

# Sexual Exploitation, day 2

Grades 4-6, Lesson #8

## Time Needed

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25-35 minutes

## Student Learning Objectives

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To be able to ...

1. List 3 people a child could tell about having been sexually exploited.
2. Give 2 reasons it is important to report sexual exploitation.
3. Describe 3 ways to help a friend who tells you he/she has been exploited.

## Agenda

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1. Explain reasons for this lesson.
2. Use the *Sexual Exploitation Worksheet* to review lesson 7, and to introduce the **importance of**, and **ways to report** sexual exploitation.
3. Use the *Sexual Exploitation Transparency* to introduce the concepts that victims:
  - should be believed,
  - need considerate, caring friends, and
  - shouldn't be blamed.
4. Answer "Anonymous Question Box" questions regarding sexual exploitation.
5. Use drawing exercise to summarize the notion that young people have power in their self-esteem.

## **Materials Needed**

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### **Classroom Materials:**

- *Sexual Exploitation Transparency*
- Overhead projector

### **Student Materials: (for each student)**

- *Sexual Exploitation Worksheet*
- Construction or drawing paper
- Crayons or colored pencils

## Activity

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### 1. Explain reasons for this lesson.

Explain that this lesson will review yesterday's lesson and help students consider further how they might help themselves or a friend if they *were* sexually exploited.

### 2. Use the *Sexual Exploitation Worksheet* to review lesson 7, and to introduce the importance of, and ways to report sexual exploitation.

- a. Individually, or in teams of 2-4 people, have students fill in items 1-6 on the worksheet as a refresher from yesterday's lesson.
- b. Discuss their worksheets aloud, suggesting that they are welcome to add or change answers as you all share.
- c. Explain re: item #5, that people tell friends more often than any other group. Ask the class, *"If it happened to your friend, suppose his or her uncle unzipped his pants while he was driving your friend to school. And suppose your friend told you. How do you think your friend is feeling? And how would he or she like you to respond?"*

### 3. Show the *Sexual Exploitation Transparency*.

- a. Discuss each item, asking students to describe in very concrete terms what each behavior might look and sound like.
  - **Listen** - means don't watch T.V. while your friend is talking; don't change the subject. Just lean forward and show you are listening by looking at him/her while s/he talks.
  - **Believe them** - people don't often lie about sexual exploitation. Say, "I believe you."
  - **Show you care** - means be serious; don't make jokes about your friend's feelings.
  - **Don't blame them** - it is NEVER the victim's fault, even if s/he took "stupid" risks like hitchhiking or going to a party without parents. It IS STILL the fault of the offender.
  - **Confidentiality** - DO help your friend to tell an adult who can help. Or tell the adult yourself if your friend "can't". But DON'T tell other classmates, because your friend's feelings are at stake. S/he trusted you.
- b. Have students finish the worksheet.

**4. Respond to "Anonymous Question Box" and verbal questions re: sexual exploitation.**

Remind students of your ground rule that nobody will share private information about someone else publicly. Self-disclosures may occur; see Appendix D for recommendations about recognizing and reporting sexual abuse.

**5. Use drawing exercise to summarize the notion that young people have power in their self-esteem.**

This activity will serve as a bridge back to Lesson 3 (Self-Esteem). Have students draw pictures of themselves and, acknowledging that the activity may feel corny, ask students to caption their self-portraits in one of these three ways:

"I AM SPECIAL."  
"I DESERVE GOOD TOUCH."  
"MY BODY BELONGS TO ME."

**Related Activities For Integrated Learning**

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**A. LANGUAGE ARTS**

If students are gradually compiling glossaries have them add "exploit", "sexual abuse", and "confusing touch".

**B. ART**

Using only lines and colors, paint pictures of "How a child feels when someone exploits him or her" and "How it feels when you tell and someone believes and protects you."

**Homework**

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Students' options:

- Discuss the Exploitation Worksheet with an adult in their families\*
- Watch T.V. for one hour and make 2 lists: (1) All the ways people trick or threaten one another. (2) All the ways people are considerate of one another.

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\*see "Preparing Parents" page 6-7

# Sexual Exploitation Worksheet

NAME \_\_\_\_\_ DATE \_\_\_\_\_

1. Touch is important. Sometimes it is fair and safe. Give three examples:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Some touch is obviously unfair or unsafe. It never feels OK. Give three examples:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Some kinds of touch are confusing. They might feel OK one minute and awful the next. They might not hurt, but they just don't feel quite right. They may give a person an "UH-OH" feeling. Give three examples:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What three things can people do if they get that "UH-OH" feeling?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Sometimes a young person is too confused or scared to do ANYTHING. Sometimes, he or she might try to do something and get exploited anyway. If that happened, name three people the young person could tell about it afterwards:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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6. Why is it important to tell somebody even if you promised to keep it secret? Can you think of two reasons?

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7. If your friend were sexually exploited and told you about it, name three ways you could be of help:

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## Sexual Exploitation Transparency

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# 5 THINGS A FRIEND CAN DO

- 1. Listen.**
- 2. Believe them.**
- 3. Show you care.**
- 4. Don't blame them.**
- 5. Tell an adult, not other classmates.**



# Sexual Exploitation Worksheet - Answer Key

NAME \_\_\_\_\_ DATE \_\_\_\_\_

1. Touch is important. Sometimes it is fair and safe. Give three examples:

*Brushing your friend's hair*  
*Shaking hands*  
*The doctor giving you a check-up \**

2. Some touch is obviously unfair or unsafe. It never feels OK. Give three examples:

*Hitting*  
*Hair-pulling*  
*Biting \**

3. Some kinds of touch are confusing. They might feel OK one minute and awful the next. They might not hurt, but they just don't feel quite right. They may give a person an "UH-OH" feeling. Give three examples:

*Tickling*  
*Some kisses*  
*A grown-up or teen touching a child's thigh \**

4. What three things can people do if they get that "UH-OH" feeling?

*Say "no."*  
*Be rude, if necessary.*  
*Leave.*

5. Sometimes a young person is too confused or scared to do ANYTHING. Sometimes, he or she might try to do something and get exploited anyway. If that happened, name three people the young person could tell about it afterwards:

*A parent or guardian.*  
*Child Protective Services.*  
*A teacher or school nurse or counselor.*

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\* NOTE: For questions 1-3, these are just examples. There are many good answers.



6. Why is it important to tell somebody even if you promised to keep it secret? Can you think of two reasons?

*To protect yourself from continuing abuse*

*To prevent other children's being abused*

7. If your friend were sexually exploited and told you about it, name three ways you could be of help:

*Listen and don't blame them.*

*Believe them and show you care.*

*Help them tell a grown-up or tell a grown-up for them, but don't share their private information with other friends.*