

Sexual Exploitation, day 1

Grades 4-6, Lesson #7

Time Needed

35-45 minutes

Student Learning Objectives

To be able to ...

1. List 3 examples each of "safe or healthy or unfair touch," "unsafe or unhealthy or unfair touch" and "confusing touch."
2. Define sexual exploitation.
3. Distinguish between facts and myths about sex abuse, with 5 out of 6 correct.
4. Describe 3 ways to get out of an exploitive situation.

Agenda

1. Define "exploitation" and "sexual exploitation".
2. Explain purpose of lesson.
3. Use brainstorm to contrast safe/unsafe or healthy/unhealthy touch.
4. Define "private parts".
5. Discuss children's rights.
6. Explain how child sexual exploitation usually happens.
7. Use choral recitation to reinforce concept of rights.
8. Use case study to introduce ways of recognizing and getting out of exploitive situations.
9. Use oral true/false "quiz" to summarize lesson.

Materials Needed

None

Activity

1. Define “exploitation” and “sexual exploitation”.

Start by defining **exploitation**: “one person using another person to make themselves feel good or to get something from the other person no matter how the other person feels”

Suggest this analogy: “If you offered to buy your first grade brother's bicycle for \$1.00, that would be exploiting or using him because you know it's worth a lot more money but he doesn't. You trick or pressure him into the sale and then you tell him to keep it a secret. That is exploitation.”

Explain that sometimes people trick or pressure a child into secret touching and that that is **sexual exploitation**. Write the term on the blackboard. Adults can also be sexually exploited and children can be exploited by other children, but when a child is sexually exploited by an adult or older child, there is a special name for it: “**sexual abuse**.”

2. Explain purpose of lesson.

Explain that today's lesson is intended to reduce the chances that anyone in the class will be exploited in the future and to help those who may have already been exploited to feel better about themselves. Brainstorm examples of touch. Give examples of when the touch could be safe/unsafe or fair/unfair. Conclude that only the person being touched can tell.

3. Use brainstorm to contrast safe/unsafe or healthy/unhealthy touch, with a third column for “confusing touch.”

4. Define "private parts."

If students introduce terms such as “molestation” and “rape,” record these on the blackboard, too. Whether they introduce the term “private parts” or not, define “private parts” as “the parts of the body covered by a bathing suit: the bottom, a boy's or man's penis and scrotum, a girls' or woman's labia and vagina, and girls' chests...even if they're too young to have breasts.”

5. Introduce the concept of rights.

- You have the right not to be touched on private parts. That's why they are called “private”. There may be exceptions like when a doctor is examining you or when parents change a baby's diapers. You can decide about this touching.
- You have the right not to have to look at other people's private parts or listen to talk about private behaviors.
- Exploitation is wrong; touch that is not exploitative (like a doctor's exam) is OK.

Give specific examples of sexual abuse, i.e., an older or stronger person wants you to look at or touch their genitals or to touch your genitals.

Exploitation is wrong **EVEN IF**

- the person is older and bigger
- the person has done or promises to do favors or buy gifts
- you liked the touch to begin with (like tickling) and changed your mind
- it took you a long time to get up the courage to tell or even to realize it wasn't fair
- the person is “in charge” (like a parent, a teacher, a babysitter, a bus driver, etc.)

5. **Explain how child sexual exploitation usually happens, in particular that it:**
- usually happens gradually (over months or years...the average duration is four years)
 - usually is not violent (no weapon)
 - usually involves tricks, threats or special treats
 - usually involves someone the child knows--and maybe loves--not strangers (although the latter can be offenders, too); 85% are known to the child
 - almost always involves a pact of secrecy
 - may give children a warning feeling, in their guts...sometimes called an "UH-OH feeling"
 - can involve boys as well as girls (1 out of 4 girls are sexually exploited by age 18, and at least 1 out of 6 boys--so if this were a class of 30 girls...7 or 8 would be abused by 18 and if this were a class of 30 boys...about 5 would be abused by 18)
6. **Have the students repeat after you "in a big voice":**
 "I AM SPECIAL."
 "I DESERVE GOOD TOUCH."
 "MY BODY BELONGS TO ME."
7. **Introduce the issues of prevention and reporting via the following case study:**

"David and Maria were doing yard work for their neighbor, Mr. Simms, the way they had done every summer for years. This time, instead of bringing them their pay when they were done, he invited them into his house for lemonade. They figured it was OK, since they'd known him a long time. While he was handing them the cups of lemonade, he touched their hands longer than necessary and then he stroked Maria's hair while she drank ..."

Ask the class "How do you think David and Maria felt?" Students will say things like "scared," "angry," "embarrassed." Point out that they may also have felt "fine." NOT ALL TOUCH IS BAD TOUCH. But, in this case: You're right, that is how they felt.

"They looked at each other, and David moved closer to Maria. Then Mr. Simms offered them twice their usual pay if they would take off their clothes."

Ask the class, "What can the kids do?" As they respond, write their answers on the board. If students suggest violence, say, "It would be all right, if necessary, but it probably ISN'T necessary." In other words, it may be sufficient to:

- A. SAY NO, in a big voice (or "Cut it out." "Leave me alone.")
- B. LEAVE.
- C. BE RUDE. (After all, he's been rude and you are no longer obligated to consider his feelings).

"They did tell him to leave them alone. He did stop. And he handed them twice their usual salary anyway, saying 'Let's keep this just between us.' They were afraid to say no, so they did promise not to tell and they took the money and left"

quickly.”

Ask the class, “How do you think they felt now?” And “What do you think David and Maria should do?” Make sure the class decides that they should tell someone. There are two reasons: To protect themselves from continued abuse and (even if it's a one-time occurrence which they can avoid in the future) to protect other children...neighbors, their own younger brothers, sisters.

“They decided it was OK to break their promise. They told their parents. They thought they might get yelled at for going into Mr. Simms’ house to begin with; but their dad just said, ‘I’m glad you told us. It’s not your fault this happened and I’m sorry it happened to you.’ And their mom called the police. She said ‘Mr. Simms may be nice in other ways, but he’s got a serious problem and we need help protecting you and other children from him.’ David and Maria were awfully glad they told.”

8. **Ask the class, aloud, to tell you whether each of the following statements you will read to them is TRUE or FALSE:**

- Sexual exploiters usually have guns or knives. (false)
- Kids are usually exploited by someone they know; not a stranger. (true)
- Only girls are sexually exploited. (false)
- Sometimes, if a child says “No!” the exploiter will stop. (true)
- Even if a child promises to keep the exploitation a secret, it's OK to tell. (true)
- Usually a child will be exploited only one time. (false, it's usually gradual and continuing.)

Explain that tomorrow's lesson will include what to do if the person you tell doesn't believe you, or doesn't know how to help you.