

# Chapter 2:

## Sexual Exploitation

### EDUCATOR FACILITATION GUIDE

#### PURPOSE OF THIS GUIDE

To provide practical tips and instructions for engaging students and handling difficult discussions on the topic of sexual exploitation.

#### MAIN OBJECTIVES

- ▶ To provide a comprehensive understanding of sexual exploitation, including its connection to consent.

#### CREATING A SAFE ENVIRONMENT

- ▶ Emphasize respectful communication and confidentiality. It is important to listen and value each other's perspectives even if we don't agree with them.
- ▶ If your students have lots of questions or seem restless, take breaks in between the videos to debrief.
- ▶ Offer emotional outlets such as doodling or colouring sheets during the videos.
- ▶ Let your students know that if they feel triggered, they can leave the room and/or go speak with the counsellor.
- ▶ Identify any local support resources and organizations on the issue ahead of time, so that you can readily refer students who may need additional support.

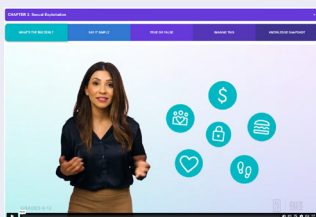
#### MODERATING DISCUSSIONS

- ▶ Ensure that all students have the opportunity to speak.
- ▶ Maintain a non-judgmental tone.
- ▶ If a question is inappropriate or derails the discussion, gently redirect it back to the main topic.
- ▶ If you don't know the answer, it's okay to admit it! Provide additional resources or take note to look into the question later.

## IMPORTANT THINGS TO KNOW

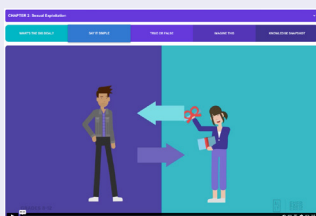
- ▶ Sexual Exploitation is both an umbrella term, a legal term, and a form of human trafficking. The sex trafficking of minors is also referred to as sexual exploitation.
- ▶ In the criminal code, sexual exploitation refers to any person who is in a position of trust or authority who for a sexual purpose, touches, directly or indirectly, any part of the body of the young person; or for a sexual purpose, invites a young person to touch, directly or indirectly, the body of any person [153].
- ▶ As an umbrella term, sexual exploitation refers to a minor engaging in sexual activity in exchange for something else.
- ▶ There are different forms of sexual exploitation. Some examples include: Sending a nude for love, playing spin the bottle to fit in and selling sexual pictures online for money.
- ▶ Consent is irrelevant for a minor because any exchange for sexual activity involving a minor is not considered legally consensual, even if both parties agree to it.
- ▶ Anyone can be a victim, regardless of gender, age, race, socioeconomic status, or location.
- ▶ Grooming is a manipulative process where someone builds a relationship and trust with the intention of sexually exploiting them. This can happen both in person and online.
- ▶ Grooming into sexual exploitation can occur through various methods including:
  - Offering gifts or favours.
  - Love bombing.
  - Normalising sexual behaviour early.
  - Create a vision and promise of a better life.
  - Not respecting consent or boundaries.
- ▶ Warning signs that someone is being groomed into sexual exploitation can include:
  - Not hanging around their usual group of friends.
  - Having older friends or an older boyfriend.
  - Changing their look or behaviours.
  - Skipping class.
  - Engaging in excessive partying and provocative behaviours.

## FACILITATION TIPS FOR CHAPTER 2



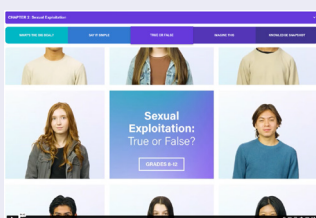
### What's the Big Deal?

Initiate a conversation about sexual exploitation by asking open-ended questions like: What comes to mind when you hear the term “exploitation”? Can you think of any examples of exploitation in the media or your community? Encourage students to share their thoughts and experiences to foster a deeper understanding of the topic.



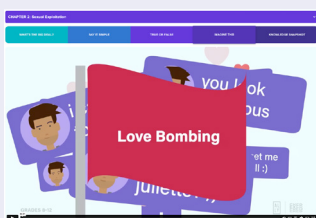
### Say It Simple

Encourage students to reflect on their understanding of exploitation and its implications for individuals’ rights and autonomy. Prompt questions like: How would you explain sexual exploitation to someone who’s never heard of it before? Can you think of any examples of exploitation in your own lives or communities? Use these questions to stimulate discussion and encourage critical thinking.



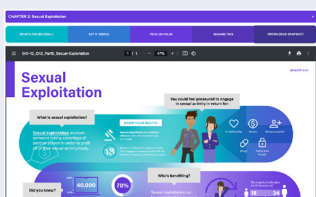
### True or False

Use this segment as an opportunity to discuss the importance of identifying healthy and unhealthy ways of fulfilling our needs. You can pause the video after each question, to have a discussion about what everyone thinks their answer would be, and discuss if you agree with what Ben, Salma, Shayna and Kevin share.



### Imagine This

Prompt a discussion around the red flags of sexual exploitation. You can ask questions like, “What are some other red flags that you notice?” or “What are the changes in Juliette’s behaviour that you could observe as her friend?”



### Knowledge Snapshot

Print out the page to keep in the classroom or at home as a summary of the key learnings from this chapter.

## FAQ'S AND RESPONSES TO GET YOU THINKING

### Q: What should I do if someone I know is being exploited?

**R:** Regardless of whether it is a friend or someone you barely talk to, it is crucial to report any suspicion of sexual exploitation even if it does not seem that serious. To ensure that you do not judge or shame, some steps can include:

- ▶ 1. Express your concerns with the person directly.
- ▶ 2. Encourage them to speak with a trusted adult or a confidential resource.
- ▶ 3. Report it yourself.

### Q: What are the legal consequences of sexual exploitation?

**R:** Here are some criminal code offences that range from 6 months to life imprisonment:

- ▶ Section 153: Sexual exploitation of a young person (under 18) by someone in a position of trust or authority.
- ▶ Section 279.01-279.04: Human trafficking offences.
- ▶ Section 163.1: Child pornography offences.

### Q: Can boys be victims too?

**R:** Absolutely. Sexual exploitation can affect anyone, regardless of their gender. Society often has stereotypes that suggest boys are less likely to be victims, that being exploited is connected with the victim's sexual orientation, or that a male victim is not masculine, but these are of course not true. Boys can also experience peer or relationship pressure, and they can also be groomed into sexual activity online.

## EXTENSION ACTIVITIES

- ▶ Invite a professional such as a youth police officer to speak to the class on the topic.
- ▶ Organize debates or discussions such as the effectiveness of current laws, the role of technology, or ways to support victims.
- ▶ Have students express their understanding of sexual exploitation through art. This could include drawing, painting, poetry, or creating a short film.
- ▶ Start a fundraiser with your class and donate to [Ally Global Foundation](https://www.allyglobalfoundation.org/) or your local anti-exploitation organization.
- ▶ Create awareness posters for the school to share your knowledge and keep your fellow peers safe.
- ▶ Request a speaker to provide a presentation for your school from the [Exploitation Education Institute](https://www.exploitationeducationinstitute.org/) or a local prevention organization.
- ▶ Continue learning—build on the material from the previous chapters and introduce [Chapter 3: Sexting and Peer Exploitation](#) to explore how sexual exploitation can happen among peers through sexting or nude sharing.

## SUPPLEMENTARY MATERIALS



To access the following resources, scan the QR code or [click here](#).

### More Animated Videos

- ▶ “Rose Colored Glasses”
- ▶ “Signs of a Toxic Relationship”
- ▶ “How to Get Out of an Unhealthy Relationship”

### Articles and Cases

*\*Please provide a trigger warning*

- ▶ Kingston Man Sentenced to 5 Years for Exploiting 12 Teen Girls
- ▶ Former President of Northern B.C. Pride Organization Charged with Exploitation and Child Pornography
- ▶ Teen Victim from Kitchener, Ontario Involved in Sexual Exploitation Case in Minnesota

### Other Educational Resources

- ▶ ExEd Teens Page

## DISCLOSURES AND REPORTING

- ▶ By addressing these topics and opening up the space for discussion, an individual may feel safe to come forward with a disclosure
- ▶ It takes courage and a lot of trust in someone to share something like this. Thank them for sharing with you and trusting you with that information. Prove their trust right by being non-judgmental, and emotionally measured in your response. Acknowledge that it takes a lot of courage to come forward and that you are there to help in any way you can.
- ▶ Ask them if anyone else knows about this already. Find out what their needs are. Do they need an empathetic ear? Do they need assistance with reporting? Do they need to be connected with resources?
- ▶ Encourage them to report to a confidential and safe resource, or connect them with a counsellor. Have these resources prepared/ available ahead of time.
- ▶ If they are currently at risk of harm, let them know that it is your duty to report and that you can accompany them or find someone to support them during this process.
- ▶ If a minor is currently at risk of harm or is being harmed, it is your duty to report it to your local child welfare services.

### CANADIAN HUMAN TRAFFICKING HOTLINE (24/7)

- ▶ Call 1-833-900-1010
- ▶ Live chat: <https://www.canadianhumantraffickinghotline.ca>

### KIDS HELP PHONE (24/7)

- ▶ Call 1-800-668-6868
- ▶ Text “CONNECT” to 686868

### CYBERTIP.CA

- ▶ National tipline for reports of online sexual exploitation of children