

Exploitation, Day 2: Exploitation and Getting Help

Special Education: Secondary, Lesson #15

Student Learning Objectives:

To be able to...

1. Define exploitation
2. Correctly label situations as exploitive
3. Identify personal rights
4. Identify that they need help
5. Say NO in a big voice
6. Leave the situation
7. Tell someone you trust

Materials Needed:

Three Transparencies

One copy of the worksheet for each student

One copy of the roleplay cards for each student

Agenda:

1. Defining exploitation and exploitive touch
2. Review touching rights
3. More information about exploitation
4. Getting help
5. Strategies
6. Strategies in action
7. Who to tell?
8. Practice "getting help"
9. Finding the right words
10. Summary thoughts
11. Supporting activity

Exploitation (both exploitive touch and exploitive behavior) can often be avoided, if people know what their rights are, how to stand up for themselves and how to get help.

Activities:

IMPORTANT NOTE before teaching this lesson:

Unfortunately, chances are good that someone in your class will have experienced first hand what it means to be assaulted or exploited. Students' feelings may be very strong about this subject, and it will be critical for you as the teacher to be prepared to handle both the teaching of preventive strategies, and the appropriate reporting procedures for your state and your school. See Appendix D for specific instructions on actions you must take if you suspect abuse.

“When someone tries to talk you into doing something you don’t want to do” or “when someone won’t take ‘no’ for an answer.”

1. Define exploitation and exploitive touch.

- A. Start by defining “exploitation”... helpful language:
“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.”
- B. Suggest this example:
“If you offered to buy your first grade brother’s bike for \$1.00, that would be exploiting him or using him because you know it’s worth a lot more money than that 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.”
- C. Explain that sometimes people trick or pressure other people (often children) to have sexual touch. This is called “sexual exploitation”. Write the term on the blackboard. Further explain that both adults and children can be sexually exploited.
- D. 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 have already been exploited to feel better about themselves.

2. Review Touching Rights.

Reread the *Your Touching Rights Handout* from Lesson 14.

- A. **Explain the distinction between helpers’ touching in non-exploitive ways and exploitation**, *“You have the right not to be touched on private parts. That’s why they are called private. But there are times when you will choose to be touched on your private parts. For example, you may need a nurse or an aide to help you wash if you can’t wash yourself. Or you may need a check-up, with a doctor. You can decide about this touching. When a doctor examines you, you can have a nurse or a parent or friend in the room if you want. And these kinds of touches aren’t a secret.”*
- B. **Some exploitation doesn’t include touch:** *You have the right not to have to look at other people’s private parts or listen to talk about private behaviors.*
- C. **Exploitation is WRONG.** *Touch that is not exploitive (like a doctor’s exam) is okay.*

Review affirmations:

“I am special”

“I deserve fair touch”

“My body belongs to me”.

Have students repeat them in an assertive voice.

Using only lines and colors, ask students to paint pictures of what it feels like to be exploited, and then, what it feels like when they stand up for their rights.

2. More information about Exploitation

- A. Discuss each of the following points and give concrete examples of each situation. To be sure your students understand, ask students to paraphrase.
- B. **Exploitation is wrong EVEN IF:**
1. the person is older and bigger
 2. the person has done or promises to do favors or buy gifts
 3. you like the touch to begin with (like tickling) and changed your mind
 4. it took you a long time to get up the courage to tell or even to realize that it wasn't fair
 5. the person is in charge" (like a parent, a teacher, a babysitter, a bus driver, etc.)
- C. **Exploitation of children:**
1. usually happens gradually (over months or years - the average length of time is four years)
 2. usually is not violent (no weapon)
 3. usually involves tricks, threats or special treats
 4. usually involves someone the person knows and maybe loves - not strangers.
 5. almost always involves a pact of secrecy
 6. may give children a warning feeling, in their guts...sometimes called an "uh-oh" feeling
 7. can involve boys as well as girls (a lot of girls - probably some you know and almost as many boys, probably including some boys and men you know)

(This information is included on the family involvement sheet.)

3. Getting Help

Teacher Note: Substitute different names if there is a David, Maria or Mr. Simms in your student's lives.

- A. Read the class the following case study and project Transparency 1:
"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 okay, since they'd known him for a long time. While he was handing them the cups of lemonade he touched their hands longer than was necessary and then he stroked Maria's hair while she drank..."
- B. Ask the class "How do you think David and Maria felt? Students may say things like "embarrassed," "scared," "angry". Point out that they may also have felt "fine" -- NOT ALL TOUCH IS BAD TOUCH, and they had known him a long time.
- C. 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."

Role-playing the case study may make it more real for some students. Work with a teaching assistant. Point out, especially, the moment when David and Maria first identify that something is wrong - that they need help.

Have students form a circle and practice saying “No” in a big voice. Have them practice saying “no” in a small voice to see how that compares.

4. Strategies

- A. Hand out the worksheet.
- B. 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:
 1. SAY “NO”, in a big voice (or “Cut it out!” or Leave me alone!”)
 2. LEAVE
 3. BE RUDE (after all, he’s been rude and you are no longer obligated to consider his feelings)
- C. Have students copy the three things they could do onto their worksheet.

5. Strategies in action

- A. Let’s go back to David and Maria:
”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.”
- B. Ask the class, “How do you think the kids feel now? And what do you think David and Maria should do?”
- C. Make sure the class decides that they should tell someone. There are two reasons:
 1. To protect themselves from continued abuse.
 2. To protect other children (neighbors, their own younger brothers or sisters)
- D. Have students copy the two reasons why it’s important to tell onto their worksheet.
- E. Project Transparency 2 and tell the class:
”They did decide it was okay to break their promise. They told their parents. They thought they might get yelled at for going into Mr. Simm’s house to begin with, but their Dad just said, ‘I’m glad you told us. It’s not your fault that this 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.”

6. Who to tell?

- A. Discuss and identify people who could be told if exploitation happened. (parents and guardians, trusted adults, teachers, clergy, etc.)
- B. Have students think of two specific people they could tell and write their names on their worksheet.

7. Practicing “Getting Help”

- A. Have students practice “telling” through roleplay. Ask for volunteers to play the part of David and Maria. Have them practice getting out of the scary situation and telling someone else.

Use non-verbal acting for David and Maria to communicate -

- a) **their concern about the situation, and**
- b) **their ideas for what to do - where to get help.**

Use photographs - and have students point to a person who would help them.

Have students practice saying “No” assertively. Add “Help” to their repertoire.

Review this lesson in terms of touch and no touch, if that’s more helpful for some students.

B. Discuss with students that the exploitation in David and Maria’s situation was clear. Sometimes, it’s not so easy to tell if exploitation is going on. It’s important to trust your instincts. If you think something is wrong, then it probably is.

8. Finding the right words

- A. It’s important to be able to find effective and assertive words to use when saying “No” to someone. This next exercise will help students practice saying “No” using starter statements and role-plays.
- B. Begin by projecting or posting the starter statements transparency for student’s reference.
- C. Hand out the *Defending Your Rights: Roleplay Cards* to the class, one card at a time. Have students consider possible words they could use to defend their rights. Project *Transparency 3: Starter Statements* to help them out.
- D. Have students roleplay or act out their situations with a partner. Have several different versions role-played of each situation. Point out the different choices people make when deciding which words to use to defend their rights. Also be sure to point out assertiveness in non-verbal and verbal communication and note the impact it has on the message.

10. Summary thoughts

- A. Be sure to remind students that people in different roles/relationships have different rights and responsibilities regarding touch. Label and identify each of the different relationships previously discussed (close family and friends, helpers, other family and friends, acquaintances, strangers) in terms of their rights/responsibilities regarding touch.
- B. Emphasize the difference between helping touch and exploitive touch. Remind students that if they are concerned about any kind of touch, they should talk about it with a trusted adult.

11. Supporting Activity

Discuss and roleplay your role as a friend if someone tells you they were exploited. Discuss five things a friend could do:

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

Dear Trusted Adult,

In class we talked about sexual exploitation. Because this is such an important part of our unit, much of the information taught has been included here, for your use as a trusted adult. It will be helpful if you know what has been discussed in class.

We discussed the concept of rights. Students were told:

1. "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."
2. "You have the right not to have to look at other people's private parts or listen to talk about private behaviors."
3. "Exploitation is **WRONG**; touch that is not exploitive (like a doctor's exam) is okay."

We discussed that exploitation is wrong **EVEN IF**:

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

We discussed that exploitation of children:

1. usually happens gradually (over months or years - the average duration is four years)
2. usually is not violent (no weapon)
3. usually involves tricks, threats or special treats
4. usually involves someone the child knows and maybe loves - not strangers (although the latter can be offenders, too); 85% are known to the child
5. almost always involves a pact of secrecy
6. may give children a warning feeling in their guts sometimes called an "uh oh" feeling
7. 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)

We also talked about how to get help in case exploitation happens. Each student developed and practiced a strategy for getting help if they should need it.

(continued)

There are several activities you can do to support this lesson:

About exploitation...

- Ask about what was learned in class. Discuss the issues and the facts that were raised and provide your own views.
- Read through the material given here with the student. This will be a helpful review and will likely prompt questions you can discuss together.
- Use other resources (books, movies, videos) available through the school or community library. Continue to discuss and explore these topics with your child.
- Watch television for one hour and make two lists -1) all the ways people trick or threaten one another, and 2) all the ways people are thoughtful of one another.

About getting help...

- Ask what the student would do if:
 1. tickling that started by feeling fair became uncomfortable
 2. they were swimming and horsing around with friends, and someone tried to take off their bathing suit bottom
 3. a stranger on the bus sat very close to them and touched their leg
- Discuss the importance of speaking up assertively to defend touching rights. Practice words that could be used in each of the above situations.
- Finish by affirming to each other:

Adult - "If you need help, I will listen to you, believe you and not blame you. I will help you to get help and be glad you told me."

Student - "If I have questions or need help, I will talk to you right away."

If you have any questions or comments, please call me.

Sincerely,

Teacher, Principal or Nurse

NOTE: All Trusted Adult Exercises are Optional.

Case Study Transparency 1



Case Study Transparency 2



Transparency 3: Starter Statements

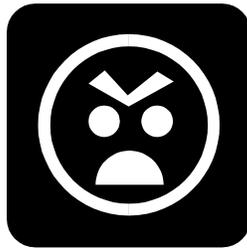
Assertively defending your rights

1. State a fact or a feeling:

I have a right to...

I don't like it when you...

I feel...



2. Describe what you expect from the person:

I want you to...

Please stop...

Knock it off...

Stop...



Getting Help: A Worksheet

1. Three things you could do if you were in a scary touching situation are:

A. _____

B. _____

C. _____

2. It is important to tell someone you trust if you are exploited because:

A. _____

B. _____

3. Two people I could tell are:

A. _____

B. _____

Defending Your Rights: Roleplay Cards

<p>You are watching television. Your favorite program is almost over.</p> <p>Someone comes into the room and without even asking, changes the channel.</p> <p>You say:</p>	<p>You are standing in line to wait for a movie.</p> <p>A stranger cuts in front of you in line.</p> <p>You say:</p>
<p>You have had a long day and you're very tired.</p> <p>You go to bed early and are trying to sleep. The person in the room next to you turns up their stereo very loud.</p> <p>You say:</p>	<p>There are three cookies left on the plate. They are your favorite kind.</p> <p>There are two other people with you.</p> <p>You think - "Well, I guess there's one cookie for each person."</p> <p>One of the other people takes all three cookies.</p> <p>You say:</p>