

# 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 clear definition and clear understanding of sexual exploitation.
- ▶ To connect sexual exploitation with consent.
- ▶ To encourage students to recognize their own agency in getting their needs met through healthy means.

#### CREATING A SAFE ENVIRONMENT

- ▶ Use inclusive language and terminology that acknowledges these issues can affect individuals of any gender, and ensure the tone remains non-judgmental.
- ▶ 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 and discussion.
- ▶ Let your students know that if they feel triggered, they can go to the school office or speak with the school 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.

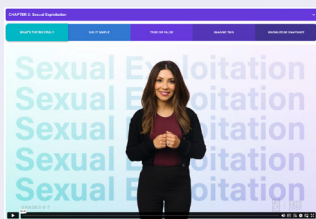
#### MODERATING DISCUSSIONS

- ▶ Ensure that all students have the opportunity to speak.
- ▶ Providing the class with an anonymous question box might help the students who may not feel comfortable asking important questions.
- ▶ 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

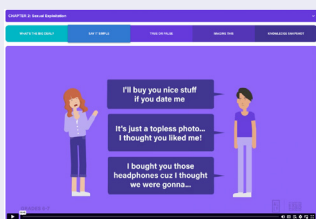
- ▶ Sexual exploitation is a term that acknowledges how any minor engaging in sexual activity in exchange for something they want or need is a form of exploitation and is illegal.
- ▶ Sexual exploitation is both an umbrella term, a legal term, and a form of human trafficking. The sex trafficking of minors is also referred to as sexual exploitation.
- ▶ Examples of sexual exploitation fall on a spectrum. Examples can include: intimate image sharing to gain someone's romantic interest, peer pressure for sexual activity at a party in order to fit in or be popular, being offered money in exchange for sexual photos online.
- ▶ Sexual exploitation relates to consent because engaging in sexual activity in order to get something in return is not true consent. In addition, minors are not able to provide consent to sexual activity in exchange for something, even if both parties are minors and 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.
- ▶ Being groomed into sexual exploitation can occur through a variety of tactics including:
  - Offering gifts, gaming tokens, or favours.
  - Creating a threat to reveal something that should stay private.
  - Love bombing.
  - Normalizing sexual behaviour.
  - Making statements or requests that would cause emotional or physical distancing from parents or friends.
- ▶ Warning signs that a student may be being groomed into sexual exploitation include:
  - Not hanging around their usual group of friends.
  - Having older friends or an older boyfriend.
  - Changing their look by dressing more mature or having items they could not typically afford.
  - Exhibiting anxiety in needing to use a device to connect online.
  - Newly provocative behaviours.

## FACILITATION TIPS FOR CHAPTER 2



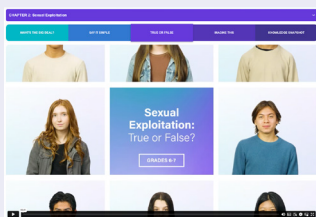
### What's the Big Deal?

Given the sensitive nature of the topic, create a safe and supportive environment before discussing the chapter on Sexual Exploitation. Begin by emphasizing the importance of respect and confidentiality. Discuss with students the connection between exploitation and consent.



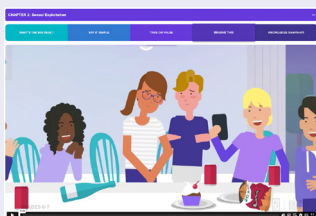
### Say It Simple

After watching the video, set the tone for a safe and open discussion. Start by ensuring students understand the key terms, such as exploitation and sexual exploitation, through relatable examples. Asking prompting questions like: How can we distinguish between genuine consent and situations involving exploitation? In your opinion, why is it crucial to emphasize having needs met in safe ways by safe people? How can we promote an environment where everyone feels comfortable discussing topics like exploitation and consent? Reinforce the message that everyone has the right to safe and respectful relationships.



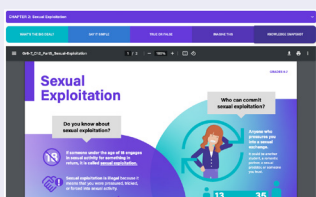
### True or False

Use this video as an opportunity to discuss the importance of meeting our needs in healthy ways. You can pause the video after each question, to have discussion about what everyone thinks their answer would be, and discuss if you agree with what Camille, Kevin, Nate and Kara share.



### Imagine This

After watching the video, encourage students to reflect on the concepts discussed. Use prompts such as: What stood out to you the most in the video, and why? How do you define true consent based on what we've discussed? Can you brainstorm some safe and anonymous resources that might be helpful if you or someone you know needs support? In what ways can we promote a culture of consent in our school or community?



### Knowledge Snapshot

Print out the page to keep in the classroom or at home as a summary of the key learnings from this chapter. Encourage students to use the reflection page as a tool for practice and applying what they've learned.

## FAQ'S AND RESPONSES TO GET YOU THINKING

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

**R:** It is really important to take action if you ever suspect that someone you know is getting sexually exploited. First, try talking to that person and letting them know what your concerns are while expressing that you care about them and their well-being. If they share any information with you, make sure that you listen and respond without any judgment. Ask them if anyone else knows about this, and if not, encourage them to speak with a trusted adult like a teacher, parent, or a school counselor. If you believe that the person is at risk of a very dangerous situation, make sure that you speak to a trusted adult yourself. We all hold the responsibility of looking out for each other.

### **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.

### **Q: If someone commits sexual exploitation, specifically someone online, aren't they just a predator?**

**R:** Great point and insight! While we will cover the topic of predators and exploiters in a different lesson, you are correct that engaging in taking advantage of someone sexually is predatory and exploitative. That is why we refer to someone who takes sexual advantage of minors as "predators". Anyone can be guilty of committing sexual exploitation. It could be another student, someone online, or an adult you know in person. Sometimes, someone might even engage in this behaviour without fully realizing that what they are doing is wrong and its impact. This does not justify their actions but it helps us understand why it is important for us to create a culture of respecting each other's boundaries and consent.

## EXTENSION ACTIVITIES

- ▶ Have students create a chart that outlines characteristics of healthy vs. unhealthy relationships.
- ▶ Provide students with scenarios related to exploitation and safety. Facilitate discussions on how to respond to these in a positive manner and how to seek help.
- ▶ Start a fundraiser with your class and donate to [ALLY Global Foundation](https://www.allyglobalfoundation.org/) or your local anti-exploitation organization.
- ▶ 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](#).

### Other Educational Resources

- ▶ What's the Deal Activity Book (Grade 7/8)
- ▶ Education Modules Addressing Sexual Exploitation, Technology and Bullying
- ▶ Common Lures Safety Sheet

## DISCLOSURES AND REPORTING

As a teacher, you may be one of the first trusted adults a student confides in about these topics. While some may be brief personal stories shared casually, others may require a more serious intervention.

- ▶ Be calm. Reacting with your own shock or disapproval creates further emotional distress.
- ▶ Listen attentively and without interrupting the student.
- ▶ Validate their feelings and acknowledge their courage in speaking up.
- ▶ Avoid making any promises about keeping things confidential or how their parent/ guardian may react. Provide them with comfort that you will continue to be a support and be sensitive to their worries.
- ▶ Ask them if anyone else knows about this already. If a trusted adult in their life already knows, you can simply engage in empathetic listening and ensure that you follow your school/organization's protocols. 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.
- ▶ Document the disclosure per your school/ organization's best practices.
- ▶ Provide continued support by checking in or providing them with other resources that are available to them.
- ▶ There may be times where a student does not feel comfortable coming forward or is not yet aware that they are experiencing a form of sexual exploitation. The following are signs to look out for as possible indicators:
  - Skipping class or school;
  - A change in grades or participation in classroom or school activities;
  - Appearing more tired than usual;
  - Device addiction;
  - Dressing more provocatively or having items they may not be able to afford;
  - Not hanging around their usual group of friends;
  - Isolating themselves;
  - Having profiles on apps that are not age appropriate;
  - Being involved in intimate image sharing; or
  - Having newfound mental health struggles.
- ▶ If you notice any of these behaviours from a student, make sure to take note and voice your concerns to a school counsellor or administrator.

### 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