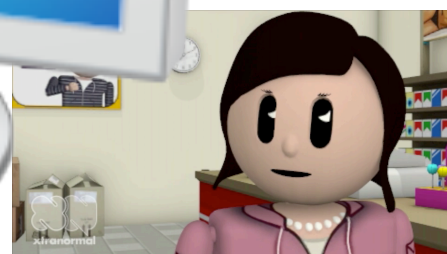


Facilitator's Guide



A youth-developed series of videos on
the prevention of sexual exploitation
of children and youth

For youth ages 10-14 years

The content of the videos were developed by a group of enthusiastic & dedicated local youth, who are committed to social change and the human rights of all.

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Children and youth live in a world that is much different from the one in which their parents and other significant adults in their lives live. The old message “don’t talk to strangers” is insufficient for children and youth who may interact with hundreds of strangers on the Internet. For many youth, online interactions are a daily routine through which they regularly connect with friends they know personally as well as “friends” they have only met online. As new technologies make social media more and more accessible, the rules of online engagement change rapidly and children and youth are confronted with many demands and choices.

On a broader level, communities are grappling with the new challenges that social media and online engagement present. As adults we are concerned about online safety and want to keep our children out of harm’s way.

It is our responsibility as adults to ensure our children and youth are safe.
We want to nurture their development into healthy, independent and confident young adults.

We hope that this Facilitators Guide and video series help to offer some ideas and tools to spark conversations about online safety. This Guide offers conversation starters and engagement exercises to complement seven short video clips related to specific issues within sexual exploitation. The videos are intended to help parents and educators engage young people to better understand issues of sexual exploitation, what is healthy and safe, and what is potentially dangerous.

How the Guide Works:

The first few pages of the Guide provide information on SAFEyouth, the rationale for creating this Guide and video series, and some key points and definitions related to sexual exploitation.

The rest of the Guide introduces the seven videos, their learning objectives, guiding discussion questions, and activities.

Not all of the videos need to be shown at the same time nor will all of the videos be appropriate for your age group. They are simply another resource for your toolbox.

Education about prevention of sexual exploitation is not a one-time activity. It is an ongoing process of discussion and engagement with children and youth as they mature and their social and emotional needs change.

SAFEyouth

SAFEyouth is a local initiative focusing on the prevention of sexual exploitation of children and youth. It is part of a larger initiative called SAFE in Collingwood, a neighborhood-based project engaging business, residents, sex trade workers and organizations in building a healthier and safer neighborhood with respect to sex work.

The goals of SAFEyouth are to provide young people with information and education about sexual exploitation prevention and to educate parents about the risks and warning signs of sexual exploitation and the available resources and strategies for supporting their children.

The specific goals of the Video Project are to:

1. Inform youth about the growing and changing trends in sexual exploitation.
2. Promote and incorporate the voice of youth in prevention initiatives.
3. Remove the “un” from uncomfortable when talking about sexual exploitation.

Rationale for Creating the Videos

The SAFEyouth Video Project was proposed by a group of Grade 8 and 9 youth from the Renfrew-Collingwood neighborhood. The youth attended workshops on sexual exploitation and met with adults who had either been sexually exploited as youth or who worked with sexually exploited youth. They also learned about script development and how to create the videos.

The goal of the project was to create an educational tool that would be relevant and meaningful for youth. After many discussions on different ideas for what this tool would look like, the youth leaders decided that a series of short videos would be an effective

Vehicle for engaging other youth in a learning process that was safe and comfortable. The youth had fun making the videos, which are sometimes cheesy and sometimes humorous. Through laughter we often learn best, especially when talking about issues involving sex and sexuality.

But the message of online safety is a serious one. This Guide will provide follow-up questions to probe the meanings and implications presented within the videos more deeply.

Child Sexual Exploitation

This is the sexual abuse of children and youth under the age of 18 years through the exchange of sex, sexual acts and sexual images for drugs, food, shelter, protection, affection and/or money. It can occur anywhere including online. Sexual exploitation includes child pornography, working in massage parlors or other indoor venues, working on the street and can be online or phone based.

People who exploit children and youth are usually friendly at first. They may be known to the child or a stranger that they have “friended” online. Often the child or youth initially sees the person as someone they can trust; someone who cares about them and who they want to please.

Online Sexual Exploitation

Online sexual exploitation occurs in many ways.

- Online messaging and chats which sexually manipulate and humiliate
- Online luring and recruitment
- Engaging children and youth in sexual activities online, i.e. cyber sex
- Sending, creating, or distributing sexual images

It is illegal to send sexually explicit pictures of anyone under 18 years even when the person doing it is also underage. Young people are often not aware of this when they send images of themselves.

There is no such thing as 100% privacy in the cyber world. Once uploaded, images can easily be circulated and also remain permanently available online. This can affect one's job and educational prospects as colleges and employers frequently look online for information about applicants. The potential for lasting harm and possible targeting by bullies or recruiters is a huge concern.

Sexual Exploitation is the sexual abuse of children and youth, and involves the exchange of a sexual act for money, drugs, food, shelter or any other consideration.

Pimp is an individual who controls and profits from sexually exploiting youth or sex workers. This person may have coerced or manipulated the youth or sex worker into engaging in sex work, and may pose as their boyfriend or girlfriend. Often female sex workers will refer to male pimps as their 'Man'.

Sex Work is the act or practice of providing sexual services to another person in return for financial compensation.

Bullying is a pattern of aggressive behaviour intended to make others uncomfortable, scared and/or hurt. Bullies behave this way to get control. They feel a sense of power from taking advantage of and disparaging those they target.

Bullying is no joke. Whether obvious or secretive, the results are the same. If not properly dealt with, it can cause lasting emotional, psychological and sometimes physical damage. Bullying is not "just a phase," or "a natural part of growing up". It is always unacceptable.

There are four types of bullying:

- Physical – a person is harmed or their property is damaged.
- Verbal – a person's feelings are hurt through insults and name-calling.
- Social – a person is shunned or excluded from groups and events.
- Cyber – using the Internet, mobile devices or other digital technology to harm others.

Video 1: **The Introduction**

A brief introduction to the SAFEyouth video series and Facilitator's Guide.

Video 2: **The Boyfriend**

Learning Outcomes

1. Youth will recognize the danger signals in a potentially exploitive and unhealthy situation or relationship.
2. Youth will better understand that there is no "stereotypical pimp".

Discussion Questions

1. What happened in this video?
2. If that was your friend, how would you have felt?
3. Is this how boys and girls meet?
4. How would you feel if someone gave you a gift and then asked you to pay for it? What would you do if you found yourself in this situation?
5. Can you think of a time when you stood up for yourself in an uncomfortable situation?
6. He says he is her boyfriend. Define what a "boyfriend" or "girlfriend" means.

7. When did you see a change in the relationship?

8. When you meet someone how do you know if they are safe? What should you consider?

Possible Things to Consider:

- i. Do your friends know him/her or do you have friends in common?
- ii. Does he share information about himself like his school or his interests?
- iii. Is he pushing to get close to you too fast?
- iv. Does he seem to have a lot of money? Is he flashy with money or overly generous?

9. What could she do to be safer?

Possible Answers:

- i. Meet him/her in the daytime and in a public space.
- ii. Bring a friend.
- iii. Don't go to his house until you know him better, especially if you have a feeling that something is not quite right or too good to be true.
- iv. Check out his story.
- v. Do an Internet search on him.

10. Is the sex trade the only way people can get sexually exploited?

Possible exploitative situations:

- i. Exchanging sex/sexual acts for popularity.
- ii. Exchanging sex/sexual acts for shelter or food.
- iii. Exchanging sex/sexual acts for protection/safety.
- iv. Exchanging sex/sexual acts for drugs/alcohol.
- v. Exchanging sex/sexual acts for clothes/jewelry/cell phone/etc.
- vi. Engaging in sex/sexual acts as a result of being blackmailed.
- vii. Someone sharing or profiting from naked/compromising/sexual photos or videos that you may or may not be aware of.

11. What have we learned about sexual exploitation?

Possible answers:

- i. It isolates the victim and creates a sense of insecurity and dependency.
- ii. It can happen anywhere.
- iii. Anyone is a potential target.
- iv. It starts quickly with promises and changes to unclear expectations and obligations.

Activity: "Who do you think is a Pimp?" Handout.

Video 3: **The Online Friend**

Learning Outcomes

1. Youth will understand that everyone is potentially at risk for sexual exploitation.
2. Youth will understand how to better navigate social media.

Discussion Questions

1. What happened in this video?
2. What should Tyler do?
3. How do you think Tyler is feeling?
4. How do you think Jane is feeling?
5. What are things you should be aware of when using social media?
Possible answers
 - i. What are the privacy settings?
 - ii. Who are you accepting as friends?
 - iii. What personal information, images and videos are you posting and how does that depict you?
 - iv. How will your posting affect you today, tomorrow and two years from now?
6. What can you do to protect yourself?
Possible Answers:
 - i. Don't accept friend requests from people you don't know.
 - ii. Be aware of the different privacy settings in your social networking accounts.

- iii. Monitor routinely (monthly) your settings to make sure they are still in effect.
- iv. Talk to a friend if you have a feeling something isn't right.
- v. Don't engage in extremely personal and private conversations online.

7. Who is vulnerable to sexual exploitation?

Activity

Have youth go onto Facebook and search for:

- | | |
|--------------------|--|
| a) Tyler Elbertson | www.facebook.com/tyler.elbertson |
| b) Jane Morgan | www.facebook.com/missjanem98 |

What do you see? How could a predator use that information?

Now have the youth go onto Facebook and look at their privacy settings, to see if they are using the provided privacy tools to protect themselves.

***Do they know that every time Facebook changes the format, your privacy settings return to the default settings?

You should routinely check your privacy setting!

Video 4: **The Super Friend Talk**

Learning Outcomes

1. Youth will understand exploitation and recruitment doesn't just happen on the street.
2. Youth will understand the important role of being a friend.

Discussion Questions

1. What happened in this video?
2. Where do you think kids are more at risk?
3. What are the differences in making friends online and in person?
4. What was an important message in this film? As a friend what can you do to help your friends?
5. What are ways you can protect yourself online? (See previous video question 6)

Activity

Have students break into groups of 4 or 5. Give the groups 3 minutes to brainstorm as many social networking sites as possible.

Possible Answers:

- Bebo
- Classmates
- Facebook
- Flickr
- Friendster
- Google+

- Habbo
- Hi5
- Meetup
- Myspace
- myYearbook
- Nexopia
- Ning
- Pintrest
- SnapChat
- Tagged
- Tumbler
- Twitter
- WAYN

Which sites are they on?

Which sites have the best tools to protect their privacy? The worst?

What privacy features should you look for?

Possible Answers:

- i. Can you find the privacy settings easily?
- ii. Can you limit who can connect with you?
- iii. Are you able to block people easily?
- iv. Can you restrict what personal information you need to share?

Video 5: **The Parent Talk**

Learning Outcomes

1. Youth will understand safe places to seek help when needed.
2. Youth will understand that parents care but may not always have the knowledge about the resources that will help their children.

Discussion Questions

1. What happened in this video?
2. Why does this video make us laugh or feel uncomfortable?
3. Do you think he would answer her honestly?
4. Do you think the mother's approach was helpful?
5. Who else could he talk to?

Possible Answers:

- Sports Coach
- Teacher
- Youth Worker
- School Counsellor
- A friend's parent
- Kid's Helpline 1-800-668-6868

Activity

Have the students go to the following websites.

- www.youthagainstviolenceline.com
 - www.KidsHelpPhone.ca
 - www.youthinbc.com
 - www.asaferspace.com
 - www.textED.ca
- a. Which websites have support available by on-line chatting?
 - b. Which websites provide a phone number for support?
 - c. What websites list other youth resources? Is this information easy to find?
 - d. Which sites give tips for dealing with situations that may not be safe? Would they use any of these ideas?
 - e. What sites did they find most useful?

Video 6: **The Strong Girl**

Learning Outcomes

1. Youth will recognize a potentially risky situation.
2. Youth will understand how to respond in a potentially risky situation.

Discussion Questions

1. What happened in this video?
2. What made her possibly at risk or vulnerable?

Possible Answers:

- i. She is young, female and alone.
- ii. She is in an isolated area.

3. What did he say that would make you suspicious?
4. What skills did Strong Girl have that kept her safe?
5. This happened in a park. Where else could this have happened?

Possible Answers:

- i. Shopping malls
- ii. Bus or SkyTrain stations
- iii. Walking home from school
- iv. Parties
- v. Online

Video 7: **The Big B Man**

Learning Outcomes

1. Youth will understand the role and impact of social media in bullying.
2. Youth will understand why bullying persists and it only stops if individuals say “no”

Discussion Questions

1. What happened in this video?
2. Why did Big B Man not think he was being a bully?
Possible Answers:
 - i. “They are used to it”
 - ii. “I was just having fun”
3. How does the use of Facebook:
 - a. Exploit the victims of bullying?
 - b. Potentially hurt the bully in the future?
4. How does bullying lead to further exploitation of youth?
Possible Answers:
 - i. Bullying isolates youth.
 - ii. Youth may look for acceptance elsewhere and may seek out someone who they think really cares about them and sees them as special, smart, mature and different from their peers.
 - iii. Bullies may also experience this same isolation in order to feel they have power.
5. Bullies bully for a reason. What are some of the reason people bully others?
6. What else do people do to be cool or accepted?

7. The video identified frequent targets of bullying and showed how bullying often has to do with differences: difference in race, language, religion, sexuality, size, athletic ability, clothes, income and on and on. **There are other targets of bullying in our communities such as homeless people or sex trade workers.** Why are they bullied? How does it make you feel when you are with someone who does this?
8. Was Big B Man's girlfriend brave? How?

Activity

In groups of 3 or 4 have students brainstorm strategies that are realistic and that they could use easily in the following scenarios:

- a) They are being bullied.
- b) They are with someone being bullied.
- c) They are with someone who is bullying.

1. Common Sense Media

Common Sense Media (www.commonsensemedia.org) is an organization that provides a range of resources and tools for parents and educators. Its mission states:

"Common Sense Media is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology."

2. www.safeonlineoutreach.com

3. www.textED.ca

4. www.asaferspace.com

Rules of the Road for Kids

1. **Guard your privacy.** What people know about you is mostly up to you.
2. **Protect your reputation.** Self-reflect before you self-reveal. What's funny or edgy today could cost you tomorrow.
3. **Nothing is private online.** Anything you say or do online can be copied, pasted, and sent to gazillions of people without your permission.
4. **Assume everyone is watching.** There's a huge, vast online audience out there. If someone is your friend's friend, they can see everything.
5. **Apply the Golden Rule.** If you don't want it done to you, don't do it to someone else.
6. **Choose wisely.** Not all content is appropriate. You know what we mean.
7. **Don't hide.** Using anonymity to cloak your actions doesn't turn you into a trustworthy, responsible human being.
8. **Think about what you see.** Just because it's online doesn't make it true.
9. **Be smart, be safe.** Not everyone is who they say they are. But you know that.

1.



2.



3.



4.



Who do you think is a Pimp?

The idea of this activity is to help us think beyond stereotypical images.

5.



6.



7.



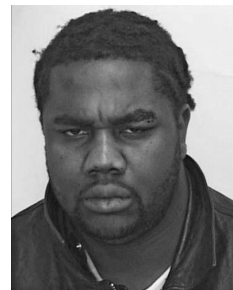
8.



9.



10.



1. ***He is not a real pimp.***

Terrance Howard is an actor, who played a pimp in a fictional movie.

2. ***He is a pimp.***

Darrell Robert William Fisher is 24 years old from Dartmouth, Nova Scotia. He has been charged with living off the avails of prostitution.

3. ***He is a pimp.***

Shawn Newman, of Newfoundland was guilty of living off the avails of prostitution in 2007.

4. ***This not a pimp.***

It's a "Pimp" Halloween costume.

Answer Key

5. ***He is not a Pimp.***

Xizbit, he is a Rapper, and former host of the TV "Pimp, My Ride".

6. ***He is a Pimp.***

Ronald Joseph Fagen of Moncton was convicted in 2010.

7. ***She is a Pimp.***

Zhe Nai Xu, aka, "Pinky", pled guilty to charges in 2007.

8. ***He is a Pimp.***

Andrija Branko Kandic of Guelph, Ont was found guilty of charges in 2012.

9. ***He was not a real pimp.***

Pimp C (Chad Butler) was a rapper.

10. ***He is a Pimp.***

24 year Jamal Forde-Beckles of Markham, Ontario, pled guilty to charges in 2012.