



SOCIAL IDENTITY QUEST



EDUCATOR GUIDE Introduction

A LETTER FROM HARD ROCK

Dear Educator:

Teens immerse themselves online and define who they are through social media. But their savvy navigation of platforms and connectivity does not guarantee the choices about what they say and share online will always be safe. Hard Rock's Social Identity Quest introduces a quest-game format to challenge youth to examine how they construct and express themselves online. It inspires them to focus their well-honed social media skills toward better understanding of risks and issues that can arise on the internet.

Partnering with ECPAT-USA and EduNetwork Partners, Hard Rock International wants to bring this quest directly into the classroom. The program does not judge, lecture or spoon-feed "correct" answers to students. Instead, it generates a student-driven conversation, facilitated by educators, and emphasizes decision-making.

Why offer this program now? With young people spending more time than ever online, we want them to join our collective actions to reduce the risk of sexual exploitation and human trafficking. The Social Identity Quest has been carefully designed to focus on choices and building skills that reduce risks, carefully addressing adverse consequences in measured and sensitive ways. We want educators to deliver the program comfortably and effectively. This program is one way that Hard Rock is working to combat human trafficking, one of the most heinous issues affecting our world today.

The sad fact is that traffickers are looking to exploit the vulnerabilities of young people. And they constantly adapt and expand their tactics. Today, the realities of inequalities and vulnerabilities globally and regionally, along with pervasive personal technology, increase opportunities for traffickers. Consider these facts:

- More young people create sexualized content than ever before, the circulation of which can lead to dangerous consequences.
- Because of the lasting impacts of COVID-19, trafficking and exploitation are now increasingly taking place online and through social media.
- Despite depictions of trafficking in the media, trafficking does not need to involve someone being smuggled across borders. It is happening in the communities around us.

All hotel and casino properties can be targeted by criminals who ply their despicable trade. Hard Rock will not tolerate human trafficking if there are actions we can take to prevent and disrupt these crimes. So we turned to ECPAT-USA, one of the world's leading organizations working to end human trafficking, to create The Social Identity Quest. We are not only inspired by ECPAT-USA's vision – to shape a world where every child has the right to live free from sexual exploitation and trafficking – we want to help achieve it.

Sincerely,

Paul Pellizzari

Vice President,
Global Social Responsibility | Hard Rock

TARGET AUDIENCE: High school students

STANDARDS: Aligns with Common Core State Standards Initiative, English Language Arts grades 9-12

ALIGNMENT: See chart on page 7 of the Educator Guide

WHY THIS PROGRAM?

With this hands-on practical program, we challenge students to explore their online lives using examples they encounter, while building knowledge and expanding options for staying safer online.

PROGRAM OBJECTIVES:

- Interactively examine online dangers and vulnerabilities
- Challenge students to reflect on their online activity and identity
- Develop skills to recognize and navigate online vulnerabilities
- Provide resources for students, educators, and parents to continue understanding online interactions

COMPONENTS: This program is a series of short QUESTS that challenge students to look at their online activities and think through their online presence. Material includes:

- Educator Guide with implementations guidelines
- Parent/Guardian Guide to encourage open dialogue
- Pre-Survey and Post-Survey to measure impact
- 3 online QUESTS for students, introducing 3 different topics including resources for further exploration
- Additional resources for educators and parents, along with a link to connect to ECPAT-USA for additional curriculum

FROM ECPAT-USA

Efforts to combat human trafficking will only succeed if young people are empowered with a leadership role. ECPAT-USA educates students to be the foremost advocates in their communities, sharing facts, misconceptions, and risks of trafficking with them. We provide youth with the tools needed to identify the warning signs and proper resources to protect themselves and their peers. We also collaborate with private sector companies to prevent human traffickers from exploiting victims.

The Social Identity Quest is a partnership that combines Hard Rock International and Seminole Gaming's global reach and experience in the hotel and casino industries with EduNetwork Partners' specialty in designing educational programs and ECPAT-USA's expert knowledge on these issues. By bringing these efforts directly into the classrooms of America, we are able to reach more youth with this crucial information about the risks that arise on the internet.

This program is an easy way for educators to engage in this difficult topic and can serve as an introduction to ECPAT-USA's Youth Against Child Trafficking (Y-ACT) program. To learn more about Y-ACT, including how you can bring the free virtual workshop series to your school, please contact us at info@ecpatusa.org.

ECPAT-USA is the leading anti-trafficking policy organization in the United States. As a member of ECPAT International, ECPAT-USA belongs to a network of organizations in more than 100 countries all working together to end the commercial sexual exploitation of children.



EDUCATOR GUIDE

How to Use this Program

THE SOCIAL IDENTITY QUEST was designed to give you flexibility when implementing it. Educators can expand the lessons within the program and adapt for specific locations, class sizes, and time allotment.

Through a series of online QUESTS, students are challenged to:

- Think critically
- Question their own online activity
- Draw upon their experiences during classroom/group discussions
- Delve into resources
- Undertake projects that reinforce and expand the lessons



SUGGESTIONS FOR IMPLEMENTING:

- Use this guide and the website's resource section to introduce the program to your students.
- Set up time to complete the QUESTS in the classroom: during class time break the class into groups, or lead a full class discussion. Each quest only takes 5-10 minutes.
- Share the Parent/Guardian Guide found on the website with your students' parent/guardians.
- Encourage students to learn more about the topics through research.
- Assign the QUEST projects as afterschool/homework either individually or in groups.
- Use the QUESTS and accompanying projects to supplement existing curriculum in Cybersecurity and/or Cyber Safety.
- Suggest students keep a journal, binder, or online notes as they go through the QUESTS to track their responses to questions for discussion later.
 - If you are working remotely, introduce the program via Zoom or another virtual platform.
 - Have students work independently on the QUESTS, taking notes along the way.
 - Reconvene for group discussion either as a class or in group breakout rooms online.
- We recommend educators lead these discussions to ensure safety and comfort for all students.

QUEST OVERVIEW: Each brief QUEST covers a topic that youth encounter online and introduces potential risks to safety and/or emotional, mental health. A series of questions offer students an opportunity to explore choices, and with each decision, they can expand learning on the topic.

FRAMING THE DISCUSSION: Students' identities and social dynamics are deeply immersed in online life. They may come to the QUESTS with strong perceptions and biases that their cohort "are more expert about the internet" than their parents and teachers. For the QUESTS and related discussions to be effective, you must start by acknowledging the value of their perspective, and invite them to be "leaders of the discussion."

DISCUSSION & QUESTIONS TO START THE PROGRAM: Begin this program with a question-driven discussion before students jump into the QUESTS.

WHAT IS YOUR ONLINE IDENTITY?

ANSWER: Anything from a social media profile or a forum account to a video game character or even a shopping cart. Basically, it can either be a social identity associated with an online community, or just a simple account or data that's associated with online services. Any bit of information (no matter how small) that can be found about an individual on the Internet.

WHAT TYPES OF ONLINE ACTIVITIES INFLUENCE HOW OTHERS SEE YOU AND HOW YOU SEE OTHERS?

ANSWER: This area is wide open – social media posts & responses, online forums, online gaming – students will come up with lots of examples.

IF YOU POST SOMETHING ONLINE, HOW LONG DOES IT LAST?

ANSWER: Assume the internet is forever. Even when you think it is gone. You can delete it but there could be a screenshot somewhere.

IF YOU POST SOMETHING ONLINE, COULD IT HARM YOUR FAMILY?

ANSWER: Although you are personally posting it, your words or images could harm your family.

WILL A FUTURE EMPLOYER BE ABLE TO FIND IT WHEN YOU ARE OUT OF SCHOOL AND LOOKING FOR A JOB?

ANSWER: Comments, photos, and questionable activities can be found, even if you thought they were deleted. It is almost impossible to guarantee that something you posted 20 years ago is gone and won't be found.

WHO CONTROLS WHAT OTHERS SEE ABOUT YOU ONLINE?

ANSWER: You control what you post but you can't control what others post about you. You can control your activities to reduce the possibility of embarrassing content.

IS EVERYONE WHO THEY SAY THEY ARE ONLINE?

ANSWER: Unfortunately, there are dangerous people online who hide their identity and lure children. Never before has it been easier for predators to hide their identity, connect directly with children, and coerce them into sharing explicit images.

ARE THERE THINGS YOU CAN DO TO KEEP OUT OF DANGER?

ANSWERS:

- Know who you are connecting with and don't accept requests from unknown people.
- Set privacy settings for your social media accounts to make them private to your friends only.
- Keep your address, full birthday, and phone number off your account.
- If anyone asks you to take a revealing picture, sends you an image, or tries to pressure you into performing a sex act, report it to the police and your parents or other trusted adults. It's not your fault and you are a crime victim in need of protection.
- You can speak to an adult/professional at your school if you need help.

From the National Center for Missing & Exploited Children
www.missingkids.org/theissues/onlineentcement

“Online Enticement involves an individual communicating with someone believed to be a child via the internet with the intent to commit a sexual offense or abduction. This is a broad category of online exploitation and includes sextortion, in which a child is being groomed to take sexually explicit images and/or ultimately meet face-to-face with someone for sexual purposes, or to engage in a sexual conversation online or, in some instances, to sell/trade the child's sexual images. This type of victimization takes place across every platform; social media, messaging apps, gaming platforms, etc.”



After discussing these questions with your students and allowing them time to explore their current understanding you can present the following facts/information to them:

- 98% of reported offenders were seemingly unknown to the child offline. (National Center for Missing & Exploited Children (NCMEC) analysis of Online Enticement reports)
- 78% of reported victims were female, 13% male, and in 9% of reports gender could not be determined. (National Center for Missing & Exploited Children (NCMEC) analysis of Online Enticement reports)

**To learn more about online sexual exploitation and child sex trafficking, resources and tools are available on ECPAT-USA's website, along with stories from their Survivors' Council:
www.ecpatusa.org**



EDUCATOR GUIDE

Steps to Implementing

1. OPINION PRE-SURVEY:

Each of the three QUESTS will contain a short opinion pre-survey (this is not a test) that will be anonymous. All students' aggregated results will provide overall trends, not student-specific results. Students should feel comfortable answering frankly.

2. QUESTS:

Assign the students to complete the QUESTS online. Students need only a web browser, no downloads are needed. We suggest that they go through the questions individually at first.

3. REFLECTION:

Each QUEST concludes with probing questions in the responses. We suggest that you instruct students to take notes in a journal or binder or using an online application (e.g. Google Docs, Evernote, OneNote) or anything you use in your school/classroom. By clicking the links throughout the QUESTS, they can learn more about each topic.

4. RE-QUEST:

At the end of each QUEST, students can start the QUEST again and pick a different response to help them probe other aspects of an issue and potential risks.

5. OPINION POST-SURVEY:

There will be a short survey at the end of the QUEST with the same questions from the pre-survey. This is also anonymous and students overall aggregated results will provide trends, not student-specific results.

6. DISCUSSION:

Allow time after each QUEST to discuss questions and present answers as a class or in smaller groups.

7. PROJECTS:

Finally, each QUEST includes a project that helps reinforce the topic. These can be done individually or in groups.

QUESTS OVERVIEW

1. VIRTUAL IDENTITY QUEST:

This QUEST challenges students to explore what they would do in certain situations online. What would they post? How would they react to something someone else posted? How will this affect how others see them?

2. HEALTHY ONLINE RELATIONSHIPS QUEST:

This QUEST will challenge students to evaluate their online relationships. What do respect, trust, and boundaries have to do with online relationships?

3. TEXTING QUEST - TO TEXT OR NOT TO TEXT, THAT IS THE QUESTION:

This QUEST will challenge students to weigh the consequences of their texting. Messages, pictures, and videos sent via the internet or smartphones are never truly private or anonymous. In seconds they can be out there for the world to see.



EDUCATOR GUIDE

Final Projects

As an optional part of the program, we have designed a final project for each of the QUESTS to help students apply what they have learned through the QUEST.

Each project can be done in teams or individually and you should feel free to substitute the deliverable with your choice (PowerPoint, video, essay, or any other form of presentation you prefer).

VIRTUAL IDENTITY QUEST

The local middle school has asked you to come in and talk to their 7th and 8th graders about safety online. You will need to create a PowerPoint presentation that addresses virtual identity and things to be mindful of when interacting in social media. Include things like:

- Choosing what you post online
- Keeping posts and stories private
- How long posts can stay online
- How to maintain control of your actions online

Remember, they will be in your shoes soon and although they are probably already doing a lot of social media posting already, your experience can help keep them safe in the future.

HEALTHY ONLINE RELATIONSHIPS QUEST

Pick one of the following statements below and write a blog post for the new school blog focused on healthy relationships. Your blog post needs to tell a story or describe an event that illustrates the statement you have chosen. The blog should be at least 750 words but no longer than 1000 words.

Statement 1: *Online relationships are harder than in-person relationships*

Statement 2: *Boundaries are good but only if your friends know what they are*

Statement 3: *Not all photos taken should be posted on social media!*

TO TEXT OR NOT TO TEXT QUEST

Helping to spread awareness of the issues and potential dangers online is important. You can help by making sure that your peers and your community are aware of what can happen if you don't respect someone's privacy or if you share something with the wrong person.

Create a public service announcement (PSA) to make others aware of the importance of respecting your friends' privacy and keeping yourself and others safe online. This can be in the form of a video (under 60 seconds), or a poster.

Be creative and informative.

ALIGNMENT CHART

Grade	English Language Arts & Literacy	ASCA Behavior Standards
College & Career Readiness Anchor Standard	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
9	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<ul style="list-style-type: none"> • Learning Strategies: 9 Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias. • Self Management Skills: 9 Personal Safety Skills. • Social Skills: 9 Social maturity and behaviors appropriate to the situation and environment.
10	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<ul style="list-style-type: none"> • Learning Strategies: 10 Participation in enrichment and extracurricular activities. • Self Management Skills: 10 Ability to manage transitions and adapt to change. • Social Skills: 10 Cultural awareness, sensitivity, and responsiveness.
11-12	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	



SOCIAL IDENTITY QUEST



EDUCATOR GUIDE Important Information

We recognize that this sensitive topic may be difficult for students to learn about and for you as an educator to teach. Kids going through this, should not feel guilty or ashamed if they have had images posted or have been a victim of human trafficking. If during this program you feel that one of your students needs help, or that you want to learn more about the subject, here is a list of important resources:

ECPAT-USA

<https://www.ecpatusa.org/youtheducation>
ECPAT-USA offers a robust curriculum for your classroom. Contact them at info@ecpatusa.org for more information about bringing their student-focused workshop series to your school.

NCMEC

(National Center for Missing and Exploited Children)

1-800-THE-LOST
NCMEC's CyberTipline is the nation's centralized reporting system for the online exploitation of children.

National Domestic Violence Hotline

1-800-799-7233 or text "START" to 88788

National Human Trafficking Hotline

1-888-373-7888 or text 233733
Online chat also available 24/7 in English and Spanish, or in 200 additional languages through an on-call interpreter.

National Sexual Assault Hotline

1-800-656-HOPE (4673)
<https://hotline.rainn.org/>

