

Lesson 13: Understanding Sexual Assault & Human Trafficking Setting Clear Boundaries

OBJECTIVES

1. Students will be able to define sexual assault, human trafficking
2. Students will be able to define situations that are Sexual Assault
3. Students will be able to define situations that are defined as Human Trafficking
4. Students will explore personal values and norms regarding boundaries, emotional needs, and safety needs.

AGENDA

- 5 minutes Do Now
- 2 minutes Review Agreements
- 5 minutes Review Setting Healthy Boundaries – information from a previous lesson
- 8 minutes When Boundaries Are Not Respected or Broken
- 10 minutes Understanding Sexual Assault - *You're gonna make it* - Activity
- 5 minutes Safety for All – optional classroom activity**
- 8 minutes Understanding Human Trafficking
- 10 minutes An Anonymous Teenager's Story
- 3 minutes What Can we Do to Help?
- 2 minutes Closing/Exit ticket & Homework

MATERIALS

- Whiteboard or flipchart paper
- *You're gonna make it*- J-Saint featuring Kelly B song lyrics
- Anonymous Teenager's Story Worksheet
- Exit ticket
- Homework worksheet
- Vocabulary Reference List
- Power Point Presentation

SUGGESTED ACCOMMODATIONS

- Do Now: Provide 2-3 pre-written answers for each of the three sentence starters for students to choose from to put in their journal.
- When Boundaries are Not Respected or Broken:

- Give student copy of PPT with key words missing or highlighted to follow along.
- Vocabulary Reflection: If students are required to write, provide pre-written words/definitions.
- Sexual Human Trafficking & the Anonymous Teenagers Story:
 - Read story together as a class and have students follow along in text.
- Exit Ticket: Consider alternative exit ticket format, (i.e., multiple choice, fill in the blank).
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CALIFORNIA HEALTH EDUCATION STANDARDS

1.9.G Explain why individuals have to refuse sexual contact.

3.1.G Identify trusted adults in one's family and community for advice and counseling regarding reproductive and sexual health

4.3.G Use healthy and respectful ways to express friendships, attraction, and affection.

4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.

7.1.G Describe strategy for refusing unwanted sexual activity.

8.2.3 Support and encourage safe, respectful, and responsible relationships

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

DO NOW ACTIVITY

5 minutes

Materials

- Every student needs a notebook, journal, or paper and a pen
- Flipchart or whiteboard and markers

Do now Activity

In the past we have discussed boundaries and personal boundaries. For today's Do Now write down three things about setting personal boundaries.

Personal boundaries are ...

Personal boundaries are important because...

It's important to respect other people personal boundaries because...

If you don't remember what personal boundaries are take a guess and write down a definition for the phrase personal boundaries.

Review Agreements/Ground Rules

2 minutes

Review group agreements with students. Emphasize that today's lesson require them to practice respect and empathy. It may be a sensitive topic to discuss for some of them. Most SFUSD middle schools have a Social Worker or School District Nurse on site. It is strongly suggested that you invite one or both to be present while the topic of boundaries and boundary setting is discussed.

Teacher Script: Today we are going to be talking about sexual assault and human trafficking. Both sexual assault and human trafficking are examples of personal boundaries not being respected and harming another person. Sexual assault and human trafficking can be an intense and difficult topic to discuss.

Review Setting Healthy Boundaries

5 minutes

1. Review Do Now.

- Ask students to think about past lessons and what they remember about boundaries and setting boundaries.

Ask whether any students can provide examples of personal boundaries? Probe for **examples of boundaries being crossed (gather at least ten examples):** As students share out their examples of boundaries crossed, **write the boundaries up on a piece of chart paper/chalk board/white board.**

Teacher tip: If students are having a hard time coming up with examples of when boundaries are crossed or broken review the following information with them:

- **Bring up physical contact** (i.e. someone I didn't know well came up to me and hugged me)
- **Keeping your personal space** (i.e. someone touches your arm to get your attention or someone takes part of your lunch without asking) **and**
- **Language** (i.e. someone starts using cuss words to talk about another person while you are hanging out with them).

Teacher Tip: If students don't mention the following add them to the chart.

- ✓ Cat calling
- ✓ Sending unsolicited photos/Snaps of someone's penis or sex organs
- ✓ Human trafficking,
- ✓ an adult family member expects a hug or a kiss and you don't feel like hugging or kissing that person
- ✓ Sexual assault also known as rape
- ✓ Sending 'DMs' (DM is short for a direct message that are sent through Instagram) to people you don't know to tell them they are "hot" or proposing to have sex.

When Boundaries Are Not Respected or Broken

8 minutes

What is Sexual Assault?

1. Ask the students whether they have ever heard the terms "rape" or "sexual assault" before, and if so, what they understand it to be.
 - ✓ "it is when someone forces another person to do something sexual that they don't want to do."
 - ✓ Explain that rape usually involves some kind of forced sex – vaginal, oral or anal – but that if a person does other sexual things to another person who didn't want to do those things, it's considered sexual assault or abuse, and is just as wrong as rape is.
2. Explain, that rape and sexual assault are extremely serious because it hurts someone physically and emotionally.
 - ✓ Sexual assault, rape and attempted rape are all wrong and a crime.

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- ✓ If you aren't sure what another person's boundaries are – or you keep pressuring someone to see if they change their mind – you may end up committing a crime.
 - ✓ This is why clear communication, authentic consent, and respecting boundaries are important.
 - ✓ If you're not sure how someone else is feeling or what they want to do sexually, just ask. If you don't like what you're doing sexually with another person, say you want to stop – and then stop."
3. Finally, tell the class, "The most important message I'd like you to walk away with today is that the person who doesn't respect boundaries – the person who pushes it or assaults or rapes another person – is always responsible for what happens. If someone says 'no,' or if someone seems unsure or uncomfortable you need to stop what you're doing. We all need to remember what authentic consent is. Who can help me remind the class of what authentic consent means?"
 4. If someone does sexually assault or rape another person, **it is never the fault of the person who has been assaulted or raped.**
 - ✓ The abuser or rapist is always in the wrong – it doesn't matter what the person who was raped was wearing, or whether they knew each other, were a couple or had done something sexual together before. Yes means yes – every single time. Always look for authentic consent or permission.

Understanding Sexual Assault

10 minutes

This activity will help students better understand sexual assault by listening to musical lyrics and discussing verses that introduce and mention sexual assault.

You're Gonna Make It video lyrics

1. Hand out the lyrics to the song *You're gonna make it*- J-Saint featuring Kelly B
2. Click the following link to have video ready to share:
<https://www.youtube.com/watch?v=Y4tbcCdpTkl>

Teacher Tip: *It's suggested that you not show the video and just have the class listen to the music and lyrics. The value from this activity comes from having students read and listen to each verse closely.*

3. Play the whole song once. Have students read along as you play the song.

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4. Have students write down what they think the song is about.
 5. Ask a few students to share their thoughts.
 6. Write their answers on the board and thank them for sharing their thoughts.
 7. Let students know that you are now going to listen to and discuss Verse 1 & 2 very closely.

Play verse 1 again.

Stop the song after Verse 1 and have students answer the following questions.

1. Jennifer is the young person in Verse 1. What is happening to her?
2. How do you think Jennifer is feeling?
3. What advice would you give Jennifer?

Play Verse 2 again.

Stop the song after Verse 2 and have students answer the following questions.

1. Mya is the person in Verse 2. What is happening to Mya?
2. When did Mya wake up the next day?
3. How did Mya know that something had happened to her?
4. How is Mya feeling?
5. What advice would you give Mya?

Safety for All - Optional Activity

5 minutes

1. Write the Phrase **Safety for All** on the white board
2. Have students write down a three ideas and thoughts they have on making sure they, their friends, and community members are safe.
3. Have students share ideas in groups of two or three.
4. Have a few groups share what their group discussed.
5. Write the ideas they come up with on the white board and thank students for sharing.

Understanding Human Trafficking

10 minutes

What is Human Trafficking?

There are two types of **human trafficking**, sex trafficking and labor trafficking. Human trafficking is the overall word used to describe both. Human trafficking involves someone using force, fraud, or coercion to benefit from things another person does.

- **Labor trafficking** involves someone using force, fraud, or coercion to make another person work on their behalf . People who are being labor trafficked by a trafficker are often made to work for low or no money.
- **Sex trafficking** involves someone using force, fraud, or coercion to make another person exchange sex for anything of value (money, safety, a place to sleep, food) or minors under the age of 18, another term used is **Commercial Sexual Exploitation of Children (CSEC)**.

For more information on human trafficking visit:

<http://polarisproject.org/facts>

<file:///C:/Users/lopezr/Downloads/2015-Statistics.pdf>

<file:///C:/Users/lopezr/Downloads/LGBTQ-Sex-Trafficking.pdf>

What are force, fraud, and coercion?

FORCE: Force involves using physical restraint or serious physical harm to make someone do something.

- *Sexual assault*
- *Beatings*
- *Kidnapping*
- *Hurting someone*
- *Denial of food / water / medical care*
- *Forced use of drugs*

FRAUD/TRICK: Fraud involves using false promises to make someone do something.

- *Not paying them what was promised*
- *Working conditions are worse then originally explained*
- *Type of work is different than promised*
- *Promising immigration documents*
- *False advertising for modeling, dancing, or acting.*
- *Being contacted through social media to do a music video*

COERCION: the threat of harm to make someone do something.

- *Threats to hurt a person or their family members*
- *Taking someone's passport or form of ID*
- *Always watching where someone goes*
- *Requiring someone to pay off debts for food, shelter and other basic needs.*

1. Have students define the following terms:

Force =

Fraud/Trick =

Coercion =

2. After students define the vocabulary words have a few students share their own interpretation of the definition with the class.

Sexual Human Trafficking & the Anonymous Teenagers Story

10 minutes

1. Pass out the Anonymous Story worksheet to students.
2. You can decide to have students read individually, in pairs, or read the story together as a class.
3. Have students answer questions from each section of the story.

What can we do to help?

2 minutes

1. Be kind & don't judge if you find out someone might need help – this is a young person who needs your support.
2. Be someone they can talk to: provide support by listening to them and offering to go talk to an adult together or get help together
3. Tell a trusted adult at school, at home, or in the community
4. Refer the person to services:
 - a. Huckleberry Youth Programs: 415-621-2929 You can call ANYTIME
 - b. National 24-Hour Hotline: 1-888-373-7888
 - c. Text “HELP” or “INFO” to 233733 (BeFree)

Exit Ticket

Name: _____ Period: _____

1. Today I learned...

2. I'm still wondering about?

Exit Ticket

Name: _____ Period: _____

3. Today I learned...

4. I'm still wondering about?

Homework

Name: _____

Date: _____

Answer the following questions by writing your answer or drawing your answer to the following questions.

In your opinion what can we do to make sure all members of our family, school, and community are safe? You can write your answer or draw it?

What does respecting boundaries look like, sound like, and feel like?

If I have questions, problems or concerns I can talk to the following three people:

1. _____

2. _____

3. _____