

Five Lesson Plans addressing Issues of Human Trafficking and Sexual Exploitation

INTRODUCTION

Coaches often play a key role in helping shape the behaviors and attitudes of the young men they work with throughout the sport's season. Understanding the significance of the coach/student relationship, the Chicago Alliance Against Sexual Exploitation has worked with Coach for America (www.coachforamerica.org) to create five short lesson plans that coaches can use with their athletes. Each plan is ten minutes long with an optional writing assignment. At the end of all the lesson plans is a fact sheet highlighting issues that are addressed throughout the curriculum.



NO TE | Lesson Plan One: Introduction and Overview

I. What is Commercial Sexual Exploitation? (2 minutes)

Sample Script: *Today I am here to talk to you about sexual exploitation. I know that you might not be used to talking about things like sex, trafficking or prostitution in school, but we are going to explore some of those topics today. I know that some of the things we are going to discuss might make you uncomfortable, but your attention and respect are required for these conversations.*

For the purpose of what we will be discussing over the next five days, I am going to provide a definition of sexual exploitation:

sexual exploitation – n.

Sexual Exploitation exists when a person or groups of people buy, arrange, or facilitate the exchange of anything of value for the sexual services of another.

II. Interactive Learning Exercise (6 minutes)

The facilitator will write on the board or on a piece of large paper the following words: stripping, pornography, prostitution, mail-order brides, sexting, and sex trafficking. The facilitator will then ask students to identify what they know about each subject and to discuss if they believe each subject is an example sexual exploitation, and why or why not. Provide suggestions about why each might be a form of sexual exploitation. If there is time, the facilitator can also ask students to identify accepted cultural beliefs about each form of sexual exploitation such as women choose to enter prostitution or that stripping is a good way to earn money.

III. Introduction to the Remaining Four Sections (2 minutes)

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Sample Script: *The rest of the lessons for this week will address several different forms of sexual exploitation, including international sex trafficking, domestic sex trafficking and prostitution, the commercial sexual exploitation of children, and the role that demand for paid sex plays in each of these. These may not be issues that we talk about often, but they are important to discuss because hundreds of thousands of people are victims of sexual exploitation every day. Many of us are not even aware that this harm is occurring in our neighborhoods and communities. Together, we can work to stop the exploitation.*

Writing assignment: Ask each student to write two paragraphs about their personal reactions to discussing these issues. Ask them to identify knowledge they already have about sexual exploitation, where this knowledge comes from (movies, books, newspapers, etc.) and what they hope to learn over the remaining four days.



Lesson Plan Two: International Sex Trafficking

I. Introduction: What is International Sex Trafficking? (1 minute)

Sample Script: *Each year, there are approximately 600,000 to 800,000 human trafficking victims trafficked across international borders throughout the world. The U.S. government estimates that between 14,500 and 17,500 of those victims are trafficked into the United States.¹ Traffickers are often violent individuals who use force, dishonesty or coercion to enslave their victims. The grooming process for victims often includes rape, physical abuse, starvation, confinement, beatings, forced drug use, and threats to both the victim and the victim's family.² Sex trafficking is a form of slavery.*

II. Activity: Sex Trafficking Awareness (5 minutes)

Film Clip: The facilitator will notify the students that they will be watching a short film clip about sex trafficking. The students will write down their reactions and any new information for discussion after the clip.

Show: [Sex Trafficking Awareness](#)

<http://www.youtube.com/watch?v=0AAkCnK1xoA&feature=Playlist&p=B6FA1CF6A3F9D20B&index=0>

III. Facilitated Discussion (4 minutes)

Questions:

1. What are some of the things that you wrote about?
2. Did you learn anything new?
3. What do you know about human trafficking?
4. What circumstances might make someone vulnerable to traffickers?

¹ US Department of Health and Human Services.

² National Immigrant Justice Center.

5. Where does trafficking happen in the United States?
6. Why is it important for us to be concerned about human trafficking?

Writing Assignment: People often refer to human trafficking as “modern day slavery.” What aspects about trafficking make it akin to slavery? List and discuss at least three things that can be done to help end this human rights violation.

Lesson Plan Three: Domestic Sex trafficking and Prostitution

I. Introduction: What are Domestic Sex Trafficking and Prostitution? (1 minute)

Sample Script: *Last class we discussed international sex trafficking. Today, we are going to learn about sex trafficking and sexual exploitation within our own country, or domestic sex trafficking.*

II. Activity: Four Corners Exercise (4 minutes)

The facilitator will place the four signs (strongly agree, agree, disagree, strongly disagree) in the four corners of the room. The facilitator will then make a series of statements and ask the participants to move to the corner of the room that most accurately reflects their position for each statement (whether they strongly agree, agree, disagree, or strongly disagree). The facilitator will take time to ask the participants standing in each corner why they chose this answer.

Possible Statements:

- People choose to enter prostitution.
- Prostitution is an easy way to make money.
- Prostitution is just another form of work.
- Prostitution is a victimless crime.
- Pimps offer women protection from the harms associated with the sex trade.

III. Addressing Misconceptions of Four Corners (5 minutes)

Sample Script: *Thank you for participating and sharing your honest opinions. We are now going to discuss some of the realities faced by most people in prostitution. We often do not consider individuals in prostitution as victims of sex trafficking; however, most women in domestic prostitution are trafficking victims! In cities and towns around the United States, almost all women in prostitution face similar types of harms as those who have been internationally trafficked.*

Print and cut out responses to each of the statements used in the Four Corners Exercise on separate pieces of paper. Read each statement aloud. Choose a student volunteer to read the challenge to the misconception.

Statement: People choose to enter prostitution.

Reality: Choice revolves around the idea that a person has been presented with a wide variety of viable options and has selected the best one. Unfortunately, a wide variety of viable options is not available for those who end up in the sex trade. Studies have shown that most individuals engage in prostitution to meet their basic survival needs, such as shelter and food. Prostitution is never anyone's first choice. Most often, a person enters prostitution due to circumstances beyond their control. If it really were about choice, 92% of individuals in the sex trade would not be desperate to escape it immediately.

Statement: Prostitution is an easy way to make money.

Reality: Research has found that regardless of the type of prostitution (indoor: brothel, escort service, strip club; outdoor: street), large percentages of women are forced to give the money they make to a pimp or face violent punishment. Research has also shown that many women in prostitution do not have enough money to obtain secure housing, thereby rendering them homeless.

Statement: Prostitution is just another form of work.

Reality: Prostitution differs from normal work in the amount and type of danger involved. Individuals in prostitution face a "workplace" homicide rate 51 times higher than the next most dangerous job for women, working in a liquor store. There is no other job in the country where rape, sexual assault, torture, and homicide are considered acceptable "occupational hazards." The Australian occupational safety guidelines for women in prostitution recommend that women entering prostitution take classes in hostage negotiation skills. Prostitution is not just another form of work.

Statement: Prostitution is a victimless crime.

Reality: Individuals in the sex trade face a wide array of abuse from pimps and "johns," the men who purchase sex. One study of found that 82% of the prostituted individuals surveyed had been physically assaulted and 83% had been threatened with a deadly weapon. Another study found that 78% of the women in prostitution interviewed were raped an average of 16 times a year by their pimps and another 33 times a year by johns. Imagine what it would be like to be raped 49 times per year. Furthermore, people in the sex trade are extremely vulnerable to serial killers who feel that they may prey on them with no consequences. Lastly, the FBI estimates that the average life expectancy of an individual in prostitution drops to just seven more years after the date of entry.

Statement: Pimps offer women protection from the harms associated with the sex trade.

Reality: Pimps are disproportionately a source of rather than a shield from violence in the sex trade. Since pimps do not typically accompany the individuals they exploit while they are selling sex, they are not able to protect against rape, beatings, or murders by the buyers of sex. Not only do pimps make money by forcing women into dangerous situations, but they are also often a direct source of physical, psychological, and sexual violence. Any value of protection a pimp may provide is cancelled out by the violence that the pimp inflicts or causes.

Writing Assignment (choose one): Today, we learned about the physical, sexual, and psychological harms in prostitution. Yet, our culture glamorizes prostitution and the role of pimps; our society tolerates the exploitation of women and girls in prostitution daily.

- Print out the lyrics to “It’s Hard Out Here For A Pimp” by Three 6 Mafia or “PIMP” by 50 Cent and respond to how the lyrics normalize violence against women in the sex trade.
- Write about ways the sex trade is normalized and glamorized in popular culture (songs, films, clothes, events like “Pimp N’ Ho” parties, female Halloween costumes) and how this hides the reality faced by many in prostitution.
- We often view international victims of human trafficking as real “victims” while we tend to blame women in prostitution for their life circumstances and “choices.” Why is this? How can we increase our society’s empathy for domestic victims of prostitution?

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Lesson Plan Four: Commercial Sexual Exploitation of Children

I. Introduction: What is Commercial Sexual Exploitation of Children? (1 minute)

Sample Script: *Each year between 100,000 and 300,000 children are at risk for commercial sexual exploitation in the United States.³ These children face violence, sexual harm, and emotional trauma on a daily basis. Children who run away from home or who are homeless are at a greater risk of recruitment into prostitution. In fact, studies have found that runaway youth will most likely be approached to sell sex within 48 hours of being on the street, as many often have nowhere to go.⁴*

The majority of individuals in the sex trade enter as children. The consequences of the sex trade, especially at a young age, are devastating to the child's mental and physical health. Recent research found that the average age of entry into the sex trade in the United States is twelve years old.

II. Activity: "The Making of a Girl" (6 minutes)

Internet clip: The facilitator will notify the students that they will be watching a short film clip about youth in prostitution. The students will write down their reactions and any new information while watching the film for discussion after the clip.

Show: [Commercial Sexual Exploitation of Children](#)

<http://www.youtube.com/watch?v=ZvnRYte3PAk>

III. Facilitated Discussion (3 minutes)

³ Estes, R. & Weiner, N.A. (2001). *The Commercial Sexual Exploitation of Children In The U.S., Canada and Mexico*. University of Pennsylvania.

⁴ National Runaway Switchboard. www.1800runaway.org

Questions:

1. Did anything in the film surprise you?
2. What are some differences and/or similarities between this film clip and what we've learned about adult women in the sex trade?
3. What are the differences between the story in this film and what is portrayed in movies, music, and television?
4. Did this film make you feel differently about youth in the sex trade? How so?

Writing Assignment (choose one): From what you have learned in this lesson, write a response to one of the options below.

- Although many people do not think that the sex trade impacts children, youth are actually disproportionately impacted by prostitution. In the United States, the average age of entry into the sex trade is **twelve** years old. Why might children be vulnerable to involvement in prostitution? Why is there a growing demand for purchasing sex with children and young girls? What can we do to protect children?
- Words have immense power in shaping opinions. People come to different conclusions depending on the specific usage of words. In describing issues such as the commercial sexual exploitation of children, how do labels such as "juvenile prostitute," "sex worker," "pimp and ho," "promiscuous girl," "crack whore," or "child prostitute" detract from the reality of sexually exploited youth?

FIVE

Lesson Plan Five: The Role of Demand

I. Introduction: What is Demand? (1 minute)

Sample Script: *The sex trade would not exist without the demand for paid sex. This demand is predominantly from men who support and fund the trafficking and sexual exploitation of women and girls when buying sex. The sex trade is a multi-billion dollar industry that continues to expand at an alarming rate precisely because this demand exists.*

II. Activity: Brainstorming Exercise and Discussion (5 minutes)

Brainstorming: The facilitator will ask the students to write down some of the reasons they think there is a demand for paid sex. The students will share their thoughts. If the students do not have ideas, the facilitator can provide the topics for discussion below regarding various aspects of culture, media, and politics in the United States.

Possible Topics:

- Culture: representations of sex and sexuality in society
- Celebrities: famous people who purchase sex or sexually exploit without legal consequences (ex: R. Kelly, Elliot Spitzer)

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- Norms: pressures to conform to a certain type of masculinity
- Misconceptions: myths and realities of the sex trade
 - Prostitution is the oldest profession in the world
 - Men buy sex because they have a strong sex drive that needs to be fulfilled
 - Men buy sex because it makes them feel like real men
 - Purchasing sex is a natural action for men
 - Purchasing sex makes men feel happy and satisfied
- Reinforcements: aspects of normalization of the sex trade
 - Video games (ex: Grand Theft Auto)
 - “Pimp ‘n Ho” theme parties
 - Cultural attitudes to women’s worth

III. Facilitated Discussion: What Can We Do? (3 minutes)

The facilitator will ask each youth to write three things they can do to help end sexual exploitation. The students will then share their three ideas with the class.

Possible ideas:

- Not using language such as “pimp” or “ho”
- Not watching pornography or going to a strip club
- Organizing a fundraising event with a sports team to support a local nonprofit working on these issues
- Telling people about the harms of prostitution
- Writing to companies that glorify images of prostitution

IV. Facilitated Discussion: What Can We Do? (1 minutes)

The facilitator should allow space for students to express any concerns or questions that have arisen during the week.

Writing Assignment (choose two): From what you have learned in this lesson, reflect and write responses to two of the options below.

- Why and how is buying sex harmful?
- Why is it still problematic for a man to purchase sex even if he is not violent?
- Where do we get our messages about the sex trade? What are these messages telling us?
- What would motivate you to work towards ending sexual harm? What can you personally do to make a difference?

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Sexual Exploitation Fact Sheet

- Human trafficking is the world's third largest criminal enterprise, after drugs and weapons, and it is the fastest growing. It also funds drugs and weapons trafficking.ⁱ Sex trafficking alone produces an estimated \$7 billion annually.ⁱⁱ
- The International Labor Organization (ILO) of the United Nations estimates that there are 12.3 million adults and children at any given time in forced labor or commercial sexual servitude worldwide.ⁱⁱⁱ The ILO also estimates that 1.39 million victims are trafficked into the sex trade each year.^{iv}
- The U.S. Department of State estimates that between 14,500 and 17,500 international victims are trafficked into the U.S. each year. This estimate includes women, men and children.^v
- Approximately 80 percent of sex trafficking victims, both internationally and domestically, are women and girls, and up to 50 percent are minors.^{vi}
- The U.S. Department of Justice states that the average age of entry into prostitution is 12-14 years old.^{vii} Underage girls are the bulk of victims in the commercial sex markets.^{viii}
- Victims of sex trafficking are forced into many forms of commercial sexual exploitation, including prostitution, pornography, stripping, live-sex shows, mail-order brides, military prostitution and sex tourism.^{ix}
- A number of studies of women and girls in prostitution in the United States indicate that many of these women and girls are victims of sex trafficking. For example:
 - 79% of women in prostitution in one study gave an indication that they were in prostitution due to some degree of force, such as kidnapping or violence by a pimp.^x
 - A study of 222 women in the sex trade in Chicago found that 44-50% of these women give the money they make in prostitution to someone else, and 79% believe they would be harmed if they stopped.^{xi}
- Mental and physical health problems for commercially sexually exploited children are 2-5 times higher than in the general population of adolescents, with a number of them suffering from serious mental illnesses (such as clinical depression, Post Traumatic Stress Disorder, and suicidal tendencies), drug abuse problems, and venereal disease.^{xii}
- The average life expectancy of a child after getting into prostitution is seven years, with homicide or HIV/AIDS as the main causes of death.^{xiii}

- Where prostitution is legalized or tolerated, there is a greater demand for human trafficking victims and nearly always an increase in the number of women and children trafficked into commercial sex slavery.^{xiv}
- Although patronizing prostitutes is also against the law in many countries, law enforcement has mainly focused on the supply side. The prostituted women and girls are more often arrested and sentenced and receive more severe sentences than the customers.^{xv} For example, of all prostitution arrests in Chicago, only one-quarter are of the men purchasing sex acts.^{xvi}
- Research has shown that arrest of the consumers of prostitution has a large deterrent effect. A U.S. Department of Justice study showed that arrest reduces the likelihood of a future patronizing arrest by about 70 percent and that apprehending customers decreases their patronizing substantially.^{xvii}

ⁱ Miko, F. & Park, G. (March 2002). *Trafficking in women and children: The U.S. and international response*. U.S. Department of State. Retrieved July 22, 2009, from <http://ipc.state.gov/documents/organization/9107.pdf>

ⁱⁱ U.S. Department of Health and Human Services (February 2009). *Fact sheet: Sex trafficking*. Retrieved July 22, 2009, from http://www.acf.hhs.gov/trafficking/about/fact_sex.html (hereinafter “Sex trafficking fact sheet”).

ⁱⁱⁱ U.S. Department of State (June 2009). *Trafficking in persons report 2009: Introduction* [Electronic version]. Retrieved July 22, 2009, at <http://www.state.gov/g/tip/rls/tiprpt/2009/> (hereinafter “TIP Report”).

^{iv} U.S. Department of Health and Human Services (February 2009). *Fact sheet: Human trafficking*. Retrieved July 22, 2009, from http://www.acf.hhs.gov/trafficking/about/fact_human.html (hereinafter “Human trafficking fact sheet”).

^v U.S. Department of State (June 2009). TIP Report.

^{vi} U.S. Department of Health and Human Services (February 2009). Human trafficking fact sheet.

^{vii} U.S. Department of Justice, Child Exploitation and Obscenity Section (November 2007). *Domestic sex trafficking of minors*. Retrieved July 22, 2009, from <http://www.usdoj.gov/criminal/ceos/prostitution.html>.

^{viii} Shared Hope International (July 2007). *DEMAND: A comparative examination of sex tourism and trafficking in Jamaica, Japan, The Netherlands, and the United States* [Electronic version]. Retrieved on July 22, 2009, at <http://www.sharedhope.org/files/DEMAND.pdf>

^{ix} U.S. Department of Health and Human Services (February 2009). Sex trafficking fact sheet.

^x Hughes, D.M. (Spring 2003). Demand: The driving force of sex trafficking. *Coalition Commentary*. Illinois Coalition Against Sexual Assault.

^{xi} Raphael, J. & Shapiro, D.L. (2002). *Sister speak out: The lives and needs of prostituted women in Chicago*. Center for Impact Research.

^{xii} Brantley, N. (June 2009). Presentation on victims of commercial sexual exploitation on behalf of Motivating, Inspiring, Supporting & Serving Sexually Exploited Youth (MISSEY). MISSEY is a project based out of Alameda County, California, created to respond to the epidemic of commercial sexual exploitation of children, especially in the form of child/teen prostitution. MISSEY works specifically with minor victims of domestic sex trafficking by providing counseling, shelter, and many other rehabilitation services. This data, gathered by MISSEY, represents a group of commercially sexually exploited youth that were served through West Coast Children’s Clinic’s Screening, Stabilization and Transition program. See also Schetky, D.H. (1988). Child pornography and prostitution. In D.H. Schetky and A.H. Green (Eds.), *Child sexual abuse: A handbook for health care and legal professionals*. New York: Brunner/Mazel.

^{xiii} Fang, B. (2005, October 16). Young lives for sale: Why more kids are getting into the sex trade--and how the feds are fighting back [Electronic version]. *U.S. News & World Report*. Retrieved on July 15, 2009, at <http://www.usnews.com/usnews/news/articles/051024/24sextraffickers.htm>

^{xiv} U.S. Department of State (November 2004). *The link between prostitution and sex trafficking*. Retrieved July 22, 2009, from <http://www.state.gov/documents/organization/38901.pdf>

^{xv} Miller, J.L. (1991). Prostitution in contemporary American society. In E. Grauerholz and M.A. Koalewski (Eds.), *Sexual coercion: A sourcebook on its nature, causes, and prevention* (pp. 45-57). New York: Lexington Books.

^{xvi} Raphael, J. & Shapiro, D.L. (2002). *Sister speak out: The lives and needs of prostituted women in Chicago*. Center for Impact Research.

^{xvii} Brewer, D.D., Potterat, J.J., Muth, S.Q. & Roberts, J.M. Jr. (2006). Clients of prostitute women: Deterrence, prevalence, characteristics, and violence [Electronic version]. Paper for the U.S. Department of Justice. Retrieved July 15, 2009, from <http://www.ncjrs.gov/pdffiles1/nij/grants/218253.pdf>