Utah State Board of Education

Fall 2025 Scoring Rubric
Human Trafficking (HT) Prevention
Elementary Student Instructional Materials

Handwritten note (right margin): Safe with me : My Body, My Feelings, My Helpers K-2

This section is derived from section I of the CSA/HT minimum standards for elementary students

	Description	Guidelines		Yes	No	Page/Slide#
			Do the IM meet the guideline criteria? If so, what page or slide number demonstrates alignment with the criteria?			
1.1	**Adherence to Administrative Rule:** The instructional materials must be in compliance with Utah State Board of Education Administrative Rule 277-630 Child Sex Abuse and Human Trafficking Prevention Training and Instruction. This Rule may be updated from time to time as Utah statute changes, so please make sure to review and be in compliance with all requirements prior to submissions.	• Are the materials in compliance with USBE Administrative Rule 277-630?		(Yes)	No	2
1.2	**Limits of training:** Overall, the materials focus on awareness, prevention, and interruption of child sexual abuse and/or human	• Is the main focus of the training on awareness, prevention, and		(Yes)	No	3,4

			Yes	No	Page/Slide#
		trafficking and the training does not expand beyond that focus.			
1.3	**Age-appropriate materials:** Overall, the materials are age appropriate and comply with the definition of age appropriate instructional material, as defined in <u>Utah Code 53G-9-207 (a)(I) and (II)</u>.	• Do the materials comply with Utah Code 53G-9-207 (a)(I) and (II)?	(Yes)	No	Page/Slide# 2,4,5
1.4	**Prohibited Concepts and Practices:** As outlined in Utah Code <u>53G-9-207</u>, Age-appropriate instructional material does not include materials that: • invites a student to share personal experiences about abuse during instruction; • gives instruction regarding consent as described in <u>Utah Code 76-5-406</u>; or • includes sexually explicit language or depictions. Additionally, participants should not be asked to role-play antisocial behavior, such as dividing into pairs where one child takes on the role of an abuser and the other child practices saying no.	• Do the materials align with Utah Code 53G-9-207 and 76-5-406? • Do the materials avoid asking students to role-play antisocial behavior?	(Yes)	No	Page/Slide# 2,3
1.5	**Sensitivity to prior abuse:** Overall, the instructional materials demonstrate a sensitivity and awareness of students that may have had prior abuse.	• Do the materials demonstrate a sensitivity to prior abuse?	(Yes)	No	Page/Slide# 3
1.6	**Appropriate adult behavior:**	• Do the materials highlight for students	(Yes)	No	Page/Slide#

		Yes	No	Page/Slide#
Instruction for students should highlight what safe and appropriate adult behavior looks like. It should be clear that it is the responsibility for adults to keep children safe. Adults have a legal responsibility not to abuse or exploit children and can be punished for doing so. Modeling appropriate adult behavior is a preferred method of teaching. Children should be taught that they have the right to ask an adult to stop behavior that makes them uncomfortable and that they can report any behavior that concerns them to a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Adults should not give gifts to children and expect repayment or something in return. (See minimum standards for examples of appropriate and inappropriate adult behavior)	• what safe and appropriate adult behavior looks like? • Are students taught that they have a right to ask an adult to stop behavior that makes them uncomfortable, and that they can report concerning behavior to a trusted adult?			19, 20
1.7 Trust your feelings: Empower children to listen to and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, to inappropriate activities that make them feel uncomfortable, as well as inappropriate comments about their body or matters of a sexual nature, and more. When children feel uncomfortable, they should communicate that with an adult they trust, and keep telling trusted adults until they receive help. Children should also tell an adult if they suspect a friend is being abused, trafficked, or exploited in any way. "Gut"	• Are students instructed to trust their "gut" feelings and told what to do if they feel uncomfortable?	Yes	No	21, 8

			Yes	No	
	feelings can be an indicator that something is wrong or headed in that direction.				
1.8	**Identifying trusted adults:** The child should think of the adults in their life who they trust so that when a problem arises with them or a friend, they know who they can go to for help.	• Does the material give students the opportunity to think of trusted adults in their life?	(Yes)	No	Page/Slide# 10;25;20
1.9	**Body ownership:** The concept of body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include how to recognize and respond to inappropriate activities.	• Is the concept of body ownership included in the materials?	(Yes)	No	Page/Slide# 21;24
1.10	**No secrets about inappropriate activities (It's ok to tell):** If someone tells a child to keep a secret about inappropriate activities, including touching or viewing private body parts, the child can and should tell another adult. Give scenarios to the child that all have the same answer: "Tell an adult you trust!" Include activities to help children outline a safety plan, both physically and verbally (such as a safe word).	• Are students instructed not to keep secrets about inappropriate activities? • Are scenarios given to the students that teach them to "Tell an adult you trust!" • Are activities included to help children outline both physical	(Yes)	No	Page/Slide# 21;1;20 25

			Yes	No	Page/Slide#
		and verbal safety plans?			
1.11	**How to recognize general warning signs that a person may be abusing a child:** Teach children how to recognize general warning signs of a person who may be abusing a child. An adult can be an abuser even if they are in a position of power or trust. Remind children how "red flags," or indicators, can help alert adults that something is not right. Children should be taught that no single indicator is necessarily proof of abuse or human trafficking. Recognizing the general signs of an abuser is the first step in identifying those who are potentially being targeted for abuse or trafficking. (See minimum standards for examples of general warning signs)	• Are students taught how to recognize general warning signs that a person may be abusing a child, including examples?	(Yes)	No	18, 17, 12
1.12	**Explanation of grooming:** The materials should cover the concept of "grooming". Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building "trust" with a child and the child's parent(s) or other caregivers, when the intent is to hurt or abuse the child.	• Do the materials cover the concept of "grooming" in an age appropriate way?	(Yes)	No	12, 13
1.13	**Grooming red flags:**	• Are age-appropriate activities included to	(Yes)	No	Page/Slide#

			Yes	No	12, 14, 15

| | This section may include activities that help adults recognize "red flags", such as what an abuser might say or do at different stages in the grooming process. The material should point out how grooming might be hard to recognize at first, that grooming often happens at a gradual pace, and that the red flags may escalate over time. (See minimum standards for examples of grooming red flags) | help students recognize grooming "red flags"?

• Does the material point out how grooming may be hard to recognize at first but escalates over time? | | | |

| 1.14 | **Appropriate use of technology:**
Teach children how technology can contribute to abuse and/or human trafficking. The materials should give examples of appropriate and responsible behavior regarding technology use, and examples of behaviors that may put the child at risk to be in unsafe situations or that may lead to abuse or human trafficking. | • Are children taught how technology can contribute to abuse and/or human trafficking, including examples, in an age appropriate way? | **Yes** (circled) | No | **Page/Slide#** 14, 16, 13 |

| 1.15 | **Create a safety plan:**
Activities should be included to help children design a safety plan. The safety plan should cover both a **physical safety plan** (what the physical boundaries are of the child) and **verbal safety plan** (such as a safe word the child can say to a parent when the child feels unsafe) and provide various examples on what to do in dangerous situations. | • Are activities included to help children design a safety plan, including **both** a **physical** and **verbal** safety plan? | **Yes** (circled) | No | **Page/Slide#** 25 |

#	Description		Yes	No	Page/Slide#
1.16	**Create a plan to tell a trusted adult:** Children should be provided necessary tools to recognize when and how they should report something to a trusted adult. Help the child create a reporting plan that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being abused or trafficked, or if it is happening to you? What are the specific names you can write down today of adults you know you can trust to help you?	• Are children provided necessary tools to recognize when and how they should report something to a trusted adult?	Yes (circled)	No	20, 10
1.17	**What to do if a child suspects their friend is being abused** (or depending on the types of materials) **What to do if a child suspects their friend is being trafficked and exploited, or both:** The materials cover what a child should do if they suspect a friend is being abused. If one suspects a friend is being abused, one of the most powerful things to do is to check with the friend about their feelings and encourage them to express concerns to an adult they can trust. (See minimum standards for examples of actions that the child may take)	• Do the materials cover what a child should do if they suspect a friend is being abused?	Yes (circled)	No	24, 18
1.18	**Reasons to report:** The materials should cover reasons why the child should report if a friend discloses abuse. Telling an adult who can help about suspected abuse can lead to protecting the person being abused. You care about your friend and	• Do the materials cover reasons why the child should report if a friend discloses abuse?	Yes (circled)	No	26, 18

			Yes	No	Page/Slide#
	want him/her to be safe. No one deserves to be abused or afraid.				
1.19	**The risks of sharing intimate images or personal information through electronic means:** In an age appropriate way, the materials educate students about how to have safe interactions with others through electronic means, as well as the risks of sharing personal information and images. Students are given strategies to identify inappropriate electronic requests and how to address those situations.	• Are students taught about safe electronic interactions? • Do the materials discuss the risks for sharing personal information and images? • Are students given strategies to identify and address inappropriate electronic requests?	(Yes)	No	Page/Slide# 14, 15
1.20	**Protective Factors:** Materials will address the importance of building protective factors, positive childhood experiences, and supports to increase the well-being of both children and families and to protect against harm.	• Are the benefits of protective factors, positive childhood experiences, and supports addressed?	(Yes)	No	Page/Slide# 22

This section is derived from section III of the human trafficking minimum standards for elementary students.

		Yes	No	Page/Slide#
3.1	**Consistency with the law:** The materials demonstrate an understanding of Utah code as it applies to providing the material to students. They do not have inconsistencies with Utah's laws in regard to **human trafficking or the code related to human trafficking prevention instructional materials,** including the following: • Utah Code 53E-9-203 Activities prohibited without prior written consent - Validity of consent - Qualifications -Training on implementation. • Utah Code 76-5-308 Human trafficking for labor. • Utah Code 76-5-308.5 Human trafficking of a child -- Penalties. • Utah Code 76-5-309 Benefitting from trafficking and human smuggling -- Penalties. • Utah Code 76-5-310 Aggravated human trafficking -- Penalties. • Utah Code 76-5-311 Human trafficking of a vulnerable adult -- Penalties. • Understanding human trafficking as a form of abuse: Curriculum content should include both sex and labor trafficking. See Utah Code 78A-6-105, which specifies the definition of "Abuse".	• Do the materials demonstrate an understanding of Utah Code as it applies to providing the material to students?	(Yes)	No	2

		Yes	No	Page/Slide#
3.2	**Definition of Human Trafficking:** Cover the definition and concepts related to human trafficking. Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control those they abuse for the purpose of engaging in commercial sex acts or labor services against their will. These crimes include digital trafficking, including the production and distribution of photographs, videos, and other media of underage victims through online social networks. Children who are exploited for commercial sex acts or for labor are unwilling subjects of human trafficking, even if force, fraud, or coercion are not used to compel their participation in those acts. It may be helpful to also explain the concepts of force, fraud, and coercion.	• Do the materials cover the definition and concepts related to human trafficking, in an age appropriate manner?	(Yes)		5
3.3	**Forms of human trafficking:** The materials must cover concepts for **both sex trafficking and labor trafficking:** • **Sex trafficking** means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such act has not attained 18 years of age. Note: A child (under 18) cannot consent to any form of commercial sex. Thus, exchanging anything of value (money, food,	• Are both sex trafficking and labor trafficking covered in the materials?	(Yes)		1

	Yes	No	Page/Slide#
water, shelter, controlled substances, a ride, etc.) for sex with a minor is a form of human trafficking where the minor is always the victim. • **Labor trafficking** means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for labor or services, using force, fraud, or coercion. (See Utah Code 76-5-308). Note: Labor trafficking can occur at industrial facilities, sweatshops, households, agricultural enterprises, even in the child's own home, or any other workplace. The key question is whether the labor was obtained using force, fraud, or coercion. (See minimum standards for examples of what is and what is not labor trafficking)			
3.4 **Recognizing general warning signs of human trafficking:** In addition to the general warning signs that a person may be abusing a child (outlined in section I), the information should focus on teaching children how to recognize specific warning signs that a friend or peer has possibly been or is being trafficked or exploited. Children should be taught that no single indicator is necessarily proof of human trafficking. Recognizing the signs is the first step in identifying those who are potentially being subjected to trafficking. Emphasize that if a friend reports to them, they should tell a trusted adult (for	• Are students taught how to recognize specific warning signs that a friend or peer has possibly been or is being trafficked or exploited? (Yes)		16, 18

example, parent, guardian, relative, teacher, and clergy). This is not breaking a promise. It is being a good friend, so their friend is safe and is not hurt. If a child notices that a friend is acting differently than normal, encourage them to check in on that friend.
(See minimum standards for emotional and physical signs of human trafficking)

		Yes	No	Page/Slide#
3.5	**Children are not responsible for human trafficking:** Human trafficking can happen to anyone. Most often the trafficker is someone the child knows or has met (in the real world or online) and feels they can trust them. Children who have been trafficked may feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as children they are in no way to blame.	• Are students taught that human trafficking can happen to anyone and that children are in no way to blame?	(Yes)	No	17, 21, 23, 22
3.6	**Risk factors:** Discuss certain traits or behaviors of a child can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are	• Are students taught traits or behaviors that can put them at higher risk of human trafficking?	(Yes)	No	9

		Yes	No	Page/Slide#
	engaged in sexting or have been subjected to sextortion are also at risk. Sextortion is a form of electronic blackmail that usually happens online and can cause stress and problems for the child. Sextortion is when someone threatens to share private or explicit pictures of a person unless that person does what they want (like sending more pictures or giving them money).			
3.7	**Vulnerable populations:** Vulnerable child populations include children with medical needs or special needs. Children involved in the juvenile justice system, Division of Child and Family Services (DCFS) and the foster care system; refugees and immigrant children; homeless and runaway children; and children who may have a gender identity or sexual orientation that may put them at greater risk; and American Indian/Native Alaskan children.	• Are students taught about vulnerable populations for human trafficking? (Yes)	No	9
3.8	**Being safe in various situations:** Children should learn rules that keep them safe from people, places, and situations that make them feel scared, uncomfortable, or confused. Remind children they have the right to say "no" in any situation that makes them feel unsafe, and they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Children should learn skills to get them out of situations as fast as possible when the person, place,	• Do students learn rules to keep them safe? • Are students reminded that they have the right to say "no in any situation that makes them feel unsafe? • Are students taught	(Yes)	No	21, 22, 23, 25, 24, 26

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		skills to get them out of unsafe situations?			
	or situation makes them feel unwelcomed, scared, uncomfortable, or confused.		Yes	No	Page/Slide#
3.9	**How adults can report:** Actions an adult might take to report a suspected trafficking or exploitation will lead to protecting the person being trafficked or exploited. No one deserves to be abused or afraid. (See minimum standards for examples of how adults can report)	• Do the materials include actions an adult might take to report suspected trafficking?	(Yes)		24