

Child Trafficking Prevention Education Implementation Plan



State Board of Education Rule:	6A-1.094123 Child Trafficking Prevention Education
Name of the School District	DeSoto
Superintendent of the School District	Adrian H. Cline
Implementation Period: (MM/YY – MM/YY)	12/19-5/19
Submission Date to the Commissioner	November 22, 2019
Direct URL to the Implementation Plan as posted on the school district website	https://www.desotoschools.com/apps/pages/index.jsp?uREC_ID=1218913&type=d&pREC_ID=1704353
School District Contact(s) for this Plan (name and email)	Dr. Gina Stafford, gina.stafford@desotoschools.com

Select the qualification(s) of the instructors for the above courses:

- Florida Certified Teacher
- Community-based Expert
- School Nurse
- School Counselor
- School Psychologist
- Other

Please describe the methods for delivering the instruction for each grade level.

K-2: Instruction will begin by reading a story, group discussion, an independent activity, and followed by a group activity.

3-5: Instruction will be provided utilizing group discussion, video presentation, and group activities.

6-8: Instruction will be provided in the following formats: Direct instruction, class discussion, cooperative learning, and independent practice.

9-12: Instruction will be provided in the following formats: Direct instruction, class discussion, cooperative learning, and independent practice.

Please describe the materials and resources that will be utilized to deliver the instruction for each grade level.

K-2: The materials utilized will pertain to stranger safety. The learning objectives are as follows: Students will be able to differentiate safe from unsafe strangers; Students will identify situations in which trusting a stranger is permissible (police, fireman, etc.); Students will explore which strangers can be trusted.

3-5: The materials utilized will pertain to stranger safety. The learning objectives are as follows: Students will be able to differentiate safe from unsafe strangers; Students will be able to identify what instincts are and how to use them; Students will explore what to do in emergency situations.

6-8: The materials that will be utilized are from TeachUnicef. After completing the unit student will be able to: Define human trafficking and explain general characteristics of the local and global problem; Identify and analyze how human trafficking is a violation of human rights; Explore the relationship between modern consumerism and forced labor around the world; Investigate and analyze situations involving children experiencing human trafficking. The same lesson will be utilized for each grade level; however, the activities will be modified to be in alignment with the Florida Standards for History/Social Studies for each grade level.

9-10: The materials that will be utilized are from the Frederick Douglas Family Initiatives. After completing the unit student will be able to: Understand basic economic relationships between “supply” and “demand”; Recognize the relationship between supply and demand within the trans-Atlantic Slave Trade and extend this understanding to modern slave trades, including child trafficking.

11-12: The materials that will be utilized are from the Frederick Douglas Family Initiatives. After completing the unit student will be able to: Understand basic economic relationships between “supply” and “demand”; Recognize the relationship between supply and demand within the trans-Atlantic Slave Trade and extend this understanding to modern slave trades, including child trafficking. This is the same lesson as grades 9-10, but the lesson is modified to be in alignment with the Florida Standards for History/Social Studies (Grades 11-12).

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