

MODULE

10

# “let’s talk”

## REALITIES OF RUNNING AWAY



### LEARNING GOALS

During this module, participants will:

- Consider why some youth run away.
- Understand the services and philosophy of the National Runaway Safeline.
- Brainstorm things a young person should consider before leaving home.
- Consider alternatives to running away.



1-800-RUNAWAY



1800RUNAWAY.org



## DEFINE THE ISSUE

Youth homelessness is a global human rights issue. In the United States, a wide range of factors and systems lead an estimated 4.2 million youth experience some form of homelessness annually. Running away or being kicked out are common pathways for youth to enter homelessness.

Young people who have left their home often do so as means to protect themselves from a number of situations they may be experiencing in their personal lives. Common reasons youth run away include abuse, trauma, a lack of support for their identities, and involvement in systems, like the foster and justice system. When young people leave their home, some leave for short periods of time, and others permanently. Every situation is different, and there are many things to consider as a young person determines what their best choice for emotional, psychological, and physical safety is.

For youth who live in unhealthy or dangerous situations, leaving home may be the best option for their well-being. The National Runaway Safeline helps youth find reliable support systems and resources, with staff and volunteers offering nonjudgmental and nondirective support. Our goal is to help them consider their reasons for wanting to leave, identify their options for help and safety, consider alternatives to leaving home, and develop a plan that best suits their needs.

In this module, participants are asked to consider the depths of experiences of running away, experiencing homelessness, and to explore other options that fit their situation.

## ICONS

For further details, see the Introduction Module.



## MODULE ACTIVITIES

	ACTIVITY	TIME	METHODOLOGY
	A. <i>Augusta, Gone: A True Story</i>	20 minutes	Discussion
	B. Exploring Your Options	10 minutes	Activity/Discussion
	C. Safety Planning & Running Away	10 minutes	Discussion/ Brainstorm
	D. Risks of Running Away	20 minutes	Activity/Discussion
	E. NRS Mock Call	15 minutes	Activity



Total time required: **75 minutes**

## MATERIALS

- “Augusta, Gone: Parent Perspective Excerpt” handout
- “Augusta, Gone: Youth Perspective Excerpt” handout
- “Exploring options worksheet”
- “Safety Planning & Running Away” handout
- “Mia’s Story” handout



National Safe Connections + Community Response and Responsibility



Contact the NRS Prevention & Youth Engagement Specialist at **773-289-1723** or [prevention@1800RUNAWAY.org](mailto:prevention@1800RUNAWAY.org) for support and technical assistance.

## ACTIVITY 10A

### ***AUGUSTA, GONE: A TRUE STORY***



20 minutes



If you want to hand out the excerpts, make copies in advance. You can then allow participants to read on their own or aloud.

**INTRODUCE** *Augusta, Gone.*

**STATE** Youth run away for a variety of important reasons. The staff members and volunteers at the National Runaway Safeline believe they can learn a lot from the perspectives of youth who run away.

*Augusta, Gone* is a true story written by a mother whose daughter frequently runs away. As we read the following book excerpts, one from the mother's perspective and one from the daughter's, think about what reasons motivated Augusta to run away.

**READ** aloud "*Augusta, Gone: Parent Perspective Excerpt*" and "*Augusta, Gone: Youth Perspective Excerpt*" to the participants. You may choose to have participants take turns reading the excerpts.

**DISCUSS** excerpts with the participants. The following are some sample questions:

- What did you think about the excerpts?
- How might Augusta's mother be feeling? How would you feel if you were in her situation?
- How might Augusta be feeling? How would you feel if you were in her situation?
- Are these reasons why someone might choose to run away?

**ASK** Do you have any questions or comments?

**DISCUSS** responses.

## AUGUSTA, GONE

### PARENT PERSPECTIVE EXCERPT

“This is how it was and it was nothing like this. There were things that started to happen. But then you don’t know. When your daughter is eleven, when your daughter starts to act differently, you don’t know if it’s because her parents are divorced. You don’t know if it’s because her mother works too much, or because your daughter’s too smart for her classes, or because she has maybe a learning disability you never caught, or because her teacher has a learning disability or isn’t smart enough to teach your daughter. Or maybe it doesn’t have anything to do with school at all. Maybe she is becoming a teenager and this is how they act. Maybe they are supposed to be quiet like this and stay up in their rooms.

And then something happens and you think: I think there’s something wrong. I think maybe she’s smoking pot. But you don’t really believe it because she told you, “No Mommy, I don’t do that, that was somebody else.” And these are the things you think: Well I smoked pot. But I wasn’t only thirteen. I was seventeen when I smoked pot. And it was different then, wasn’t it? Wasn’t the pot different then? Wasn’t it lighter colored? Wasn’t it less somehow? But then you think: Don’t kids do things earlier now? And anyway she said she didn’t. And you’re not sure and you don’t want to not trust her.

“I want to trust you,” you tell her, looking into her face. “I want to trust you when you tell me.”

And they say to talk with your children, but she no longer talked to you, and it seems as if it just happened. One day it was just like that. True, she had stopped coming down for breakfast. Stayed up in her room, ran out the door late for school, missed the bus and had to have a ride. But you think, well, that’s how they are, aren’t they, teenagers? And you try to remember how you were, but you were different and the times were different and it was so long ago. And she’s suddenly so angry at you, but then, another time, she’s just the same. She’s just your little girl. You sit with her and you talk about something, or you go shopping for school clothes and everything seems all right. And you forget how you stood in her room and how the center of your stomach felt so cold. When you found the cigarette. When you found the blue pipe. When you found the little bag she said was aspirin.

And there was that time after eighth grade graduation when she and her best friend, Alexis, were going to sneak out, but they said they weren’t even after you found the cellar door open. But they said they weren’t and so you decided to believe them, like that other time when Julie’s mother called and told you that Julie and your daughter had stolen some things out of the store downtown and you grounded her and she cried and promised, “Never never.” And the time she was supposed to be spending the night at Daisy’s but then you found out that her parents didn’t know; the girls weren’t there. And then there was something and then something else and then you were on a crazy train ride rumbling through a night landscape that you didn’t recognize and everything was different and everything normal was gone.

All of a sudden it just happened.

It seems like all of a sudden it just happened.

**AUGUSTA, GONE PARENT PERSPECTIVE EXCERPT CONTINUED**

So now, when I try to remember how it went, it's hard to remember. Augusta was a little girl. Jack was a little boy. I was working too much. There was always too much to do. We were sitting at a table. I was worried about something at work. I got mad about something. I brought my hands down hard on the kitchen table. Augusta cried. Maybe that was it. What made her change.

Whenever it got to be too much for me I would go out. I'd yank my coat off the hook and my mittens off the radiator and head out the door. Just get out and start walking. Up the road, big firm steps as if I had somewhere to go. My kids were driving me nuts. This happened all the time now, ever since they started edging into adolescence. They were angry at me. They were scornful. My daughter was furious. My son was bored. I couldn't even remember how it had been anymore; our sweet little household. The candlelit dinners. The fires. The books. The stories and the special treats and the rituals of family I had tended. It had been so long since someone hadn't been mad or exhausted or sad.

From *Augusta, Gone: A True Story* (p. 15-17), by M. T. Dudman. New York: Simon & Schuster. Copyright © 2001 by Martha Tod Dudman. Reprinted by permission of Simon & Schuster, Inc.

## AUGUSTA, GONE

### YOUTH PERSPECTIVE EXCERPT

After lunch we meet with Rose in her office, another cabin, full of a jumble of pictures, paintings, photographs, and flowers in vases, and beads hanging down. There's a shawl flung over a chair and a big white dog in the corner.

"I want you to sit like this," she tells us.

We four sit face-to-face; Rose by Augusta, Ben by me, facing one another. Our knees touching.

"Okay," she tells us. "Augusta's going to come clean. She's going to tell you about all the stuff she's done. Do you have your list?"

Augusta gets a folded-up square of lined paper out of her pocket of her jacket.

"Now?" She looks at Rose.

"Yeah."

Rose takes a big breath. "I want you to just listen. Don't say anything. You'll have a chance to speak later. Just listen to what Augusta has to tell you. This is hard for her. But this is what she needs to do."

It feels a little like secret code stuff. There are so many special rituals to remember: certain phrases, certain ways you have to sit. We're filled up with this sort of thing from the last two days. I've already broken out in a rash. Something itchy all up and down my arms. Starting on my legs.

Augusta reads from her paper.

This is what she has to tell us:

She's been smoking since she was twelve. She was up to two and a half packs a day when she left home.

She was smoking a lot of pot. She was stoned before school, between classes, after school.

She took mushrooms and acid.

She was sneaking out a lot, going to all-night parties.

She had adult friends she was getting stoned with, including the twenty-eight-year-old son of an old friend. The father of one of Jack's friends. A wealthy summer guy from Philadelphia.

She got her friend Alexis started with eating disorders.

She got Rain started smoking.

She was doing some drinking early on, but not much.

She was dealing pot.

She was dealing acid.

She snorted cocaine, smoked laced weed.

She stole money from me.

She was shoplifting.

She stole cars.

She got Jack stoned.

She made several suicide attempts—with pulls, by cutting her wrists.

She fooled around with lots of guys, but she is still a virgin.

There's more.

**AUGUSTA, GONE YOUTH PERSPECTIVE EXCERPT CONTINUED**

She says all this stuff in a certain way without crying. She has her mouth fixed in that ironic expression she used to wear when she was berating me for being a terrible mother. I feel as if I've crept inside myself, deep inside of my shell of a body like a mouse in a teapot, deep inside, crawling up only to look out through the spout.

She's finished.

Rose, who has been watching Augusta the whole time, turns to us.

"Now how do you respond to this?" she asks us.

Ben tells her he's proud of her for telling us, but that he feels bad that she lied to us.

I know I'm supposed to say something. I thank her for being so honest. I say it was my job to keep her safe, and that I failed her.

"You didn't do this," she says fiercely. "It was my choice."

I tell her I love her. I tell her she's a powerful person.

"Hug your parents," says Rose, and finally, for the first time in months and months, my daughter hugs her father. And then she hugs me. I want to hold her forever. It feels so familiar. It feels like a dream. I can smell the way she smells. I put my face up against her and feel her little strong stubborn body just like a little pony, the way she's always felt.

From *Augusta, Gone: A True Story* (p. 183-185), by M. T. Dudman. New York: Simon & Schuster. Copyright © 2001 by Martha Tod Dudman. Reprinted by permission of Simon & Schuster, Inc.



## ACTIVITY 10B

### EXPLORING YOUR OPTIONS



10 minutes

**INTRODUCE** “Exploring Your Options” activity.

**STATE** Now that we understand the potential risks and realities, we are going to brainstorm together, what other options might be available to us if we are considering running away.

**DIVIDE** participants into groups of three to four people.

**DISTRIBUTE** Exploring your options worksheet

**DIRECT** each group to spend five minutes creating a list of things to do instead of running away. Encourage participants to use their imaginations when creating their posters.

**STATE** Now let’s share our results. Each group has up to two minutes to tell us about their poster.

**ALLOW** two minutes for each group to present its poster.

**STATE** If you are ever considering running away, these might be some ideas to think about. You can also call or text the National Runaway Safeline at 1-800-RUNAWAY or chat them at 1800RUNAWAY.org.

If you or someone you know has run away and wants to return home, call 1-800-RUNAWAY and ask about the Home Free program. The National Runaway Safeline, in collaboration with Greyhound Lines, Inc., offers a free bus ticket home to youth ages 12 to 21 who qualify.

**ASK** Do you have any questions or comments?

**DISCUSS** responses.

## EXPLORING OPTIONS

PLAN A

PLAN B

PLAN C

PLAN D

PLAN E

## ACTIVITY 10C

### SAFETY PLANNING & RUNNING AWAY



10 minutes

**INTRODUCE** the activity.

**STATE** If you have determined that are going to run away, or it is an option you are considering, it is important to create a safety plan to identify the steps you need to take to sustain and support yourself after you leave your current environment.

What questions would somebody who is preparing to run away need answers to?

**ALLOW** participants to generate questions.

**WRITE** the questions on poster paper or a chalk/dry-erase board.

**HAND OUT** “Safety Planning & Running Away” worksheets.

**ASK** Do you have any questions or comments?

**DISCUSS** responses.

**STATE** These are all questions the National Runaway Safeline can help you consider. Call or text 1-800-RUNAWAY to speak with an NRS staff member or trained volunteer 24/7, or chat them at 1800RUNAWAY.org for services and programming specifically for young people.

SAFETY PLANNING & RUNNING AWAY

Directions: Review the questions below. Can you think of any other questions to ask yourself before running away?

QUESTION	POSSIBLE ANSWER	PROS	CONS
Why am I considering running away?			
Where will I stay?			
What are my other options?			
How will I get to the place I need to go?			
How will I get school/work/ doctors' appointments?			
What belongings do I need to take with me (phone, ID, any medications needed)?			
When is the safest time for me to leave?			

## ACTIVITY 10C WORKSHEET

QUESTION	POSSIBLE ANSWER	PROS	CONS
How will I communicate with the people I care about?			
Who is at least one person I trust to know my plan?			
Who can I ask for help?			
How will I support myself financially?			
If I return home, what may happen?			
Am I able to complete my plan effectively?			
What precautions can I take to maintain my personal safety?			

## ACTIVITY 10D

### RISKS OF RUNNING AWAY



20 minutes



**CONTENT WARNING:** This activity discusses various traumas that young people may experience during a runaway episode or while experiencing homelessness, including physical and sexual violence, human trafficking, drug use, legal system involvement, and suicide. Provide an option for young people to opt-out of this activity if they feel uncomfortable. During the activity, pay attention to remarks from participants, body language and other non-verbal cues to determine if you need to end the activity based on participant behavior.

**STATE** The reality for some youth living in unhealthy or dangerous situations is that running away may be the best option for them. Therefore, we are going to talk about ways that runaway youth survive and associated risks of being a young person living outside of safe and consistent housing.

**ASK** How might someone who runs away survive? Where might they stay? How would they get essentials like food, clothing and access to transportation?

**BRAINSTORM** with the participants' possible responses. Answers might include:

- Family
- Friends
- Shelters or other community resources
- Stealing
- Panhandling or begging
- Jobs
- Selling drugs
- Sex work
- Survival sex

**ASK** As we discussed earlier, many young people rely on family and friends to survive soon after leaving home; however, others may not have people to turn to for help. What risks might they face while experiencing homelessness?

**BRAINSTORM** with the participant's possible responses. Answers might include:

- Being assaulted
- Dropping out of school or falling behind in classes
- Witnessing and/or experiencing violence
- Being hungry

ACTIVITY 10D →

- Getting arrested
- Being sexually exploited
- Being robbed
- Depression, PTSD, suicidal thoughts
- Loneliness and/or not feeling connected to other people
- Exposure to extreme winter cold and summer heat
- Being unable to maintain personal hygiene
- Getting sick
- Suffering from social stigma
- Being or feeling desperate, running out of options, running out of resources
- Being exposed to drugs and/or alcohol

**DISCUSS** responses.

**STATE** As you can see, there are a lot of risks when someone has to survive on their own or on the streets. It is important to understand that all youth could be at risk for some of these issues; however, youth on the street are at a much higher risk. The biggest challenge is often figuring out how they will get their basic needs met. We talked about some ways that youth may do this. Let's review a young person's story and identify what risks she was exposed to and how she survived after leaving home.

**DISTRIBUTE** "Mia's Story" handout.

**INSTRUCT** participants to tear off flags.

**STATE** I am going to read "Mia's Story." Please follow along while I read aloud. As I am reading her story, I want you to identify when you feel she might be at risk. Place a flag along the story each time you think she is at risk or facing a situation that may not be helpful or positive for her.

**ASK** Do you have any questions?

**READ** "Mia's Story" aloud.

**ASK** What kind of "favors" do you think she could be asked to do?

**DISCUSS** responses.

**STATE** Runaway and homeless youth are at greater risk of being taken advantage of in a variety of ways. We are going to talk about human trafficking, which is one way that young people can be exploited. In Mia's story, we see how someone experiencing homelessness can be susceptible to experiencing human trafficking. Human trafficking is where people are forced to do work or sexual things without their consent and with little or no pay. It is a very real possibility that Jasmine and Jimmy could be traffickers.

Traffickers are people looking to profit from other people against their will. There are two different types of trafficking: sex trafficking and labor trafficking. Sex trafficking occurs when someone uses force, fraud, or coercion to make another person engage in a sex act for money or something else of value. If the person forced to do the sexual act is under 18 years old though, the elements of force, fraud, or coercion do not have to be part of the situation.

Labor trafficking is when one party uses force, fraud, or coercion to subject another person to involuntary servitude or debt bondage. Once a young person is involved, it is difficult for them to get out. Many times they are threatened, harmed, and left with no support or resources for themselves. Traffickers try to gain a victim's trust and then exploit them given the opportunity.

**ASK** Do you have any questions?

**DISCUSS** responses.

**ASK** Let's find out where you placed your red flags along Mia's story. Where did you place your red flags? Why did you place a flag there?

**DISCUSS** responses. Possible answers could include:

**When Mia's stepdad touched her.**

Sexual abuse in the home increases risk for youth to become sexually exploited, which certainly could be a factor for Mia. In fact, 70-90% of sexually exploited youth have a history of sexual abuse.

**When Mia was forced to leave home.**

Research shows that many trafficked young people in the United States have run away from abusive living situations or have been thrown out of their home. Since Mia left an unsafe situation at home and was told she wasn't to return, she is at a much greater risk of being involved in survival sex work or either form of trafficking.

**When Mia hides out at Carmen's house.**

Many youth turn to family and friends, but often it is not a permanent solution, as we saw in Mia's situation. Carmen was a resource for a short period of time, but that didn't last long and wasn't a realistic, permanent option.

**When Mia decided to stay at the train station.**

Runaway and homeless youth are at risk for sex and labor trafficking because they lack a strong support network and may run away to unfamiliar environments. In Mia's case, she ran to the train station, which was unfamiliar to her, and she was lacking an external support system.

**When Mia quickly befriended Jasmine and Jasmine offered her a place to stay.**

Over half of youth who are exploited are first recruited by peers, or someone close to their age. For Mia, she was recruited by Jasmine, a person she thought was harmless and quickly trusted. Youth who run away are often approached by traffickers at transportation hubs, shelters, or other public spaces, just as Mia was approached at the train station.



## ACTIVITY 10D CONTINUED

**When Jimmy complimented Mia and was very attentive to her.**

A youth's relationship with a trafficker can be complex, because the trafficker may be meeting the emotional, physical, and other basic needs of the youth.

**When Jimmy sent pictures of Mia to his friends.**

Sexual exploitation can involve a range of crimes, including sending pictures of victims. A young person might not know they are or identify as a victim.

**ASK** What questions do you have?

**DISCUSS** responses.

**STATE** If you or someone you know is at risk for any of these scenarios, or if something doesn't feel right with your personal safety, you can talk to someone at the National Runaway Safeline. Call or text 1-800-RUNAWAY, or chat online with someone at 1800RUNAWAY.org. To contact someone specifically about human trafficking, call the National Human Trafficking Hotline at 1-888-373-7888 or visit <http://www.polarisproject.org/>.

## MIA'S STORY

This is a story about a 15-year-old girl named Mia. Mia is thinking about running away. Her stepdad has been visiting her bedroom at night and creeping her out with strange questions about her body. It has been going on for a while and Mia's desperate to get out. Yesterday, her stepdad tried to touch her.

When Mia told her mom about it, she didn't believe her. Her mom told her to get out of her house and that she's not welcome back if she is going to make up stories like that.

Mia went to her best friend Carmen's house. They both knew that Carmen's parents would not let Mia stay without her parents' permission and Mia did not want to go back home or talk to her mom. They decided to hide Mia in the basement. All was going well until Carmen's parents discovered Mia's backpack in the basement. They asked Carmen about it, but she lied to her parents. Mia knows she has to find somewhere else to go because she doesn't want to get Carmen in trouble or get caught. Mia doesn't want to go home because she doesn't want to face her stepdad and she believes her mom won't let her back in anyway. Mia doesn't know where she can go. All she knows is that she doesn't want to tell anyone what's been going on at home.

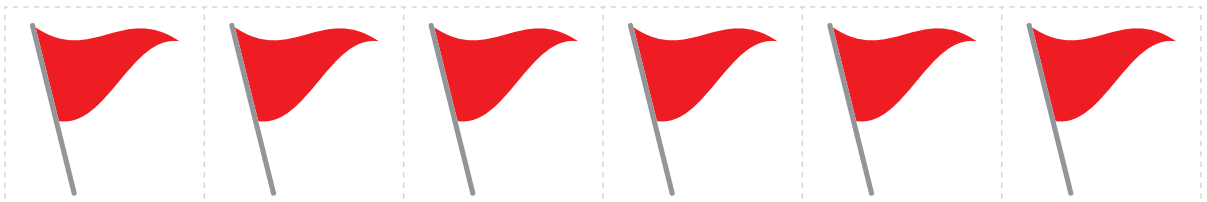
Mia tries to find somewhere safe. She goes to school during the day, the library in the evening, and the train station to sleep at night, figuring at least there are lights and people around. Mia begins to notice another girl, Jasmine, who seems to be about the same age and is hanging out at the train station at night as well. They quickly become friends and look out for one another. Mia is grateful because she can trust Jasmine.

Jasmine says she knows about a place they could stay. She also knows a guy named Jimmy that can hook them up with some ways to earn money. For Mia, this seems like the first opportunity that she's heard of that might work for her, so she's willing to give it a shot.

Mia moves into the apartment with Jasmine. They have to share the place with two other girls around the same age. The girls let Mia know they'll give her a week to settle in and then she'll be expected to contribute for rent, food and clothes. Things seem pretty cool. The place is nice enough and so are the girls. Mia tells Jasmine she wants to meet Jimmy so she can start to earn money.

Mia meets Jimmy. He's really cute and seems nice. Jimmy says he can help her out with some ways to make money. For the next couple of days, they hang out together. She really appreciates how attentive he is to her and enjoys how he's always complimenting her and treating her to things.

Because Jimmy's always telling her how beautiful she is, Mia doesn't mind when he starts taking pictures of her and sending them to his friends. A couple of his friends comment to Jimmy how pretty Mia is and say they want to meet her in person. Jimmy tells Mia the job he had for her fell through, but he knows some other ways she can make money by doing favors for him and his friends.



## ACTIVITY 10E

### NRS MOCK CALL



15 minutes

This activity requires the facilitator to review the NRS website for reasons that young people reach out for support and gain an understanding about what NRS does to inform the following role play activities. Follow the steps below to ensure Activity 6E runs as smoothly as possible.

#### Preparation

- Review the NRS website: <https://www.1800runaway.org/>
- If you have additional questions, facilitators can reach out to the Prevention & Youth Engagement Coordinator at [prevention@1800RUNAWAY.org](mailto:prevention@1800RUNAWAY.org)

**INTRODUCE** the activity.

**REVIEW** the NRS website and look for answers to the following questions:

- What makes someone run away?
- Why would someone contact the National Runaway Safeline?
- How do we know contact with the National Runaway Safeline is confidential?
- What are the most common reasons for contacting the National Runaway Safeline?
- Where do young people who run away go?
- Do youth who run away go to jail?
- What are some risks associated with running away?
- How long are those who run away gone?
- Do all runaway youth go home?
- When do youth who run away decide to go home?
- How do youth who have run away return home if they don't have any money?

This activity will take place between the facilitator and a student actor in your group. In brief, the activity consists of a student actor playing the part of a distressed caller who is curious about resources to deal with their distress. During the mock call, other participants will be responsible for helping the student actor ask questions to learn more about resources.

**USE** one of the scenarios below, which were created by the National Runaway Safeline.

**ROLE PLAY 1 – Hunter**

Imagine you are Hunter in this scenario and you are calling 1-800-RUNAWAY with the following problem:

You and your girlfriend, Nakeria, have been on and off for months. You fight about everything and have little trust in each other. Nakeria gets jealous easily and often accuses you of flirting with other girls. You often get angry and depressed. Nakeria slaps you and gets rough with you at school. Some of the kids at school see this, and they are telling you to “control her” and call you names. During your call with NRS, you confide to the volunteer that you don’t want to be with Nakeria anymore but you don’t know how to handle breaking it off. You wish you could just leave your responsibilities behind.

**ROLE PLAY 2 – Cecilia**

Imagine you are Cecilia in this scenario and you are calling 1-800-RUNAWAY with the following problem:

You and your mom don’t usually don’t talk to each other much, but she texted you to come straight home after school today. She said read your journal and saw that you’ve been failing math and didn’t tell her. She can get violent sometimes so you’re really worried about going home and what punishment you’ll face. You decide you’d rather take your chances on the streets.

**ENGAGE** one of your most creative student actors in role-playing someone in distress. In a short, mock session with an NRS representative, the student actor will present their problem. The facilitator will respond to questions with relevant resources.

**ALLOW** time for discussion.

**ASK** How does NRS help people who reach out to them?

**ALLOW** time for responses.

**ASK** Do you have any questions or comments about the call?

**ALLOW** time for responses.

## ACTIVITY 10

### SUMMARY

- STATE**
- Key points from our activity include:
    - At least one in thirty young people ages 13 to 17 experience homelessness while living without a parent or guardian, over the course of a year.
    - Family issues are often the most common reason why young people contact the National Runaway Safeline.
    - Ten percent of all youth who reach out to National Runaway Safeline have previously run away.
    - Youth who have run from home tend to contact the National Runaway Safeline within 1-3 days of leaving.
    - Youth who contact NRS report receiving help from family and friends to survive after leaving home.
    - The NRS database lists hundreds of options for alternative housing for youth under 18 in the United States.
  - In *Augusta, Gone*, we gained the perspectives of a mother and daughter in a real runaway situation.
  - In the “Questions to Ask” activity, we learned that youth need to have a plan before running away.
  - We also brainstormed several options youth might explore instead of running away.
  - With the NRS Mock Call activity, we had a demonstration of what a real call to the National Runaway Safeline might be like.
  - We learned about one of the risks of running away - human trafficking - and how it affects runaway and homeless youth.

## HANDOUTS AND WORKSHEETS

- A. *Augusta, Gone: Parent Perspective Excerpt*
- B. *Augusta, Gone: Youth Perspective Excerpt*
- C. *Safety Planning & Running Away*
- D. *Mia's Story*

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## RESOURCES

Breaking Free builds strong family foundations and rebuilds those impacted by substance abuse, child abuse, and other life challenges (<https://breakingfree.net/home>).

Chicago Alliance Against Sexual Exploitation (CAASE) addresses the institutions and individuals that perpetrate, profit from, or support sexual exploitation. Their work includes prevention, policy reform, community engagement, and legal services ([www.caase.org](http://www.caase.org)).

National Center for Missing & Exploited Children provides services nationwide for families and professionals in the prevention of abducted, endangered, and sexually exploited children ([www.missingkids.org](http://www.missingkids.org)).

National Runaway Safeline (NRS), the federally designated national communication system for runaway and homeless youth, provides crisis intervention through its 1-800-RUNAWAY hotline and 1800RUNAWAY.org online services. NRS provides youth and families with support and access to resources 24 hours a day, 365 days a year (<http://www.1800RUNAWAY.org>).

Polaris is a leader in the global fight to eradicate modern slavery and restore freedom to survivors (<http://www.polarisproject.org/>).

Safe Place provides access to immediate help and supportive resources for all young people in crisis through a network of sites sustained by qualified agencies, trained volunteers, and businesses ([www.nationalsafeplace.org](http://www.nationalsafeplace.org)).

The Trauma Informed Care Project has resources to educate about the impact of trauma (<http://www.traumainformedcareproject.org/resources.php>).