

# Sexual Exploitation, day 1

Grades 4-6, Lesson #7

## Time Needed

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35-45 minutes

## Student Learning Objectives

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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

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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.

This lesson was most recently edited August, 2009.

**Materials Needed**

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None

## Activity

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### 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 girl's 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.



# 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.

This lesson was most recently edited August, 2009.

## **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.*

