exploitation, call to report.

CyberTipline: If you suspect an online predator, please report to www.cybertipline.com from the National Center for Missing & Exploited Children or call (800) 843-5678 to report crimes against children, including online enticement of children for sexual acts, obscene material sent to a child, and child pornography.

DOWNLOAD: Printable National Resources Handout: www.CaliforniasForgottenChildren.com/Teachers

NATIONAL RESOURCES (Continued)

National Runaway Safe-line: 800-RUN-AWAY

National Runaway Safe-line is here to support you whether you are thinking of running away or already have. You can expect to share your story with someone who will not judge or tell you what to do. Each team member is a trained professional that can handle a crisis, provide support, and listen to your story. Can talk 24/7 with toll-free text or call.

National Suicide Prevention Lifeline: 1-800-273-8255

The Lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources for you or your loved ones, and best practices for professionals.

National Alliance of Mental Health: 1-800-950-NAMI (6264)

The NAMI HelpLine is a free, nationwide peer-support service providing information, resource referrals, and support to people living with mental health conditions, their family members and caregivers, mental health providers, and the public. They will help identify the best resource options for your concern.

The NAMI HelpLine can be reached Monday through Friday, 10 am–6 pm, ET.

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

Highly trained expert advocates are available 24/7 to talk confidentially with anyone in the United States who is experiencing domestic violence, seeking resources or information, or questioning unhealthy aspects of their relationship. The Hotline provides lifesaving tools and immediate support to empower victims and survivors to find safety and live free of abuse.

National Safe Place

Text the word “safe” and your current location (city/state/zip) to 4HELP (44357).

Within seconds, you will receive a message with the closest Safe Place site and phone number for the local youth agency. You will also have the option to text interactively with a professional for more help. It is quick, easy, safe, and confidential.

Or search online safe places near you to stay:

<https://www.nationalsafeplace.org/find-a-safe-place>

National Center for Youth Law: (510) 835-8098

NCYL attorneys provide youth litigation support, assist with legislative and administrative advocacy, and publish materials in our focus areas: child welfare/ foster care, education, juvenile justice, mental health care, and reproductive health care.



HOW TO RESEARCH LOCAL RESOURCES

National resources are high in demand across the country and can sometimes be slow to respond to someone's needs. Providing your students with local resources that are in your community can give them immediate help.

Contacting local resources also creates excellent opportunity invite them to visit your classroom. It will be impactful for students to ask questions about their work as they provide information about their organization.

List three local Homeless Youth Shelters: Add phone number, website, key contact, and a short description of the organization. Vetted Nationwide Referral Directory: www.homelessshelterdirectory.org

List three local Domestic Violence, Sexual Abuse and Rape Crisis Centers: Add phone number, website, key contact, and a short description of the organization. Vetted Nationwide Referral Directory: www.thehotline.org/resources/victims-and-survivors

List three local Human Trafficking Task Forces: Add phone number, website, key contact, and a short description of the organization. Vetted Nationwide Referral Directory: www.humantraffickinghotline.org/training-resources/referral-directory

DOWNLOAD: Printable Research Local Organizations: www.CaliforniasForgottenChildren.com/Teachers



"I was born to be used, as an object. And so, it became clear as I got older that my parents had planned on selling me the whole time. I really do think that the best way to describe my childhood is slavery."

- Minh Dang, Survivor Leader, Founder of the Survivor Alliance

SAMPLE TRIGGER WARNING

Trigger warning

Your students will likely have strong reactions to the film. It is essential to create a safe space for youth to disclose their feelings or experiences with commercial sexual exploitation or abuse. Before starting the film, begin with a statement:

"Some of this content is very heavy and might be difficult to watch. If you are feeling bothered or overwhelmed, feel free to step outside or go to the bathroom for a few minutes to take a few deep breaths. If you need a tissue, we have tissue boxes available. If there is anything you would like to discuss in private, then I will be available to check in with anyone individually during lunch, after class, or after school. Please do not be afraid to come to me or any other teachers on campus, especially if you or someone you know is experiencing sexual exploitation."

Be attuned, available, and open

Be attuned to the reactions of your students, watching their reactions could be a red flag that they should be approached individually and in a private space. Be available, so they feel like you are open and safe to discuss any issues. Show your students that you are flexible in the time of day (e.g., during lunch, after school) to discuss anything that might be bothering them. Lastly, do not show judgment, but listen intently, in case any information must be reported.



"I was attacked by these predators within the matter of hours from first heading out into the streets; that's how fast it happens."

- Nikolas Al-Khadra Survivor Leader, Advocate

DURING THE FILM GUIDANCE

Creating a Safe Space and Response for Disclosures

Be prepared for students to cry or want to step out during the movie. Parts of the film may be triggering to some students who have experienced trauma or vicarious trauma. Students have experienced sexual abuse, students who are having problems with their family and want to run away or are homeless, and students who are very empathetic to the suffering of others.

Be prepared to help students during the film. Some students who are being or have been Commercially Sexually Exploited might not know where to go to get help. Some might not even understand how they are being victimized until they see the film, and it is a life-changing realization for them. They might not even say they need help, but addressing the classroom with the resources we have provided in addition to resources you've researched from your community can help victims feel safe to reach out for help.

We recommend having trauma-informed counselors present at the screening and crisis trauma trained dogs. Someone who might not feel comfortable sharing their feelings with a human might feel calmer with a trauma trained dog at their side.



POST-SCREENING TIPS

After the Film Screening

We have created activities, discussion questions, and assignments that are crafted and presented in a way that acknowledges the possibility that some students may have gone through similar situations like those depicted in the film. Take care when presenting information that it does not “otherize” your students who have been/ or are experiencing exploitation. Do not present exploitation as an experience that could never happen (or already have happened) to those in the room.

Understand that your students are grappling with many of the same issues that potential or actual victims of Commercial Sexual Exploitation are grappling with: how to negotiate romantic relationships, what role sexuality plays in their life, what their personal boundaries are within relationships.

Even if one one has gone through this experience, taking this approach will help students to see the similarities between themselves and survivors of Commercial Sexual Exploitation.

See activities and discussion questions on pages 23 to 38.

Invite Local Organizations and Leaders

We also highly recommend holding a Q&A with local survivor leaders and non-profits from your area. When the lights go up at the end of the film, your students will want to connect, share, and feel seen, so it is a great way to create the space to continue the conversation after the film. It will help bring the film’s stories closer to home when they hear stories from local advocates making a difference in their hometown. (pp. 15)

Create a Safe space for Your Students

Your post-screening discussion must be a safe space for your students to express their complicated feelings about and experiences. Make it clear that your post-screening discussion is a judgment-free zone.

Be Mindful of Personal Boundaries

It is essential to make it clear to your students that any discussion of traumatic experiences is important to talk about, but does not have to be in the classroom. Make yourself available after class or after school. Have the in-school nurse or counselor meet with the students as well.



POST-SCREENING TIPS

Gear Discussion Towards Action

Students will have much passion for combatting Commercial Sexual Exploitation after watching the film. There can also, however, be a sense of helplessness when it comes to what youth can do to contribute to significant movements. In both cases, the activities and discussion questions in this guidebook help students process and refocus their anxiety, sadness, or anger toward the positive goals of advocacy, awareness, and empowerment.

Changing the Language

When creating the discussion question, make sure not to use the word "child prostitute," there is no such thing. The appropriate term to is Commercially Sexually Exploited Children or Child.

Instead of using the word "john" for the people that buy children, use the word sexual predator or pedophile or buyer.

Self-Care for Teachers

The reality of children being bought and sold in your community and your classroom might be shocking to you, as well as emotionally draining and depressing. Remember, you see these children every day and can notice signs of some of them who might be raped, trafficked, or abused.

You might experience vicarious trauma, which is the emotional accumulation from hearing trauma stories and becoming witnesses to the pain, fear, and terror that trauma survivors have endured. Please make sure to take time to heal from these stories, go hiking, spend quality time with friends and family, take up Martial Arts, talk to a professional.

We Want To Hear From You!

Let us know how the screening went: what worked/did not work, what you enjoyed, and what our team could have done better. Your feedback is invaluable to us and helps us ensure we're always meeting the needs and expectations of our hosts!

LINK: <https://www.californiasforgottenchildren.com/education-survey.html>

LANGUAGE

Commercial Sexual Exploitation of Children (CSEC) refers to a range of crimes and activities involving the sexual abuse or exploitation of youth under the age of 18 years old for the financial benefit of any person or in exchange for anything of value (including monetary and non-monetary benefits) given or received by any person.

Human Trafficking involves the use of force, fraud, or coercion to obtain some labor or commercial sex act.

Exploitation is an act or acts committed through non-consensual abuse or exploitation of another person's sexuality for sexual gratification, financial gain, personal benefit or advantage, or any other non-legitimate purpose.

Sexual abuse is unwanted sexual activity, with perpetrators using force, making threats, or taking advantage of victims not able to give consent.

Sexual predator is a person trying to obtain sexual contact with another person in an abusive manner. They "hunt" for their sex partners to commit rape, sexual abuse, and sometimes murder.

Domestic Violence is violent or aggressive behavior within the home involving the violent abuse of a spouse or partner or child.

Consent is an agreement between two peers to engage in sexual activity.

Manipulation is controlling or using of something or someone. A manipulative person knows how to twist words, play on emotions, and otherwise manage a situation in a deceptive way to get what he/or she wants, or often wants at another's expense.

Post Traumatic Stress Syndrome (PTSD) is an anxiety disorder associated with severe traumatic events and characterized by such symptoms as survivor guilt, reliving the trauma in dreams, numbness, and lack of involvement with reality, or recurrent thoughts and images.

A Trafficker is a person who profits from selling human beings and exploiting them for labor or sex.

Homelessness can be people living on the streets or moving between temporary shelters, including houses of friends, family, and emergency accommodation.

START-TO-FINISH SCREENING CHECKLIST

Pre-Screening

- Review all *California's Forgotten Children* film resources & suggestions
- Choose activities or discussion questions
- Contact and secure school counselor to be present
- Contact and secure local organization or police force to come to visit the class
- Prepare yourself emotionally.
- Test documentary to ensure sure the location has the supported projection format.
- Check if the film Disk has no damage by skipping through the DVD or Blu-Ray or streaming link
- Print all the resources you want to hand out during the screening
- Send notice parents of the screening event to caregivers

During the Screening

- Trigger warning
- Be attuned, available, and open
- Stop the film at instructed marker timing to allow enough time for discussion

After The Screening

- Create a Safe Space
- Hand out National Resources
- Hand out Local Resources
- Classroom Activity
- Classroom Discussion
- Present Local organization or human trafficking task force
- Take time for your own self-care healing
- Students send to take the post-screening survey
- Send students post screening survey
- Send us your feedback



California's Forgotten Children Documentary

ACTIVITIES



ACTIVITIES: #IWontForget

Day 1

CFC Film Screening: 30 minutes

Post-Screening Activity: 13 minutes

Materials Needed:

- California's Forgotten Children Documentary 00:00 – 00:30
- 1 piece of paper per student (at least)
- Problem Mountain-- to assemble, print Problem Mountain paper and tape it to the cover of a sturdy book.
- 4 folders with 2 sets of 4 Assignment Cards each (total 32 cards)

Quick Write (2 minutes)

Purpose: Expression; Reflection

Activity: Students write or draw how they are feeling

Sample script: Before we get into discussions and activities, take 2 minutes to capture how you're feeling right now. You are not turning this in. It does not have to be sentences, just write some words or draw pictures about how you are feeling.

(You should do the activity too so that you have something to contribute for the next activity.)

Emotions into Motion Activity (5 minutes)

Purpose: Grounding; Teamwork; Fun; Release of Emotion Activity:

1. Introduce Problem Mountain by putting it on a table in front of the class

Sample script: A lot of us are probably feeling a lot right now. Human trafficking is a huge issue that can seem overwhelming- like a huge mountain. The point of this documentary, though, isn't to make us feel bad. The point is for us to do something.

2. Model how to throw balled paper at Problem Mountain then have students stand up and throw balled paper.

Sample script: Stand up guys. We are going to try to knock this mountain down.

(Ball up your paper and throw it at mountain. Encourage students to do the same with the papers they wrote on. They can throw it one at a time or all at once; allow the game to be a fun stress reliever and not too regimented. Laughter and movement are ideal. Commend students who put forth good effort.)

3. After 2 minutes without success in knocking the mountain down, introduce ideas of teamwork and other solutions until they knock the mountain down.

Sample script: Sometimes big problems need big solutions. Any ideas?

(Lead students toward the idea of combining papers to make a huge ball to throw. Students will naturally spend some time working together to create the big ball and deciding who should throw it and where to throw it from. Eventually, they should knock down the mountain and return to their seats.) (Note: If students do not successfully knock down the mountain, knock the wall down by pushing it with a balled paper in hand and say something along the lines of: "Sometimes we have to do what needs to done.")



ACTIVITIES: #IWontForget

Day 1 ...continued

CFC Film Screening: 30 minutes

Post-Screening Activity: 13 minutes

Materials Needed:

- California's Forgotten Children Documentary 00:00 – 00:30
- 1 piece of paper per student (at least)
- Problem Mountain-- to assemble, print Problem Mountain paper and tape it to the cover of a sturdy book.
- 4 folders with 2 sets of 4 Assignment Cards each (total 32 cards)

Lead students in reviewing how they accomplished knocking down the mountain.

Sample script: Great job! So how did we do it? (Take answers and point out strengths they may not have noticed—they worked together; many people contributed what they had; they made a plan of attack; they delegated tasks; they kept trying, etc.)

Introduce Assignment (6 minutes)

Purpose: Prepare students for meaningful film engagement
Activity:

1. Introduce concept of turning emotion into motion.

Sample script: There's always a way to turn whatever we feel into something positive and powerful. Our feelings are there to show us what matters to us; it's up to us to do something positive with them.

2. Place the 4 folders on a table for the class to see

Sample script: You may be feeling a number of ways right now, and that's a good thing. That means something. I'm putting 4 folders on the table and I want you to choose which one mostly closely describes how you're feeling the most. You don't have to say it aloud, just think about it in your head. The 1st is Shocked (Yellow). 2nd is Worried (Green). 3rd is Mad (Red). 4th is Sad (Blue).

3. Explain what's inside each folder and place each folder in a different corner or section of the room.

Sample script: Each of the feelings mean that this documentary sparked something different for you-- a unique opportunity to do something in your own way.

- Feeling Shocked means that it is important for you to feel and be Aware.
- Feeling Worried means that it is important for you to feel and be Safe.
- Feeling Mad means that it is important for you to Fight For Justice and Change.
- Feeling Sad or Bad means that it's important to you to Help People.

Each of these folders has different assignment options that are related to what's important to you.

4. Ask students to get up and choose a card from whichever folder they want.

Sample Script: Get out of your seat and go to whichever folder you want. Choose a card from the folder and remain standing by the folder.

5. After each student has chosen a card, (you can assign students who didn't choose a card to whatever group has least students in it), introduce the assignment.

Sample script: You are now standing with like-minded people. There are 8 different cards in each folder. 2 cards in each folder are labeled *extra credit*; these card require more work than the other cards. You have the rest of class today to talk with people in your group and figure out which assignment you want to do and with whom. You can choose to work alone, you can have a partner, your entire group can work together... whatever you choose is fine. This assignment doesn't need to be done until we finish the documentary in a few days. For homework tonight, just start thinking about how you may want to fulfill your assignment.



ACTIVITIES: #IWontForget

Day 1 ...continued

CFC Film Screening: 30 minutes

Post-Screening Activity: 13 minutes

Assignment Cards

(these should be color coded according to folder)

Be Aware	Be Safe	Fight for Justice & Change	Help People
Write 1 tip for how to recognize a trafficker.	Write 3 important safety tips for how to stay safe from Human Trafficking.	Write a list of Human Trafficking indicators that people in your community may see. List 3-5 top indicators and how to report to The National Human Trafficking Hotline.	Write 1-2 sentences to promote compassion and non-judgement about victims of Human Trafficking.
Identify 1 risk factor for Human Trafficking and give 1 tip for how to avoid that risk.	Identify 1 common risk factor for Human Trafficking and give 1 tip for how to avoid or overcome that risk.	Write 1-2 sentences identifying and challenging specific exploitive media (i.e. a song that glorifies pimping.)	Write a letter (you can also include artwork) to a child survivor of Human Trafficking.
Write 1 important fact about Human Trafficking and why it matters in your community.	Write a list of 5 ways someone can stand up for himself/herself, get out of a bad situation or get help if someone is trying to traffic them. (examples: call 911, National Human Trafficking Hotline 1 (888) 373-7888, Report to school..ect)	Write 1 fact about why people should not participate in Human Trafficking as a sex buyer or trafficker.	Write a Thank You letter (you can also include artwork) to one of the survivors in the California's Forgotten Children Documentary or the director (Melody Miller)
<i>*extra credit*</i> Research one case of human trafficking that happened within a 50-mile radius of your school. Write a fact sheet about the case with important information for your classmates to know.	<i>*extra credit*</i> Identify 1 vulnerability to Human Trafficking that people in your community may have. Find 1 local resource that can help someone overcome or stay safe from this vulnerability.	<i>*extra credit*</i> Read California's Human Trafficking report card. Write 1-2 sentences that informs people about a helpful Human Trafficking law or informs people of a need to change a current law.	<i>*extra credit*</i> Research one organization in your community that helps victims of Human Trafficking. Write a list of some important services they offer and how to contact them.

DOWNLOAD: Printable Assignment Cards: www.CaliforniasForgottenChildren.com/Teachers



ACTIVITIES: #IWontForget

Day 2

CFC Film Screening: 27 minutes

Post-Screening Activity: 17 minutes

Materials Needed:

- California's Forgotten Children Documentary 00:30 – 00:57
- 1 Assignment Card Per Student

Seeing Blue (5 minutes)

Purpose: Grounding; Reflection; Body Movement

Activity:

1. Have students stand up and stretch

Sample script: Everyone stand up and reach as high as you can.

2. Have student close their and envision the color blue

Sample script: Close your eyes. If you don't feel comfortable closing your eyes, look down toward the floor. Envision the color blue.

3. Have students open their eyes and notice something blue in the room that they didn't see before. Tell them to go touch and stand by whatever they notice.

Sample script: Ok now open your eyes and notice something blue around you that you didn't really notice before. Go stand by the blue object you now see.

4. Quickly debrief about awareness and how this activity relates to what they're learning through the *California's Forgotten Children* documentary.

Sample script:

- Did you notice and think about whatever thing you're standing by in the room before I asked you to see the color blue?
- We're seeing multiple blue things that we may not have noticed before because we weren't looking for blue. This is how we hope this documentary will change what you see too. Dangerous situations, victims, risk factors... sometimes these things are around us, but if we don't know what we're looking for we don't always notice it.
- Blue is the official color of the anti-human trafficking movement, just like pink is for breast cancer awareness.

Work on Assignment Cards (10 minutes)

Purpose: Support students in meaningful film engagement

Activity: Students work on their assignment cards

Sample script: For the rest of class today you'll be working the Assignment Cards you chose yesterday. I'll be coming around to see your progress and help if you need it.



ACTIVITIES: #IWontForget

Day 3

CFC Film Screening: 31 minutes

Post-Screening Activity: 13 minutes

Materials Needed:

- California's Forgotten Children Documentary 00:57 – 01:28
- 1 Assignment Card Per Student
- Ball

Quick Overall Debrief (4 minutes)

Purpose: Expression

Activity:

1. Allow students a chance to say anything they want to say

Sample script: Now that we've finished the documentary, does anyone have any thoughts they want to share?

Keep Hope Up (4 minutes)

Purpose: Grounding; Body Movement; Positive Reflection

Activity:

1. Have students stand up
2. Introduce beach ball analogy

Sample script: Now that we've finished the documentary, does anyone have any thoughts they want to share?

3. Have student close their and envision the color blue

Sample script: In this documentary, we've heard stories of abuse and trafficking and trauma, and we've also heard stories of triumph and overcoming and resilience. Like this ball, as long as there is some air in it, there's life, and life always represents hope because as long as you're alive, there's opportunity. I want us to throw this ball around for a minute and not let it drop! If the ball comes to you, catch it and say one thing that you learned from this documentary.

4. Have students throw the ball around among themselves for a few minutes.
5. Get the ball back and reinforce the message of hope

Sample script: Great job not letting the ball drop! Melody started making this film at the age of 21 because she wanted to make a difference. The filmmakers, artists, musicians, advocates, and survivor leaders who contributed in the documentary participated because they wanted to make a difference too. It is their hope that the documentary moves you to keep the ball moving.

Complete Assignment Cards (5 minutes)

Purpose: Support students in meaningful film engagement

Activity: Students work on their assignment cards

Sample script: By the end of today you should be done with your assignments. I'm going to collect whatever you came up with.

You can choose to have students post what they've come up with on their social media pages using the hashtag #iwontforget. You can also have students present what they wrote to the class.



ACTIVITIES: #IWontForget

Day 4 optional

CFC Film Screening: 0 minutes

Post-Screening Activity: 45 minutes

Materials Needed:

- 1 Assignment per student (already previously assigned)
 -
- Materials to create posters: Large paper, markers, art supplies etc.
 -
- Materials to hang posters: tape

Quick Overall Debrief (5 minutes)

Purpose: Expression

Activity:

1. Allow students a chance to say anything they want to say

Sample script: Does anyone have any thoughts about the documentary or the assignment you've been working on that you want to share?

1. Have students share what they posted the previous day
2. If there is more time, have students turn their posts into physical posters to hang around the school.

Assignments "Show & Tell" (20 minutes)

Purpose: Share knowledge; Converse about various topics

Activity:

1. Have students share what they completed for their assignments
2. Allow students to ask and answers questions about each other's assignments

Create Posters (20 minutes)

Purpose: School-wide awareness; Reinforce learning

Activity: Students create large posters to hang around the classroom, school or community

1. Allow students to work individually or together to create one or multiple large posters. Remind them to include the hashtag #iwontforget



California's Forgotten Children Documentary

THEMES AND DISCUSSION QUESTIONS

These themes discussion questions can be used as a supplement to the activities, can be used as a 4th day after activities, or homework assignment. This is your classroom and we want to provide as many resources and ideas for you to have a successful screening event.



DISCUSSION QUESTIONS

Day 1

CFC Film Screening: 30 minutes

Suggested Time: 5-8 minutes

Themes: Types of sex trafficking

The film shows a few different ways traffickers trap youth into trafficking. What are some of those ways?

Target Answers:

- Acting like a friend or boyfriend
- Modeling agents or business agents
- Kidnapping youth off the streets
- Parents trafficking their own children (interfamilial trafficking)

If target answers aren't shared, you can use the following quotes to spark students' memory and further discussion:

On the Romeo Trafficker:

"The Romeo boyfriend traffickers target girls or boys who are looking for love and affection. They'll offer to love them forever, to be there for them, support them, and protect them. To all the things that, if done already, they wouldn't be vulnerable to the Romeo traffickers to begin with."

– Nola Brantley - CSEC Education Trainer - Co-Founder of M.I.S.S.S.E.Y. - Survivor Leader

On the CEO/Business Trafficker:

"Whether you're a kid in foster care or a kid from suburbia, or a kid from upper class America, we all have access to the internet. That type of trafficker will allure a girl or boy by opportunities for modeling. Saying "You're gonna be a movie star, a singer." Whatever that dream is that the girl has. The trafficker uses that to influence the girl into the commercial sex industry."

– Nola Brantley - CSEC Education Trainer - Co-Founder of M.I.S.S.S.E.Y. - Survivor Leader

On the Gorilla Trafficker:

"There's violence in kidnapping, that's sometimes called gorilla pimping. That's when children are snatched off the street and beat and gang raped, and then forced into the commercial sex industry."

– Nola Brantley - CSEC Education Trainer - Co-Founder of M.I.S.S.S.E.Y. - Survivor Leader

"I was attacked by these predators within a matter of hours from first being out on the streets. That's how fast it happens." - Nikolaos Al-Khadra - Advocate and Survivor Leader

On the Interfamilial Trafficker:

"There are many different pathways for children who are commercially sexually exploited. One of those pathways would be parents that sell their children, they're motivated by money or some need for money. Like, if they're addicted to drugs, the need is the money for the drugs. Sometimes these could be children as young as two, three, four, and sorry to say, sometimes even younger than two."

– Nola Brantley - CSEC Education Trainer - Co-Founder of M.I.S.S.S.E.Y. - Survivor Leader

1b) Can you imagine these types of things happening around our community?

All answers are fine.

1c) Have you heard of any of these types of things happening around our community?

All answers are fine. Be prepared for students to share about close-to-home events. Be mindful of students who may need to be referred to talk more with a counselor. Also, if you know of any local trafficking cases, you can share details about local cases now to raise understanding that human trafficking is happening locally.



DISCUSSION QUESTIONS

Day 1

CFC Film Screening: 30 minutes

Suggested Time: 5-8 minutes

Theme: Risk Factors and Vulnerabilities

1) What are some of the factors in a person's life that can make him or her more vulnerable to being trafficked?

Target Answers:

- Homelessness and running away from home
- Neglect and abuse at home
- Being LGBTQ
- Being in the child welfare system (e.g. foster care)
- Being timid and shy; not the type to stand up for yourself
- Answering modeling ads and meeting people online

If target answers aren't shared, you can use the following quotes to spark students' memory and further discussion:

On homelessness and running away from home:

"When children run away, they're in immediate danger and in immediate need of everything, from bus tokens to food to shelter. In that situation, they can be taken advantage of."

– Nola Brantley - CSEC Education Trainer - Co-Founder of M.I.S.S.E.Y. - Survivor Leader

On being neglected and abused:

"We know this worldwide, that when children are abandoned, neglected or abused, and they end up in a vulnerable place, that they can be and will be exploited by people."

– Carissa Phelps - Attorney - Founder of Runaway Girl - Survivor Leader

On being in the child welfare system:

"As a foster care child, when you are missing, you get in your file that you are a runaway. It gets closed and put on the shelf and that's it, that's all that happens. So that's why they are so vulnerable and forgotten because no one is looking for them."

– Daphne Phung - Founder of California Against Slavery

On being timid and shy:

"There is a reason why they pick certain girls, because they don't want someone that is going to fight back. Not someone that is headstrong, someone that can't be manipulated coerced or forced or fear put in them."

– Sarai Smith-Mazariegos - Founder of S.H.A.D.E. Project - Co-Founder. M.I.S.S.E.Y. - Survivor Leader

On LGBTQ abuse, neglect and homelessness:

"Men and young boys are definitely trafficked in the United States, let's say that they're LGBTQ, they're homeless, they've been rejected by you know, family, and they end up in the streets. You're vulnerable. You're vulnerable to survival sex. You're vulnerable to gangs, you're vulnerable to other criminals, that force you to do things without pay."

– Angela Chung - Attorney, Coalition to Abolish Slavery and Trafficking

1b) If a person has some of these vulnerabilities, what do you think he or she should do to stay safe from being trafficked?

All answers are fine. Answers can include—getting help for abuse at home, not running away to homelessness but running away to a safer place (family member, shelter, etc.), learning to be more assertive, being careful about who you talk to online and what information you share.

2) One huge risk factor that continues to affect youth is online predators. What are some signs to recognize an online predator and what can you do to stay safe?

Students should be able to provide multiple good answers. If not, consider handing out and reading together the Online Predators Safety Tips Handout



SAFETY TIPS: ONLINE PREDATORS

- **If someone is flattering you online, be careful.** People online are not usually genuine; predators may use flattery to try to start a relationship with a youth. This doesn't mean you need to be suspicious of everyone, but you should be careful.
- **Don't talk to anyone who wants to get too personal.** If they want to talk about things that are sexual or personal, you should end the conversation and block that person from having more access to you. Once you get pulled into a conversation (or a relationship), it may be more difficult to stop.
- **Keep in mind that people are not always who they say they are.** Predators may pretend to be children or teenagers to talk to youth online. They may use a fake profile picture and add other profile details to appear more convincing.
- **Never arrange to meet in-person with someone you met online.** Predators may try to arrange a face-to-face meeting or send you a ticket to travel to meet them. Even if the person seems nice, this is almost always dangerous.
- **Never send nude or sexually suggestive pictures of yourself.** Predators will sometimes request pictures that can be later used to blackmail or threaten you, and they can be sold to online pornography sites.
- **Don't tag or share your current location on social media sites.** Never post your home address.
- **Tell a parent or trusted adult if you encounter a problem.** If anyone makes you feel uncomfortable online, you should tell a parent or trusted adult immediately.

DOWNLOAD: Printable Safety Tips from Online Predators: www.CaliforniasForgottenChildren.com/Teachers



DISCUSSION QUESTIONS

Day 2

CFC Film Screening: 27 minutes

Suggested Time: 7-10 minutes

Theme: Pimps and Pimping--Media vs. Reality

1) The film talked about what popular culture says about pimps and pimping, and also gave us some accounts from people who had pimps in real life. What differences do you notice between the media's portrayal of pimps/pimping and what survivors said about pimps/pimping?

Allow for honest discussion. Students may represent a variety of viewpoints. If the discussion is not as robust as it should be, you can use the following quotes to spark students' memory and further discussion:

On pimps and pimping in the media:

"Pimping is such a word that in this culture now, it's just watered down, you know. We think it's something cool. We have Pimp my Ride on MTV, and pimp this and pimp that and it's supposed to be something that's cool and fun and all that type of stuff. And it's really like being a slave driver. It's depriving a human being of personal liberties."

- Holly Joshi - Chief of Staff, Oakland Police Department

On pimps and pimping from a survivor's perspective:

"This man basically kept me in fear, he tortured me. Not only was I scared of him, grown men were scared of him. He would force grown men to do things to me, to sodomize me, to rape me when I wouldn't behave, when I'd cry because I'm so tired of how many men who wanna buy me. When I'm so gone because I've been raped, I've been tortured, I've been, you know, the number of things that happened to me. People don't understand really what that life is like."

- Withelma "T" Ortiz Walker Pettigrew - Policy Consultant, Advocate, and Survivor Leader

1b) Why do you think popular culture glamorizes and glorifies pimping?

All answers are fine. Students may not have any answers; encourage them to "take a guess".

1c) Do you listen to any music, watch any movies, play any video games or consume any other type of media that talks about pimps and pimping? If so, what is the message it's sending about pimps and pimping?

Allow for honest discussion. Be sure not to make students who share feel judged or incriminated. If students are slow to respond, read the following quote to spark discussion. Advise students that all media has messaging and sometimes we watch or hear something passively without really stopping to think about what we're watching or listening to.

On consuming media about pimps and pimping:

"I'd listen to the beat and I listen to the rhythms of the song, and I really get into it, love it. And I wouldn't really listen to the lyrics and what he was saying. Almost all of his songs are about the exploitation of women and children. I had no idea. We tend to just listen to the music and not understand what's actually going on."

- Rebecca Dharmapalan - Artist/Activist

1d) Do you think it's important for people to stop watching or listening to media that glamorizes pimps and pimping? Why or why not?

All answers are fine.

1e) In reality, no matter how much the media glamorizes pimps, pimps are predators who have the ability to appear to be someone they are not. I want you to be aware of some key signs of a predator and the tactics predators often use to manipulate others.

Hand out Safety Tips: 5 Signs of a Predator to help prevent students from being manipulated by a trafficker.



SAFETY TIPS: 5 SIGNS OF A PREDATORS

If a person doesn't know you well but starts talking about how your relationship is "meant to be," how they will "always be there for you," and will "take care of you," this could indicate they're trying to quickly gain your trust to manipulate you. Remember: building authentic trust and equality in a relationship happens slowly and organically over time. If someone seems unnaturally eager/impatient to gain access to your deep, inner feelings, pay attention—sometimes the person offering to give everything to you is plotting to take everything from you.

If they pressure you to do things you don't feel comfortable doing, that is a red flag. In the film, survivor-leader Leah talks about how with her trafficker, it became an expectation that she would "contribute to the household" by engaging in exploitation. This is one example of how someone might attempt to pressure you into situations you don't feel comfortable with. Not taking "no" for an answer is another sign that the person is trying to manipulate you.

If they ask you for personal information, don't give it. Personal information may have to do with your personal history (your family situation, your sexual experience, who or what you've been most hurt by), or it could have to do with sensitive identifying information (passwords to your email and/or social media, your social security number, home address, ID or Driver's license etc.). Disclosing information can put you and your loved ones in a position to be taken advantage of and/or hurt.

Power differentials cause vulnerability. One thing a person with a predatory mindset will do is look for people who they perceive they have some form of leverage over. Age, life experience, wealth/socio-economic status, size, ability to protect oneself physically, and access to resources and/or opportunities are all examples of power differentials that might exist between two people. If someone seems to be leveraging one or more of these things to try to make you feel scared or dependent on them, that is a red flag.

If they try to make you think less of your family, friends, and any other healthy supports, that's the beginning of isolation. One of the first steps an exploiter will take is trying to isolate you from people who love and care about you so that he/she can have full control. One common technique to cause distance between a young person and her/his supports is saying things like, "They don't really love you," "They don't really respect how mature you are; if they did you wouldn't have such an early curfew" "Those aren't real friends; I am."

DOWNLOAD: Printable Safety Tips for Signs of Predators: www.CaliforniasForgottenChildren.com/Teachers



DISCUSSION QUESTIONS

Day 2 ...continued

CFC Film Screening: 27 minutes

Suggested Time: 7-10 minutes

Theme: Getting on the Right Side of Wrong

1) While this documentary was being created, the state of California passed a law to stop arresting children for prostitution. They finally realized that there's no such thing as a "child prostitute"; they are sex trafficking victims. But this is not yet a national law. And there are still many more things that need to be changed in California and around the nation. Did you notice any other major wrong or backwards things that really need to be changed?...Anything that shocked or saddened you about our laws or what's going on in our communities?

All answers are fine. Some topics that may come up are the failures of the foster care system, "the track" (places where trafficking openly happens in America), parents trafficking their kids, LGBT kids not feeling like they can trust the police due to homophobia. If the discussion is not as robust as it should be, you can use the following quotes to spark students' memory and further discussion:

On the foster care system:

"I grew up in foster care, and so, basically more than 14 homes that I can remember. But a lot of times when I was growing up in the foster care system, I've been put in positions where I was abused verbally, sexually, all these different ways and I was also being told that I was nothing but a paycheck. So I basically established this idea that I was for nothing than for profit and that I was only there to be at service and in service to other people." - Withelma "T" Ortiz Walker Pettigrew - Policy Consultant, Advocate, and Survivor Leader

On "the track":

"I had a gun on my hip, I had 20 police officers ready to back me up at any time, looking across the street and knowing that those girls were out here, and it was their real life, and they were out here by themselves, and they had no one to back them up. It completely changed my view on prostitution in Oakland."
- Holly Joshi - Chief of Staff, Oakland Police Department

On distrust of the police due to homophobia

"I never went to the police because you're taught to fear them. Being gay, that made it extra hard element because it's, there's so much homophobia that is associated with the police. So you just didn't know who to trust." - Nikolaos Al-Khadra - Advocate and Survivor Leader

1b) If you had a magic wand, what would you do to address some of the issues we've just discussed?

All answers are fine. Students may bring up a variety of methods such as changing laws, requiring more or different actions from various service providers (social workers, teachers, law enforcement, judges, etc.). The purpose of this conversation is to get students thinking about social justice issues from a problem-solving perspective. Be sure not to discourage any ideas regardless of how idealistic or simplistic they may be.



DISCUSSION QUESTIONS

Day 3

CFC Film Screening: 31 minutes

Post-Screening Activity: 7-9 minutes

Theme: Personal Influence

1) General Debrief: Now that the film is over, I'd like to hear what's on your mind.

Allow students to have a candid discussion. Consider saying or writing important resource numbers for students to have as they continue to process. Encourage them to tell someone if they or anyone they know is being trafficked or abused.

2) (Read the quote below)

"I am only one voice of many young girls, and often young boys, that are trafficked in our country every day. While we are here today...there are young people being trafficked. While we go to sleep at night, there are young people being trafficked... I want to ask everyone and challenge everyone in the room to think about your personal influence. You as role models, you as just people in your communities, and the power that you have to find solutions to end this horrible catastrophe that's happening to our children."

- Withelma "T" Ortiz Walker Pettigrew - Policy Consultant, Advocate, and Survivor Leader

What do you think your personal influence against human trafficking can be?

All answers are fine.



DISCUSSION QUESTIONS

Day 3 ...continued

CFC Film Screening: 31 minutes

Post-Screening Activity: 6-8 minutes

Theme: Personal Safety

- 1) As we wrap up our discussion of this important documentary, I want to remind you that ALL of you play an extremely important part in stopping human trafficking in our community: One- do everything in your power to not become a victim of human trafficking, and two- do not become a buyer. Do you know of any good organizations or resources that help stop human trafficking?**

All answers are fine.

Hand out the National and Local Resources Handout. Also consider reading the quote below to spark conversation about males leading the charge to go from perpetrators to protectors.

2) (Read the quote below)

“To see a transition from men not buying and selling, but to be protectors, we need to see men step up in every aspect and every social space. And to intervene in such a way to help rescue as well as men being these incredible advocates where now, men become heroes versus their perpetrators.”

- Guido Hajenius - Advocate for Anti-Human Trafficking at iEmpathize

DOWNLOAD: Printable National Organizations: www.CaliforniasForgottenChildren.com/Teachers



NATIONAL RESOURCES

Call 911, if it is an emergency.

If someone is in immediate danger.

The National Human Trafficking Hotline: 888-373-7888 or text INFO or HELP to BEFREE (233733)

The National Human Trafficking Hotline connects victims and survivors of sex and labor trafficking with services and supports to get help and stay safe.

The National Hotline also receives tips about potential situations of sex and labor trafficking and facilitates reporting that information to the appropriate authorities in some instances. It is confidential and can request assistance or report a tip anonymously.

Help is available in English or Spanish, or more than 200 additional languages through an on-call interpreter.

Referral Directory:

This online Referral Directory has anti-trafficking organizations and programs that offer emergency, transitional, or long-term services to victims and survivors of human trafficking as well as those that provide resources and opportunities in the anti-trafficking field.

<https://humantraffickinghotline.org/training-resources/referral-directory>

If A Child is Missing

Step 1: Call 911

- Provide law enforcement with the child's name, date of birth, height, weight, and descriptions of any other unique identifiers such as eyeglasses and braces. Tell them when the child went missing and what clothing he or she was wearing.
- Request law enforcement authorities immediately enter the child's name and identifying information into the FBI's National Crime Information Center Missing Person File.

Step 2: Call The National Center for Missing and Exploited Children: 800-THE-LOST

- The center operates 24 hours a day, seven days a week. If you have information about a missing child or suspected child sexual exploitation, call to report.

CyberTipline: If you suspect an online predator, please report to www.cybertipline.com from the National Center for Missing & Exploited Children or call (800) 843-5678 to report crimes against children, including online enticement of children for sexual acts, obscene material sent to a child, and child pornography.

DOWNLOAD: Printable National Resources Handout: www.CaliforniasForgottenChildren.com/Teachers



NATIONAL RESOURCES

National Runaway Safe-line: 800-RUN-AWAY

National Runaway Safe-line is here to support you whether you are thinking of running away or already have. You can expect to share your story with someone who will not judge or tell you what to do. Each team member is a trained professional that can handle a crisis, provide support, and listen to your story. Can talk 24/7 with toll-free text or call.

National Suicide Prevention Lifeline: 1-800-273-8255

The Lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources for you or your loved ones, and best practices for professionals.

National Alliance of Mental Health: 1-800-950-NAMI (6264)

The NAMI HelpLine is a free, nationwide peer-support service providing information, resource referrals, and support to people living with mental health conditions, their family members and caregivers, mental health providers, and the public. They will help identify the best resource options for your concern.

The NAMI HelpLine can be reached Monday through Friday, 10 am–6 pm, ET.

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

Highly trained expert advocates are available 24/7 to talk confidentially with anyone in the United States who is experiencing domestic violence, seeking resources or information, or questioning unhealthy aspects of their relationship. The Hotline provides lifesaving tools and immediate support to empower victims and survivors to find safety and live free of abuse.

National Safe Place

Text the word “safe” and your current location (city/state/zip) to 4HELP (44357).

Within seconds, you will receive a message with the closest Safe Place site and phone number for the local youth agency. You will also have the option to text interactively with a professional for more help. It is quick, easy, safe, and confidential.

Or search online safe places near you to stay:

<https://www.nationalsafeplace.org/find-a-safe-place>

National Center for Youth Law: (510) 835-8098

NCYL attorneys provide youth litigation support, assist with legislative and administrative advocacy, and publish materials in our focus areas: child welfare/ foster care, education, juvenile justice, mental health care, and reproductive health care.

DOWNLOAD: Printable National Resources Handout: www.CaliforniasForgottenChildren.com/Teachers



California's Forgotten Children Documentary

LEADERS IN THE FILM



"As long as they see it as just some girl who's just selling herself, they're never going to feel empowered to protect children and women of these communities."
- Leah Jonet Albright-Bryd

SURVIVOR LEADERS



Withelma "T" Ortiz Walker Pettigrew is a survivor advocate, policy consultant, and motivational speaker. T is a leading force in advocating for the civil and social rights of trafficking survivors, specifically highlighting the intersection between the child welfare system and domestic trafficking within the U.S. In 2014, Time Magazine named T as one of "The 100 Most Influential People in the World." She has a Bachelor of Science Degree in Strategic Communications.

Minh Dang is a staunch advocate for survivors of child abuse, slavery, and human trafficking and is developing strategies to advance survivor leadership development. She holds Bachelor and Master's degrees from University of California, Berkeley and is currently a PhD Student at University of Nottingham, School of Politics and International Relations. Minh was honored by the White House as a "Champion of Change" and is a Presidential Appointee to the first ever United States Advisory Council on Human Trafficking. She founded [The Survivor Alliance](#), uniting and empowering survivors of slavery around the world.



Rachel Thomas, M. Ed. is the Co-Founder of Sowers Education Group where she and a team of educators promote sex trafficking awareness and survivor empowerment. She shatters stereotypes of who can become a sex trafficking victim; trafficked while attending an Ivy League university. A graduate of UCLA with a Masters in Education, Rachel co-authored Ending The Game: An Intervention Curriculum for Survivors of Sex Trafficking. This curriculum has helped hundreds of survivors understand and overcome psychological coercion.



"My accomplishments are really truly being able to wake up everyday and make a path in which I don't necessarily want other young people who've been through my experience to follow, but I want them to surpass me and go further than I ever could've imagined like, go way beyond anything that I could have ever dreamed."

- Withelma "T" Ortiz Walker Pettigrew

SURVIVOR LEADERS

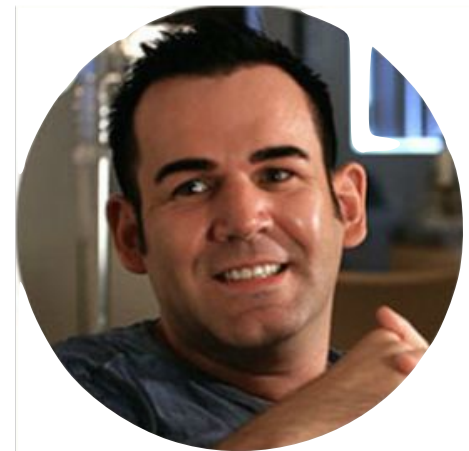


Carissa Phelps

is an Attorney and Founder of Runaway Girl, a social purpose corporation which creates opportunities and services for runaway, former runaway and homeless youth. She is a nationally recognized survivor leader and holds Juris Doctor and Master of Business Administration degrees from University of California, Los Angeles. She aims to raise awareness, establish belief, and help to build capacity for effective responses to human trafficking in every field.

Nikolaos Al-Khadra

is working on his masters degree. He plans to become a therapist to help boys who have been exploited in the commercial sex trade. As a survivor of human trafficking and HIV/AIDS, Nikolas Al-Khadra is a beacon of hope, raising his voice against human trafficking. Nik breaks through gender stereotypes of what a victim looks like. Explaining how society plays a role in conditioning vulnerable youth who are bullied and abused in social environments end up trapped in the sex industry longer.



Leah Jonet Albright-Byrd

is a nationally recognized motivational speaker and human rights educator. Leah is committed to helping victims become survivors and engages people to take on this social injustice. She founded the pioneering anti-trafficking nonprofit "Bridget's Dream" in 2011 and served as the Executive Director for four years. As a former social service provider and nonprofit leader, Leah partners with agencies all over the country to provide an interactive insight-based training workshops.





ADVOCATES IN THE FILM

Lieutenant Andre Dawson is a 33 year veteran detective of the Los Angeles Police Department and led the Vice Unit dedicated to combating the commercial sexual exploitation of children. He was a man of honor and a great support to many. Sadly, Lieutenant Dawson passed away in 2018.

Nola Brantley is CEO of Nola Brantley Speaks!, a survivor consultancy dedicated to empowering women and girls. She co-founded the nonprofit M.I.S.S.S.E.Y. and a survivor leader. She has personally supported more than 1,000 youth in leaving sexual exploitation and has trained more than 50,000 professionals in the field.

Daphne Phung is Founder of California Against Slavery, a nonprofit, nonpartisan human rights organization dedicated to ensuring justice and protection for victims of human trafficking. She led the effort to pass Proposition 35, Californians Against Sexual Exploitation Act, which made critical enhancements to state laws to combat human trafficking.

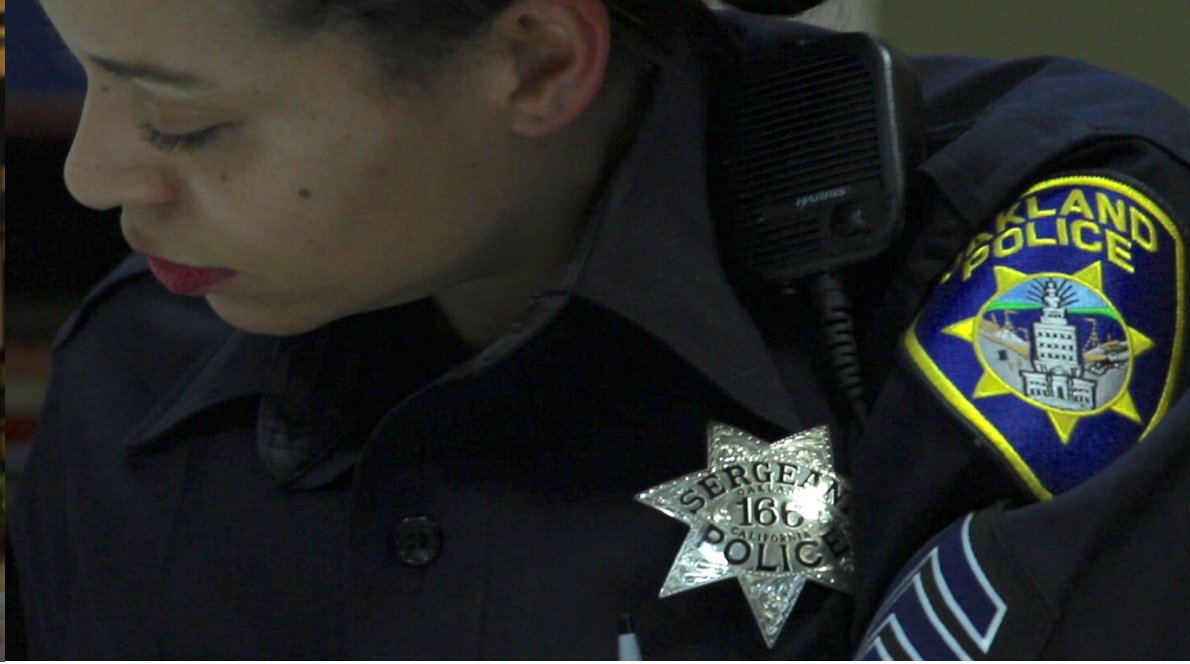
Angela M. Chung is a Policy Associate with the Children's Defense Fund in Los Angeles and formerly worked for the Coalition to Abolish Slavery as an Attorney. Angela focuses on juvenile justice reform in Los Angeles County and increasing alternatives to incarceration and promoting access to trauma-informed approaches to serving children and youth.

Sarai Smith-Mazariegos is Co-Founder, MISSEY and Founder of S.H.A.D.E. Project, a survivor led organization. She has been helping high risk youth in various capacities for over a decade. Sarai is a specialist in crisis intervention and trauma informed care services for women and children who are at risk or have experience sexual abuse.



Kim Biddle has pioneered prevention and intervention programs throughout California to advocate for the safety of children in schools against traffickers. She designs trainings for a variety of professionals on how to prevent trafficking, identify child victims, and best practices in providing optimal aftercare to survivors.

Guido Hajenius works with the anti-trafficking organization iEmpathize, to engage the region in the fight to end child sexual exploitation and trafficking through education, and culture solutions.



ADVOCATES IN THE FILM

Nancy O'Malley is the District Attorney of the Alameda County and a national leader in addressing human trafficking. Her office is advancing anti-trafficking strategies statewide through its nonprofit H.E.A.T. Watch and the H.E.A.T. Institute. Since 2006, the Alameda County District Attorney's Office has prosecuted 46% of human trafficking cases in California with an 86% conviction rate.

Holly Joshi is the former head of Oakland Police Department's (OPD) Child Exploitation Unit. As OPD's subject matter expert on human trafficking, she identified and helped recover hundreds of victims and has trained thousands of officers. She is now the Executive Director of M.I.S.S.S.E.Y., a nonprofit supporting survivors of child sex trafficking.

Christopher Sean Watson is the former manager of Bay Area Women Against Rape's Sexually Exploited Minors Program, providing 24-hour first crisis stabilization to all survivors of commercial sexual exploitation and trafficking. He is a first responder to rescue and connect victims with supportive resources. Since 1971, BAWAR has addressed the problem of sexual assault and established a place where rape and incest survivors could receive the quality counseling and advocacy they need, and provide community education regarding sexual assault issues.

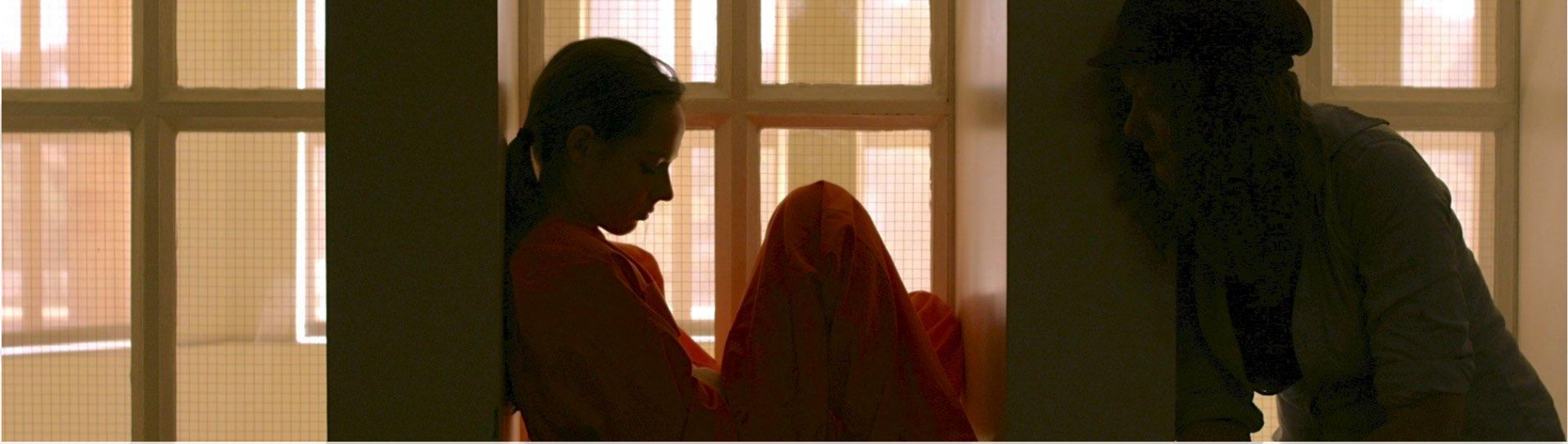
Kate Walker Brown is an attorney with the National Center for Youth Law. Her career has been devoted to examining the commercial sexual exploitation of children (CSEC) in the U.S. and its intersection with the child welfare system. She is Project Director for California's CSEC Action Team charged with improving the services for exploited and at-risk children.

Reverend Harry Williams is a Minister, Author, and Advocate fighting against human trafficking, drugs, and homelessness. He is a champion for those who have no voice. He is a precious pillar of the Oakland, California faith community and an invaluable ally to Oakland's disenfranchised youth.

Seven - Activist and ex-gang member fighting against human trafficking.

Rebecca Dharmapalan - Artist, Activist, and Public Speaker fighting for human rights.





*"We each have our own unique abilities and talents that we can use to change the world."
- Melody C. Miller, Director*

DIRECTOR'S BIO

California's Forgotten Children was directed by award-winning filmmaker Melody C. Miller who works to make a positive impact in the world by making narrative films and documentaries. She graduated from the UCLA School of Theater, Film, and Television and has won various film awards nationwide, including The Motion Picture Association of America Award and Women in Film Award.

An advocate for women and children's rights, Melody has dedicated from the start of her career making films that amplify the voices and stories of causes she cares about. She has gone above and beyond to not only create empowering films but creating a movement of change.

While volunteering for a local non-profit Melody C. Miller found out that students in her high school were trafficked. Using her skills in filmmaking, she embarked on a mission to raise awareness and give communities the tools and the knowledge to combat this scourge. Before graduating from university, she brought together 100 influential artists and 20 organizations to join her in the fight to end trafficking by making *California's Forgotten Children*. After years of hard work, she completed the film, and Melody continues to work on spreading its message every day.

California's Forgotten Children has been honored at the [United State of Women Summit](#); screened at nineteen film festivals; won Best Documentary at the [Soho International Film Festival](#); Best Director at the [Chico Independent Film Festival](#); 'Rising Filmmaker' at the [Riverside International Film Festival](#); and the Orson Welles Award at the [California Film Awards](#).

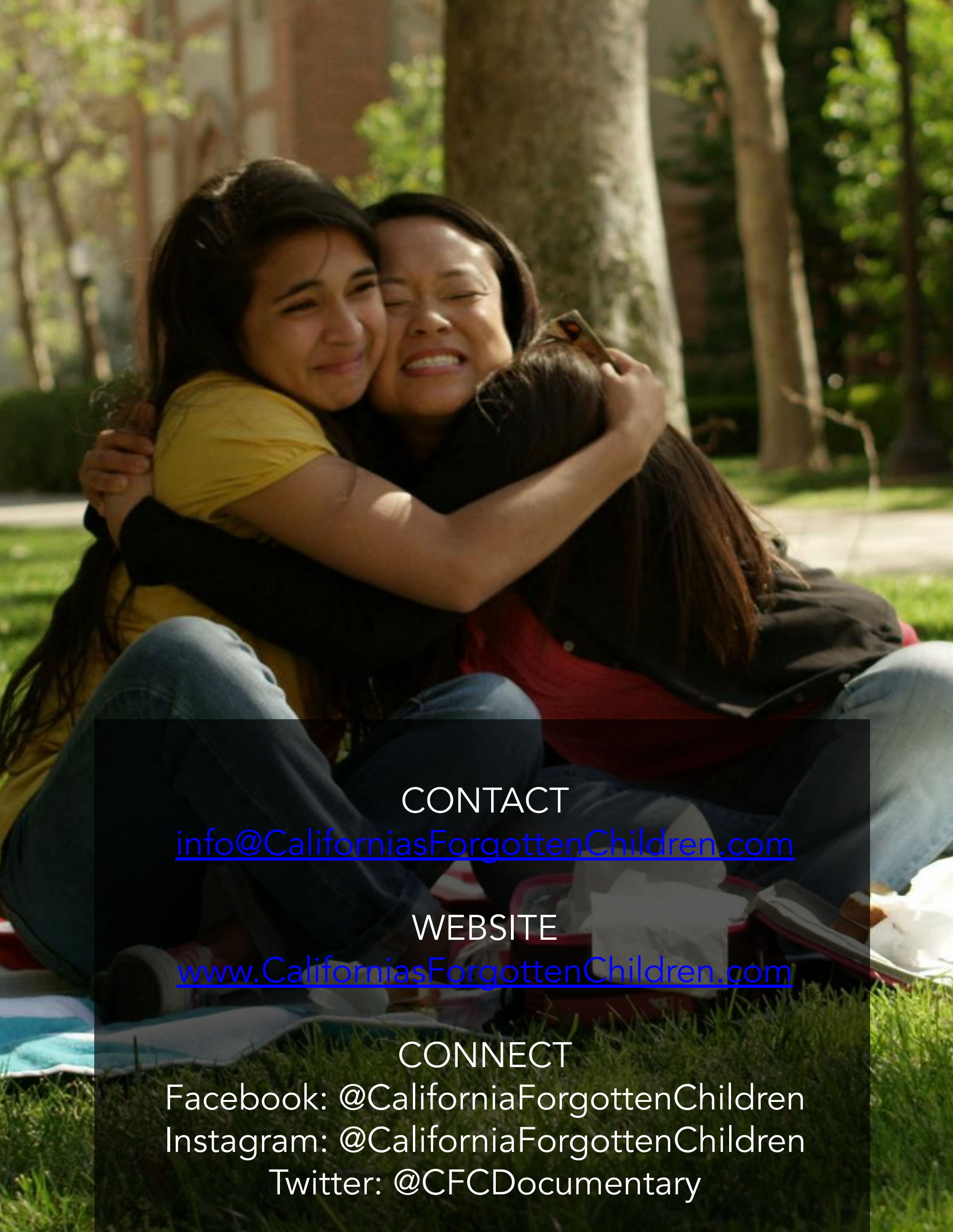
This singular documentary is now making the rounds of law enforcement organizations, non-profits, and educational institutions around the world.





Thank you for the opportunity to share our film with you and inspiring the next generation of leaders to combat child sex trafficking, we know you will have an impactful screening!





CONTACT

info@CaliforniasForgottenChildren.com

WEBSITE

www.CaliforniasForgottenChildren.com

CONNECT

Facebook: @CaliforniaForgottenChildren

Instagram: @CaliforniaForgottenChildren

Twitter: @CFCDocumentary