

2. What type of grooming can you identify? Or you can ask: Where can grooming happen?

- Online grooming – Cyber grooming.
- Sports

Lately, people are realizing that sports can sometimes be unsafe, as some individuals may try to use them as a way to get close to and take advantage of children.

- Schools
School teachers, school staff, older children have been described as abusers using this process of grooming.
- Home environment, with family members or people close to the family, (friends)

B) The stages of grooming (20min)

Instructions: Distribute the handout and read together the information below:

Grooming can last months or years - it is not only about physical contact, but it can have the purpose of obtaining sexual graphic materials which can be used for pornography online. So, sexual abuse happens without even touching the child. Some countries have legislation against it, but some don't. We must lobby for our legislators to penalize grooming! Grooming is a process, and they describe 5 different stages, but not all perpetrators use each of them. Some may skip 1 or 2.

Divide participants into five groups and ask them to explore how different stages of grooming can look and give an example or act it out. Each group has one stage of grooming. Distribute the Handout to help them elaborate on the information given

1. Targeting the Child – hooking up

- Perpetrators may target and exploit a child's perceived vulnerabilities including emotional, neediness, isolation, neglect, a chaotic home life, lack of parental oversight. etc.
- The offender will find out interest, what the child-like, applying what is called social engineering: obtaining online information that helps him or her identify vulnerabilities - a picture of the child in front of the school, the pedophile knows when it goes to school, or holidays - if parents put too many pictures online, revealing sports club where the child practices, school name, street where they live, etc. This is called *sharenting*.
- Also, children expose themselves by putting their phone numbers on games, or personal information in an innocent way, and their phone number can then be included in another social communication app like WhatsApp. The group starts sending pictures and asking the child to take pictures of themselves.
- The offender will pay special attention to or give preference to a child

2. The Bond – Gaining the Child's and Caregiver's access and trust

- Perpetrators work to gain the trust of parents/caregivers to lower suspicion and gain access to the child by providing seemingly warm yet calculated attention/support. The perpetrator gains the child's trust, creates friendship by gathering information about the child, getting to know their needs, and finding ways to fill those needs.
- The offender starts a conversation based on what they found in the first stage, saying things like: *"my friend is going to the same school you go to"*, the groomer is looking for the vulnerable points, when the child is home alone, the groomer uses the child language.
- *"I saw you reading the new Superman comic. I am planning to go see the new movie, I can take you if you want to go."*

3. Filling a need

- Once the perpetrator begins to fill the child's needs, they may assume noticeably more importance in the child's life. Perpetrators utilize tactics such as gift giving, flattery, gifting money, and meeting other basic needs. Tactics may also include increased attention and affection towards the targeted child.
- "I know you love jewelry, so I got you this watch." – "I know you want to go to a next level in the game I can give you extra game points for it."

4. Isolating the child – access and separation, and seduction

- The perpetrator uses isolation tactics to reinforce their relationship with the child by creating situations in which they are alone together (babysitting, one-on-one coaching, "special" trips, playing online game when child is home alone, private room in online game).
- The perpetrator may reinforce the relationship with the child by cultivating a sense that they love and understand the child in a way that others, even their parents, cannot. The adult can start to tell the child that no one cares for them the way they do, not even their parents.
- "You can trust me because no one understand you the way I do."

5. Sexualizing the relationship – abuse begins

- Once emotional dependence and trust have been built, the perpetrator progressively sexualizes the relationship.
- It is based in a common question: "*Can you keep a secret?*" As the child is told "a secret", he/she is invited to share a secret too, creating the conditions for coercion and threat. The child is now trapped to perform as told. It could be removing clothing, performing sexual acts with younger kids that will be videoed or sending compromising pictures.
- The adult exploits the child's natural curiosity and trust using stimulation to advance the sexual nature of the relationship.
- "Have you ever masturbated? I can show you how, it feels really good."

6. Maintaining control – manipulation and abuse

- Once sexual abuse is occurring, perpetrators commonly use secrecy, blame, and threats to maintain the child's participation and continued silence. In order to maintain control, perpetrators use emotional manipulation; they make the child believe they are the only person who can meet their emotional and material needs. The child may feel that the loss of the relationship, or the consequences of exposing it, will be more damaging and humiliating than continuing the unhealthy relationship.
- The child feels guilty and does not see a way out of the situation.
- "If you tell anyone, we both could go to jail. We won't be able to be together." Or "If you tell anyone, something bad could happen to your family."

C) Prevention of grooming? (15 minutes)

Instructions: Ask the question above and add what was not said.

How old were you when you started using your social media account? What accounts do you use today? In surveys done in Argentina, a child has a digital identity at an average of 9 years old. But it can also happen to parents; they share their parenting with the world, unaware of those looking for information to choose their next victim. **According to an estimation by the FBI, 750.000 people attempt to contact children for sexual purposes, every day in the USA alone.**

Ask the group: How can we prevent Grooming from happening?

1. Primary prevention (BEFORE IT EVER HAPPENS)

- Teaching children from an early age the four principles: Secrets are not good, Say NO, Your private parts are only yours and not to show or let anyone touch, Bad touch and good touch.
- Set up Parental Control of phones and computers: protection systems, content restrictions in the use of internet.
- Block inappropriate web sites, have devices like computers in public spaces at home, not in their rooms.
- Set up a time to turn off phones.
- Do not let children under 13-16 years old be on social media
- As parents we need to learn or ask for help to set up these boundaries.
- Learn what are the laws in your country, lobby to penalize perpetrators.

2. Secondary prevention (IT HAS HAPPENED BUT WE CAN STOP IT FROM FURTHER DAMAGE)

- Report to appropriate authorities.
- Collect digital evidence and call for help, tell the child not to erase conversations or photographs, so they can be used to incriminate the offender.
- We are committed to inform, protect, educate parents and caregivers in general, to facilitate dialogue and help them take wise decisions.

Conclusion and Take-Away (5 minutes)

Instructions: Discuss together

Statement/Prayer: If in a Christian audience, or open to spiritual content, spend time as a group praying that God will use the knowledge we gain to give us ideas on how to stop this abusive behaviour in our own cultures. If your class is mostly closed to Spiritual content, give time for each participant to reflect on what he or she can do to stop the spread of a grooming culture.

References:

<https://www.albertacacs.ca/blog/stages-of-grooming>
https://protectchildren.ca/pdfs/C3P_ChildSexualAbuse_ItsYourBusiness_en.pdf
<https://www.cybertip.ca/en/child-sexual-abuse/grooming/>
<https://www.d2l.org/child-grooming-signs-behavior-awareness/>
<https://inhope.org/EN/articles/online-grooming-existing-legislation-and-the-importance-of-a-global-definition-recap>

To learn more: commit2kids.ca

According to a study conducted by the [Canadian Centre for Child Protection \(C3P\)](#) approximately **750 cases involving sexual offences against a minimum of 1,200 children** occurred between 1997 and 2017 by about 714 employees working in Canadian K-12 schools. To read the final results of the study, *Child Sexual Abuse by K-12 School Personnel in Canada*, click [here](#).

Handout: HTY Lesson 9: Grooming – Stages of Grooming

A. Targeting the Child – hooking up

- a) Perpetrators may target and exploit a child’s perceived vulnerabilities including emotional, neediness, isolation, neglect, a chaotic home life, lack of parental oversight. etc.
- b) The offender will find out interest, what the child-like, applying what is called social engineering: obtaining online information that helps him or her identify vulnerabilities - a picture of the child in front of the school, the pedophile knows when it goes to school, or holidays - if parents put too many pictures online, revealing sports club where the child practices, school name, street where they live, etc. This is called *sharenting*.
- c) Also, children expose themselves by putting their phone numbers on games, or personal information in an innocent way, their phone number can be then included in another social communication app like a WhatsApp. The group starts sending pictures and asking the child to take pictures of themselves.
- d) The offender will pay special attention to or give preference to a child.

B. The Bond - Gaining the Child’s and caregiver’s access and trust

- a. Perpetrators work to gain the trust of parents/caregivers to lower suspicion and gain access to the child by providing seemingly warm yet calculated attention/support. The perpetrator gains the child’s trust, create friendship by gathering information about the child, getting to know their needs, and finding ways to fill those needs.
- b. The offender starts a conversation based on what they found in the first stage, saying things like: *“my friend is going to the same school you go”*, the groomer is looking for the vulnerable points, when is the child home alone, the groomer uses the child language.
- c. *“I saw you reading the new Superman comic. I am planning to go see the new movie, I can take you if you want to go.”*

C. Filling a need

- a. Once the perpetrator begins to fill the child’s needs, they may assume noticeably more importance in the child’s life. Perpetrators utilize tactics such as gift giving, flattery, gifting money, and meeting other basic needs. Tactics may also include increased attention and affection towards the targeted child.
- b. *“I know you love jewelry, so I got you this watch.” – “I know you want to go to a next level in the game I can give you extra game points for it.”*

D. Isolating the child – access and separation and seduction

- a. The perpetrator uses isolation tactics to reinforce their relationship with the child by creating situations in which they are alone together (babysitting, one-on-one coaching, “special” trips, playing online game when child is home alone, private room in online game).
- b. The perpetrator may reinforce the relationship with the child by cultivating a sense that they love and understand the child in a way that others, even their parents, cannot. The adult can start to tell the child that no one cares for them the way they do, not even their parents.
- c. *“You can trust me because no one understand you the way I do.”*

E. Sexualizing the relationship – abuse begins

- a. Once emotional dependence and trust have been built, the perpetrator progressively sexualizes the relationship.
- b. It is based in a common question: “*Can you keep a secret?*” As the child is told “a secret”, he/she is invited to share a secret too, creating the conditions for coercion and threat. The child is now trapped to perform as told. It could be removing clothing, performing sexual acts with younger kids that will be videoed or sending compromising pictures.
- c. The adult exploits the child’s natural curiosity and trust using stimulation to advance the sexual nature of the relationship.
- d. “Have you ever masturbated? I can show you how, it feels really good.”

F. Maintaining control – manipulation and abuse

- a. Once sexual abuse is occurring, perpetrators commonly use secrecy, blame, and threats to maintain the child’s participation and continued silence. In order to maintain control, perpetrators use emotional manipulation; they make the child believe they are the only person who can meet their emotional and material needs. The child may feel that the loss of the relationship, or the consequences of exposing it, will be more damaging and humiliating than continuing the unhealthy relationship.
- b. The child feels guilty and does not see a way out of the situation.
- c. “If you tell anyone, we both could go to jail. We won’t be able to be together.” Or “If you tell anyone, something bad could happen to your family.”

Handout: HTY Lesson 9: Grooming – Problem of Grooming

How Big is The Problem of Grooming? In the past year, Cybertip.ca analysts have classified more than 645 reports as online luring, an attempt made by offenders to sexually exploit/harm children. Of those reports:

- 25% involved victims 13 years old or under, with the youngest being 7 years old
- 48% involved victims 14–17 years old
- 22% of incidents occurred on Snapchat®
- 23% of incidents occurred on Instagram®, Facebook® or Facebook Messenger®
- 12% of incidents occurred on Discord™

Grooming - grooming is a method used by offenders that involve building trust with a child and the adults around a child in an effort to gain access to and time alone with her/him. In extreme cases, offenders may use threats and physical force to sexually assault or abuse a child. More common, though, are subtle approaches designed to build relationships with families. The offender may assume a caring role, befriend the child or even exploit their position of trust and authority to groom the child and/or the child's family. These individuals intentionally build relationships with the adults around a child or seek out a child who is less supervised by adults in her/his life. This increases the likelihood that the offender's time with the child is welcomed and encouraged.

Often, abuse doesn't *just happen*, many times it is methodically planned out by the perpetrator. By knowing and recognizing the signs and stages of Grooming, you can help prevent the abuse before it takes place, and/or how to respond/interject during the process – saving the child from further trauma. Since many offenders slowly build the trust of a child and even their parents as a part of their process before abuse, they often follow many steps over weeks, months and even years.

92% of the children we support in Alberta know their offender – this means a relationship in some form has been established beforehand. Perpetrators not only manipulate victims but the victim's families and the community.

The purpose of grooming is:

- A) To manipulate the perceptions of other adults around the child.
- B) To manipulate the child into becoming a cooperating participant which reduces the likelihood of a disclosure and increases the likelihood that the child will repeatedly return to the offender.
- C) To reduce the likelihood of the child being believed if they do disclose.
- D) To reduce the likelihood of the abuse being detected.

Grooming Behaviour - although not all child sexual abuse involves grooming, it is a common process used by offenders. It usually begins with subtle behaviour that may not initially appear to be inappropriate, such as paying a lot of attention to a child or being very affectionate. Many victims of grooming and sexual abuse do not recognize they are being manipulated, nor do they realize how grooming is a part of the abuse process.

Concerning adult behaviour to pay attention to:

- Repeated use of poor judgment when interacting with children
- Normalizing or minimizing inappropriate interactions with children
- Distorting relationships with children (i.e. adults using children to meet their own emotional needs)
- Frequently initiating or creating opportunities to have exclusive time alone with a child (or certain children)
- Making others feel uncomfortable by ignoring social, emotional, or physical boundaries or limits with adults and children
- Refusing to let a child set her/his own limits (i.e. may use teasing or belittling language to keep a child from setting limits)
- Excessive touching, hugging, kissing, tickling, wrestling with or holding children even when a child does not want this physical contact or attention
- Frequently making sexual references or telling sexual or suggestive jokes to children or in the presence of children
- Exposing children to adult sexual interactions without apparent concern
- Encouraging children to behave sexually towards each other
- Giving “special” attention to or displaying favouritism toward certain children
- Displaying preferences for children of a certain age and gender

Activities that can be sexually arousing to adults who have a sexual interest in children or that are used as part of a grooming process may include:

- Excessively washing a child
- Deliberately walking in on a child changing
- Deliberately walking in on a child toileting
- Asking a child to watch the adult toileting
- Tickling and “accidentally” touching private parts
- Activities that involve removing clothes (e.g. massaging, swimming, wrestling)
- Playing games that include touching private parts (e.g. measuring games)
- Telling sexually explicit jokes to a child or in the presence of a child
- Teasing a child about breast and genital development
- Discussing sexually explicit information
- Taking pictures of children in underwear, bathing suits, dance wear, etc
- Exposing a child to adult pornography

What can YOU do? Be informed, pay attention, and do something. Children depend on adults for their protection:

1. Empower yourself with knowledge. Learn more about the prevalence of child sexual abuse, how it happens, and how to reduce risk to your child by visiting protectchildren.ca.
2. Stay up to date on emerging trends and risks online. Visit protectkidsonline.ca, a one-stop website where parents of kids, tweens and teens can get cyber safety advice, and sign up for [Cybertip.ca Alerts](https://Cybertip.ca).

If you see, read, hear anything sexual from an adult towards a child online or in real life, [report your concerns](#)

HTY Lesson 10: Pornography I

A Porn Culture

Knowledge	By the end of this lesson, participants will:
Attitude	1. Know facts about Pornography as a big industry that has global proportions and great impact in the world's economy.
Practice	2. Be able to teach others about the pornification of their own culture and join the ranks to stop this new addiction that has been socially accepted.
Overview for facilitators	This is a lesson in Sexuality - Youth and also one of the Human Trafficking series, due to the link between Porn, prostitution and human trafficking. Trainers must create and open atmosphere for discussion, encouraging participants to share their experiences and concerns regarding pornography.
Materials	• Whiteboard/Flipchart, markers, and masking tape • Starter, Handouts with statistics

LESSON

1 HOUR



STARTER (10 minutes)

Instructions: If you are teaching online, you can use a poll (www.mentimeter.com; <https://survey.mars.com/q/NQzh75VBi> or Zoom poll, for example). If you are teaching in person, write questions on poster-sized paper and have a secret vote for answers (multiple choice). Then share the results. Questions:

1. What is the Average age of beginning to watch porn?
 - a- 4- 10 years old
 - b- 8 – 11 years old
 - c- 12-15 years old
 - d- 15-20 years old
2. How much money per year is expected that Virtual Reality Porn will make by 2025?
 - a. 250 million dollars
 - b. 500 million dollars
 - c. 1 billion dollars
 - d. 2 billion dollars
3. Percentage of teenagers that encourage, accept or are neutral talking about porn with friends.
 - a- 10 %
 - b- 30%
 - c- 50%
 - d- 90%

Ask SHOWD questions: What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) Growth of the Porn industry in the last 10 years (10 minutes)

1. Before the use of online pornography, how did people consume porn material?

Instructions: Discuss as a large group

- Video sales
- Rental of videos
- Cable
- Pay per view
- Phone sex
- Exotic dance clubs
- Magazines
- Adult content movie theatres
- Novelty stores

2. Give us examples of sales that use provocative or sexy images to promote products in our own community or country

- Billboards selling cigarettes, perfume, clothing, and soap.
 - Pop ups on the computer screen of unwanted or unsolicited porn sites.
 - Each country or context will explore what or how it is done in their area.
-

B) The four “A” that are normalizing Porn consumption (15 minutes)

Instructions: Divide into four groups and ask them to explore how this aspect of porn is present in their own environments. Each group has one “A”.

1. Porn is Anonimus

- Accessing pornography on the Internet requires no face-to-face contact with the vendor, and provides a reasonably low risk of detection. The user operates with a strong sense of anonymity
- The anonymous nature of Internet pornography creates a buffer from reality and consequences. Internet pornography has increasingly become a secret addiction.
- Internet pornography use is not truly anonymous since it’s almost impossible to completely cover one’s tracks. But for the average family, it’s often difficult to detect Internet pornography use by a loved one.

2. Porn is Accessible

- Before, you had to go buy or access Porn material. Now, it is in your phone or on your computer, readily available to you and at no cost.
- Mobile access to porn is the most common way of consumption
- No restrictions on Netflix, it only asks if you are over 18 to watch adult content
- Sometimes, even if you do not want to watch it, it comes up in a pop-up window when you are surfing online.
- If you live in a country with no internet, still cyber cabins can be a way to access it.

3. Porn is Affordable

- Paid sites provide teaser material for potential customers, enough to whet the appetite for more. Once a user has exhausted the free material and found themselves unsatisfied, the next step is to break out the credit for access to the full store.
- Amateur pornographers create and disseminate material in part to feed their own appetites by creating their own material and posting it online.
- The entertainment industry regularly produces salacious or prurient material in order to sell more magazines or attract more viewers and paying customers. They know that “sex sells” and they use that to their advantage. While much of this material may not be sexually explicit, it still feeds the appetite of viewers and contributes to a sexualization of society that exacerbates the overall problem.²⁰

4. Porn is Aggressive (you will be exposed even if you did not want it)

- The challenge in this generation is that pornography is increasingly aggressive and predatory. You can do your best to avoid it, but it’s still going to come looking for you
- Pornographers understand that their industry is extremely profitable once individuals become addicted, and they do everything possible to create opportunities for exposure to feed the next generation of paying addicts, including giving away free material. They do other aggressive things to hook potential users, including spam emails, disguised website names, pop-up ads, spyware, adware, hijacked browsers, and attempts to get their sites into otherwise legitimate Google search results.

C) Financial Gains in Porn industry (15 minutes)

Distribute (*Pornography 1: A Porn Culture* - handout and give instructions to discuss by pairs, then share in the big group:

1. **What can be done to counteract the avalanche of sexual content our families and communities are daily exposed to?**
 - a. Sex education at home and boundaries of use of the internet and phone
 - b. Set up Parental Control of phones and computers: protection systems, content restrictions in the use of the internet.
 - c. Block inappropriate websites
 - d. As parents, we need to learn or ask for help to set up these boundaries.
2. **How can governments, churches and other institutions contribute to stop this trend?**
 - a. Teach and prevent the use of unsafe internet sites, and teach parents and children.
 - b. Create laws to prosecute those using the internet to promote pornography
3. **Promote healthy relationships where sex is the consequence of a strong love relationship and not the use of an object or a person to satisfy narcissism and personal urges.**

Conclusion and Take-Away: Group reflection and discussion (10 minutes)

Instruction: Statement/Prayer - If in a Christian audience, or open to spiritual content, spend time as a group praying that God will use the knowledge we gain to give us ideas on how to stop this addiction and this trend in our own cultures.

If your class is mostly closed to Spiritual content, give time for each participant to reflect on what can he or she do to stop the spread of a porn culture.

- A. What did I discover in this lesson?
 - B. Who could I share with?
 - C. What will I do with what I discovered in this lesson?
 - 1. When?
 - 2. What do I expect to happen?
 - 3. How will I know if it happened?
 - D. Pray
-

References:

Mark Kastleman, *The Drug of the New Millennium* (Orem, UT: Power Thinking Publishing, 2007)

David Pérez Aragoz, Spanish speaker. Lessons Certificate on Human Trafficking, End of Slavery, Mexico, 2020.

www.fightthenewdrug.org 20 Mind-blowing Stats about the porn industry and underage consumers. May 19, 2020

Handout: HTY Lesson 10: Pornography I - Starter

Instructions: If you are teaching online, you can use a poll (www.mentimeter.com or Zoom poll, for example). If you are teaching in person, write questions on poster-sized paper and have a secret vote for answers (multiple choice). Then share the results. Questions:

- A) What is the Average age of beginning to watch porn?
- 4- 10 years old
 - 8 – 11 years old
 - 12-15 years old
 - 15-20 years old
- B) How much money per year is expected that Virtual Reality Porn will make by 2025?
- 250 million dollars
 - 500 million dollars
 - 1 billion dollars
 - 2 billion dollars
- C) Percentage of teenagers that encourage, accept or are neutral talking about porn with friends.
- 10 %
 - 30%
 - 50%
 - 90%
-

Instructions: If you are teaching online, you can use a poll (www.mentimeter.com or Zoom poll, for example). If you are teaching in person, write questions on poster-sized paper and have a secret vote for answers (multiple choice). Then share the results. Questions:

- A) What is the Average age of beginning to watch porn?
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- 250 million dollars
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 - 2 billion dollars
- C) Percentage of teenagers that encourage, accept or are neutral talking about porn with friends.
- 10 %
 - 30%
 - 50%
 - 90%

Handout: HTY Lesson 10: Pornography I - A Porn Culture

Sex industry

Annual revenues

Pornography industry generates \$12 billion in annual revenues, larger than ABC, NBC and CBS. Of that, the Internet pornography industry generates \$2.5 billion in annual revenues. (www.enough.org) The Guardian estimates \$15 billion a year, while Netflix makes \$11.7 and Hollywood \$11.1 (www.theguardian.com)

It is expected by 2025 that Virtual Reality pornography will make **\$1 billion**, while Virtual Reality Video Games will reach \$1.4 billion and Virtual Reality NFL \$1.23 billion.

The sex industry counts on addiction to maintain its revenues. Pornography has to be studied from the financial point of view, of supply and demand, a basic regulatory law of the market. It is an economic phenomenon, not an artistic one, and has to be seen from economic politics: **if there is a demand, there will be an offer**. Unsatisfied consumption will generate more opportunities for more offers. Exposure has been globalized through the internet, and it is interconnected with prostitution.

Some Statistics

- The average age of first exposure to porn is **between 8 and 11 years old in the USA**
- 93% of young men under the age of 18 have seen porn, along with 62% of young women of the same age. (www.fightthenewdrug.org)
- 20% of mobile searches are due to pornography
- Porn sites receive more regular traffic than Netflix, Amazon and Twitter combined each month, (Huffington Post, 05/04/2013)
- 34% of internet users have been exposed to unwanted porn via ads, pop-ups, etc. (www.Webroot.com, Internet Pornography by the numbers; a significant threat to Society)
- Recorded child sexual exploitation known as “child porn”, is one of the fastest growing online businesses.
- One third of porn viewers in the USA are women
- 90% of teens and 96% of young adults encourage, accept or are neutral talking about porn with friends.

The four “A” that are normalizing Porn consumption (Time)

Divide in four groups and ask them to explore how is this aspect of porn present in their own environments

I - Porn is Anonymous

1. Accessing pornography on the Internet requires no face-to-face contact with the vendor and provides a reasonably low risk of detection. The user operates with a strong sense of anonymity
2. The anonymous nature of Internet pornography creates a buffer from reality and consequence. Internet pornography has increasingly become a secret addiction. Unlike violations of the Word of Wisdom, you can’t smell it on someone’s clothes or see it in the way they stagger drunkenly to their car.
3. The reality, of course, is that Internet pornography use is not truly anonymous since it’s almost impossible to completely cover one’s tracks. But for the average family, it’s often difficult to detect Internet pornography use by a loved one.

II - Porn is Accessible

4. Before, you had to go buy or access Porn material. Now, it is in your phone or in your computer, readily available to you and at no cost.
5. Mobile access to porn is the most common way of consumption
6. No restrictions on Netflix, it only asks if you are over 18 to watch adult content
7. Sometimes, even if you do not want to watch it, it comes up in a pop-up window when you are surfing online.
8. If you live in a country with no internet, still cabins can be a way to access it.

III - Porn is Affordable

9. Pay sites provide teaser material for potential customers, enough to whet the appetite for more. Once a user has exhausted the free material and found themselves unsatisfied, the next step is to break out the credit for access to the full store.
10. Amateur pornographers create and disseminate material in part to feed their own appetites by creating their own material and posting it online. Some of these producers do so in order to share with other users in private or semi-private online social networks.
11. The entertainment industry regularly produces salacious or prurient material in order to sell more magazines or attract more viewers and paying customers. They know that “sex sells” and they use that to their advantage. While much of this material may not be sexually explicit, it still feeds the appetite of viewers and contributes to a sexualization of society that exacerbates the overall problem.

IV - Porn is Aggressive (you will be exposed even if you did not want it)

- The challenge in this generation is that pornography is increasingly aggressive and predatory. You can do your best to avoid it, but it’s still going to come looking for you
- Pornographers understand that their industry is extremely profitable once individuals become addicted, and they do everything possible to create opportunities for exposure to feed the next generation of paying addicts, including giving away free material. They do other aggressive things to hook potential users, including spam emails, disguised website names, pop-up ads, spyware, adware, hijacked browsers, and attempts to get their sites into otherwise legitimate Google search results.

HTY Lesson 11: PRONGRAPHY II

Effects of Porn Consumption

- Knowledge** By the end of this lesson, participants will:
- Attitude**
- Practice**
1. Know the impact of Porn consumption in the brain, relationships and communities.
 2. Be able to teach others about the dangers of porn consumption and how it affects individuals, families and communities.

Overview for facilitators This is a lesson on Sexuality- Youth and also one of the Human Trafficking series, due to the link between Porn, prostitution and human trafficking. Trainers must create and open atmosphere for discussion, encouraging participants to share their experiences and concerns regarding pornography.

- Materials**
- Poster-size paper, markers, and masking tape
 - Starter is a skit of a girl going for a job interview and her “interviewer” asking her to get undressed while he prepares the camera.
 - Handout on the effects of porn.

LESSON

1 HOUR



STARTER (5 minutes)

A girl enters the room where there is a couch or chair, and a man meets her.

Man: “Are you Sylvia, coming for the interview?”

Girl: Yes, you were looking for a sexy model, right?

Man: “Yes, perfect, let me set up the camera, get your clothes off.”

Girl: “But I did not know I needed to take my clothes off.”

Man: “Well, do you want the job or not? Look at me, smile (Takes a picture), now, open your shirt, show me your shoulder...”

Girl: “Well, I am not comfortable... Can I use the bathroom?”

(END THERE, without her saying yes, she will or not)

Ask SHOWD questions: What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) What type of situations can be a “bait” for predators to capture unaware women for porn sessions? (10 minutes)

1. Possible case scenarios for someone to be trapped in a porn session

Instructions: Ask the big group

- Meeting someone online and going to a private home or apartment
- Responding to an add for a photo shoot for a magazine
- Someone you met at a bar or a party invites you to a private place

- You are searching for a job and get an offer to work as a model
- A friend of a friend suddenly shows a special interest in you and invites you alone and refuses when you say you will go with someone else.
- A stranger invites children to a party with gifts and prizes for few days.

2. What would be the reasons for a girl to agree to be used for porn pictures or videos?

- She needs the money
- She has a damaged identity and feels already low about herself.
- She does not see anything wrong with it, as long as they pay her for the services
- She trusts that she can leave whenever she wants
- She has no issues with sex as a casual encounter, not the consummation of a relationship.
- She wants to satisfy men's fantasies and expectations
- She does not see herself as being used as an object of satisfaction that does not involve her own feelings.
- She does not see the risks to her health or her emotions.

3. What would be the reasons for someone to agree to access porn material?

- Someone is insecure about how he or she would perform sexually and cannot start real relationships, so prefers to fantasize through porn.
- Curiosity.
- Someone wants to learn how to have sex
- Lack of a significant and intimate relationship
- Not satisfied with the actual relationship.
- Ignorance of the true value of a love relationship, where sex is one area of it.
- Unaware of the damage that Porn can produce in short and long term health.
- As a coping mechanism against depression, anxiety, fear of rejection, and difficulty relating to others

B) Effects of Porn in both, the user and the performer (20 minutes)

Instructions: Divide into two groups that will discuss one of the two effects, then present to the larger group.

1. The effects of porn in the user at three levels:

- Relationships/emotions:** less trust between couples, lack of attraction to family and child raising. Books also talk about Social Anxiety, (cannot enjoy or be afraid of gatherings). Failure to find significant relationships, always comparing and fantasizing on actions that cannot be performed in a "real" life. Need to satisfy oneself instead of looking for the other's satisfaction in a sexual relationship. Inability to concentrate. Social anxiety. Depression. Low Self-esteem. Disturbing dreams
- Physical consequences:** in the brain, there is a release of hormones and the search for ongoing satisfaction, provoking addiction. Also, erectile dysfunctions are related to the consumption of pornography. There is evidence of the impact on the brain. Sexually Transmitted Diseases.
- Spiritual: What would the Bible say about pornography? Can you think of any bible verse that indicates God's perspective on this issue?** Philp. 4:8-9, the story of Noah, who was seen naked, and it was disturbing to his children. Jesus said that we can sin in our minds, Matthew 5:28

2. The effect on the actors

- a) **Relationships:** shame, hiding the situation from family and unable to establish long-lasting relationships based on trust.
- b) **Physical consequences:** Sexually transmitted diseases, many have tears and physical damage caused by multiple partners abusing at the same time, rough sex with added violence, like strangulation and beatings. Many hours of filming and lower pay. Unwanted pregnancy.
- c) **Spiritual consequences:** Biblical perspective of sex is an intimate act as the consummation of marriage, not to be practiced outside of that relationship. Exodus 20:6, Jesus said that we can practice that in our thoughts: Mathew 5:28

C) Effects of Pornography in our community and culture (10 minutes)

In the big group, ask, What would be the effects of the consumption of Porn material in our culture and community?

- Relationship between pornography-prostitution, and human trafficking
- Relationship between pornography-pedophilia – sexual abuse of minors
- Media consumption and propagation among peers.
- Objectification of women
- Violence against women
- Degradation of women
- Hook-up culture

Conclusion and Take-Away: (15 minutes)

Instruction: Distribute the handout. Read together and leave some time for people to participate with comments, questions and ideas. Explain that there is a last lesson on how to get help

If the audience is spiritually sensitive, end with a prayer asking that those around us who are being slaves of porn addiction will find help and healing.

- A. What did I discover in this lesson?
- B. Who could I share with?
- C. What will I do with what I discovered in this lesson?
 1. When?
 2. What do I expect to happen?
 3. How will I know if it happened?
- D. Pray

References:

Lessons delivered by David Perez Aragón- Diploma on Human Trafficking – Fin de la Esclavitud – Mexico – October 2020 capacitacion@findelaesclavitud.org www.findelaesclavitud.org
Your Brain on Porn, Internet pornography and the emerging science of addiction. Garry Wilson, 2014.
www.fightthenewdrug.org

Handout: HTY Lesson 11: Pornography II – Starter

A girl enters the room where there is a couch or chair, and a man meets her.

Man: "Are you Sylvia, coming for the interview?"

Girl: Yes, you were looking for a sexy model, right?

Man: "Yes, perfect, let me set up the camera, get your clothes off."

Girl: "But I did not know I needed to take my clothes off."

Man: "Well, do you want the job or not? Look at me, smile (Takes a picture), now, open your shirt, show me your shoulder..."

Girl: "Well, I am not comfortable... Can I use the bathroom?"

(END THERE, without her saying yes, she will or not)

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(END THERE, without her saying yes, she will or not)

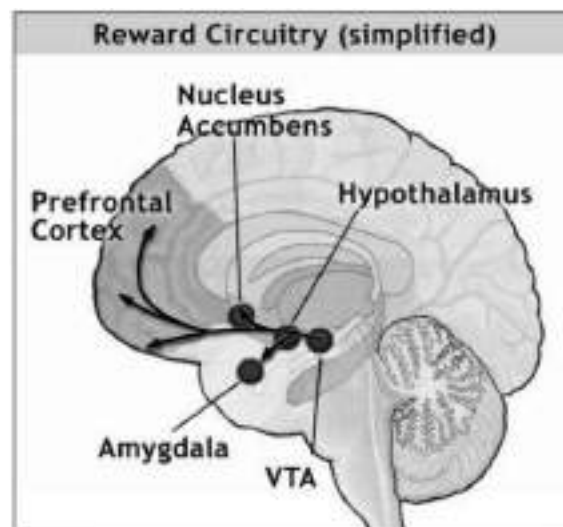
Handout: HTY Lesson 11: Pornography II - The Effects of Pornography

One of the main problems with Pornography is the ability to create an addiction. Also, other medical studies published in the journal JAMA in 2014 reveal that there is a reduced grey matter and decreased sexual responsiveness directly related to how many hours per week a person spends consuming pornography. (Your brain on Porn, Garry Wilson, 2014)

In 2014, a study in Cambridge, England, reported a decrease in sexual desires or erection as a result of excessive use of sexually explicit materials. With the exponential increase of porn material due to high speed internet since 2006, more symptoms and dysfunctions have been reported.

What happens in our brain?

When we feel rewarded, our brain releases a hormone called Dopamine in a specific area called HYPOTHALAMUS. This is like a messenger that goes from there to other parts of the brain, creating a circuit that normally seeks more of the same stimuli that provoked that release. It makes us “feel good”. This is where you experience cravings and pleasure, and where you get addicted. At the top of our human reward list are food, sex, love, friendship and novelty. These are called “Natural reinforcers”, as contrasted with addictive chemicals. These chemicals can hijack the circuit. This is how drugs become addictive, and it has been described that exposure to porn on a regular basis provokes the same release and hijacking of the circuit.



Picture taken from the book Your brain on porn, page 60

Most users start watching porn by puberty, when their brains are at their peak of plasticity and most vulnerable to addiction and rewiring. But if you chronically overstimulate yourself, your brain may start to work against you. It protects itself against excessive dopamine by decreasing its responsiveness to it, and you feel less and less gratified. This decreased sensitivity to dopamine pushes some users into an even more determined search for stimulation, which, in turn, drives lasting changes, actual physical alterations of the brain. They can be challenging to reverse. As one user said, 'Porn goes in like a needle but comes out like a fishhook. In search of new experiences that will satisfy the need, users look for “harder” material, more violent, more “interesting” and “shocking”, sometimes with children, or multiple partners. Meanwhile, actors today grew up watching this material and risk more. Sometimes they do not agree with what is asked of them or they are forced. As someone said, Porn does not show the Sexually

Transmitted Disease that is being passed among partners, the risk of pregnancy or the truth about relationships beyond sexual intercourse. It is a fantasy that does not match with users' real world.

Relationship between Porn, prostitution and human trafficking

Consumption of pornography loses the original satisfaction with time, and users easily move on to pay for sex with a real person. It is a natural transition and also a way to perpetuate the sex industry that is inter-related. People like to think that sex in Porn is consensual. Based on testimonies of victims of sex traffic this is not the case. Different reports around the world show that between 49 and 63% of victims declare that their services have been sold online and they were used for porn material. Sex trafficking happens because there are consumers that pay for the victims to perform for them. Those clients are oblivious to the fact that much of what they watch has been filmed against the will of the actors.

The website Fight the New Drug says: *"After all, when someone is sex trafficked, there are undoubtedly videos and images taken of them to advertise them online, if nothing else. But sometimes, these images and videos end up on popular sites. The more the mainstream adult entertainment industry flourishes, the more difficult it becomes to distinguish images of trafficked or exploited individuals from consenting ones. And as the demand for violent and dehumanizing content grows, the more sex traffickers can profit from that lucrative porn demand, and the more they'll exploit vulnerable people to get there...*

So, would you buy from a company if you knew that some, but not all, of their products were made with child labor? Would you support a store that abused some, but not all, of their employees? How can it be okay to say that "porn is okay because participants give their consent," when we know for a fact that some—probably much more than you think—do not?"

As a conclusion: Treating people as objects and capital to be exploited is wrong. People are not products to be sold. Human Exploitation is big business around the world, producing \$99 Billion dollars annually, according to Fight the New Drug.

References: www.fightthenewdrug.org

HTY Lesson 12: Pornography III

Response to Porn Addiction

Knowledge	After working through this lesson:
Attitude	1. Participants will know there is a way out of porn addiction
Practice	2. Participants will understand the impact of porn addiction and explore solutions
	3. Participants will be able to refer others to appropriate help or get involved in healing groups if they suffer porn addiction.

Overview for facilitators This is a lesson in Human Trafficking series for Youth.

Materials

- Poster-size paper, markers, and masking tape
- Starter
- Handouts with statistics and it scripture references

LESSON

1 HOUR 

STARTER (5 minutes)

Story of a young girl who became addicted to Porn

Ask SHOWD

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) What does addiction mean? (10 minutes)

Instructions: Discuss as large group

1. Addiction

- A repetitive behaviour that happens over time.
- Dependence on something
- Neglecting all other responsibilities and even essential needs, like food, sleep, work.
- Inability to stop doing something, specially something harmful
- A compulsion to consume something
- It usually involves money, but not always. (Drugs dependency yes, but porn, not necessarily)
- It causes symptoms upon withdrawal like trouble sleeping, irritability, mood swings, depression, loss of libido, headaches and other physical symptoms).

B) Challenges of addiction to Pornography (20 minutes)

Instructions: Divide into smaller groups and discuss, what problems can addiction to porn cause?

1. What are the challenges porn users face?

- Distorted view of sexuality
- Disfunctional relationships
- Hard to connect with partners
- No personal satisfaction when having sex
- Hiding their addiction, always under stress.
- Look at women as objects
- Social isolation
- Seeking opportunities to satisfy the addiction constantly
- Avoiding people that might not agree with it
- Negative self image
- Guilt and shame
- Minimizing or rationalizing the problem

2. Return to large group and share.

C) How can people with addiction to porn be helped? (20 min)

Instructions: Divide the group in pairs and give each pair a task for them to develop a plan to help. If you have too many participants, give the same task to several pairs.

1. What would success look like?
2. What can a person with a porn addiction include in his plan to stop? (Examples: reduce usage frequency, avoid triggers, find a hobby or exercise)
3. How can a support group help a person get to stop their addiction?
4. How can a community where a person with addiction lives be of help?
5. Where else can a person with an addiction get help?

Instructions: Read the handout together, about hope and resilience to get out of the vicious circle of Pornography.

- Success can look like recognizing there is a problem, looking at images less often, removing sites from the computer, setting up boundaries, fire walls, and looking for help.
- Make a simple plan with at least two new hobbies to dedicate time to
- A support group that meets weekly can keep accountability, encouragement and prayer.
- A personal mentor with access to our phones and apps.
- A community can request that government will set systems in place to help, have a database of health professionals that can assist, organize talks, events and invite professionals to talk about this issue.
- Go to the hospital, mental health services, online help (Dale una Vuelta, Off, in Spanish, Fight the New Drug in English)

Conclusion and Take-Away (5 minutes)

Instructions: Discuss together

- A. What did I discover in this lesson?
- B. Who could I share with?
- C. What will I do with what I discovered in this lesson?
 1. When?
 2. What do I expect to happen?
 3. How will I know if it happened?
- D. Pray

Handout: HTY Lesson 12: Pornography III - The Story of a Girl Hooked on Porn

Taken from Fight the New Drug web site

<https://fightthenewdrug.org/shame-women-porn-struggle/>

I am a 19-year-old girl.

My parents are married. My mom is an accountant, and my dad is a computer software engineer. There's nothing really unique (good or bad) about my life. It's just pretty ordinary.

I'm the oldest kid in my family. I like to think of myself as the good oldest child role model; I always got good grades, had a lot of good friends, and was always involved in a bunch of extracurriculars. I never got a detention in high school and stayed out of trouble for the most part.

And yet, somehow, I've been hooked on porn for the last five years.

I grew up sheltered, and when I got to high school, I had access to new technology that I had never really used before. Suddenly, I needed a computer to write papers, and I had my own iPad with my school books on it. I also had a smartphone with the internet at my disposal with the push of a button. I could search the internet and no one would know. It started out as a curious thought one day. Someone at school used a word I didn't know...so I looked it up. Every week, I grew more curious and discovered more things. What had started out as watching videos showing two people French kissing within weeks turned into watching two people having sex. How did I get there? I knew it wasn't healthy, but I [felt too ashamed to tell anyone](#).

As a woman who had this obsession with pornography, I can say from experience that [there is a](#)

[lot of shame branded to this issue](#). It labels you as a freak with a twisted mind.

After a few months, I finally realized how deeply into this I had dug myself. There was one week where I was really stressed out, and I turned to porn every single night as a "pick me up." I always felt awful afterward.

I was disgusted with myself. I hated my own mind, but I couldn't stop.

I knew I needed help, so after three years of struggling in silence with this deep secret, [tearing apart my insides with shame](#), I told my mom and three of my closest friends. With their encouragement and accountability, things were really difficult, but I was clean for over a year!

Handout: HTY Lesson 12: Pornography III - Facts

Response to Porn addiction

There is a basic human drive to build families: sexual desire is one of our most powerful motivational forces, and has been essential to the flourishing of the human race. Yet pornography transforms that drive into a force that primarily motivates a completely solitary and unproductive sense of comfort. As it is with other addictions, the first step out of it requires personal awareness and the decision to be free once and for all.

Addictions in general are tackled understanding that our goal is rehabilitation, not a cure. This means that, like other chronic diseases (Diabetes, Hypertension), your focus is recovery and avoiding triggers and relapses, by being proactive and seeking help from others. Isolation is our worst enemy when fighting addictions. We need others to help us out.

1. *Understand you have a problem*

2. *Look for help:*

- ◆ *A trusted friend or a safe person*
- ◆ *A spiritual leader*
- ◆ *Specialized groups that meet regularly to support each other in their struggle*
- ◆ *Mental Health professionals who work on addictive behaviours*

3. *Make a simple plan, with small goals to reduce and eliminate opportunities for consumption of porn materials, thinking of alternative uses of your time and drives.*

Some ideas from Fight the New Drug: <https://fightthenewdrug.org/3-ways-to-start-healing-your-porn-sick-brain/>

Try some of these helpful actions:

- **Get good sleep and wake up at a respectable time.**
- **Read a motivational quote to start your day.**
- **Try to eat healthier.**
- **Be active—run, bike, swim, walk, anything to replace negative behaviours with good ones.**
- **Stay social. The more friendships, the more support.**
- **Identify and avoid triggers.**
- **Lower social media usage and other unnecessary screen time. Porn struggles thrive on idle use of electronics.**

4. *Keep accountable to your helpers, meeting regularly.*

5. *Do not despair. This is a process, and it is not linear. The brain's neuroplasticity will recover with time and patience. You need people around you to remind you of who you are and how patient God is with us. There is hope, forgiveness and new beginnings.*

Romans 8:39 “neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.”

2 Cor 5:17 “Therefore, if anyone is in Christ, the new creation has come:^[a] The old has gone, the new is here!”

Jeremiah 31:3 "The Lord appeared to him from far away. I have loved you with an everlasting love; I have drawn you with loving kindness." This verse emphasizes God's enduring and compassionate love, which seeks to restore and reconcile even in the face of failure.

HTY Lesson 13: Know Your Body Parts

Knowledge	After working through this lesson, participants will be able to
Attitude	1. Participants will be more comfortable talking about their body parts.
Practice	2. Name major body parts. 3. Describe the male and the female reproductive system. 4. Tell what each of the main reproductive organs does.
Overview	This lesson may be used with older children or teens. There is another series for parents and other adults. These lessons touch on sensitive material. Be sure to adjust the content to your culture and your context. You may want to teach boys and girls separately, or use different pictures than the ones included. You will need at least two trainers for this lesson in order to work with the boys and the girls separately.
Materials	<i>Collect these items before beginning the lesson:</i> • Poster-size paper, markers, and masking tape • Handouts: • Starter: <i>Body Parts Game; Body Parts; Answers to body parts</i> • <i>Male reproductive system & Male Anatomy; Female reproductive system</i>

LESSON

1,5 HOUR ⌚

STARTER: (20 minutes) Teach boys and girls separately for this lesson. Use pictures that are appropriate for your culture.

Role play: Body Parts Game: Divide into small groups of guys or girls. Give each group a copy of *Body Parts*. Test each other. How many body parts can you name? When they finish, give out the second sheet, *Answers to Body Parts*. Explain that they may know some body parts by other names or nicknames, such as the belly button.

Ask SHOWD

What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) Body Parts Game (10 minutes)

Instructions: Discuss as a large group.

1. Was any of that hard for you? It is okay if you don't know all the names.
 - I didn't know all the parts.
 - Some of it was embarrassing.
 - No, that was easy.
2. Was it hard for you to look at the picture of the naked man and the naked woman?
Why or why not?
 - I felt embarrassed.

- I am not used to looking at naked men.
 - We see that all the time.
3. **Is there anything wrong or dirty about your body? Read Genesis 1:27 and 1:31**
- God created man and woman.
 - He created them in his image.
 - He saw all that he made, and said it was very good.
-

B) The reproductive system (5 minutes)

Instructions: Discuss as a large group.

1. **Our bodies have many inner parts or systems. Can you name a few?**
 - The digestive system (mouth, stomach, intestines, and liver) helps us to digest or break down food for our bodies.
 - The heart works to pump blood through the blood vessels to the body
 - The nose, air pipe (or trachea) and lungs help us to breathe.
 - Our muscles and bones help us to move
 - The eyes, ears, mouth, and nose help us to see, hear, taste, and smell.
 2. **What is the reproductive system?**
 - Our reproductive system helps us to reproduce.
 - The reproductive system helps us to have babies.
-

C) Male reproductive system (10 minutes)

*Instructions: Male reproductive system (Reproductive system in men). Divide into small groups again. Hand out the picture of the *male reproductive system*. Can you name all the parts and what they do? (The drawing of *Male anatomy* is included for reference, but you don't need to know all those names.)*

1. **The spine**
 - The spine or backbone, is the group of bones that supports our back
2. **The buttocks**
 - We sit down on our butt or buttocks.
3. **The penis**
 - Men use the penis to have sex
 - They also pass urine (pee) through the penis.
4. **Testicles or testes**
 - The testicles or testes produce sperm.
 - The testes also produce the male sex hormones like testosterone.
5. **The scrotum**
 - The scrotum is the sac or pouch that holds the testes.
6. **Vas deferens or sperm duct**
 - The vas deferens is a duct or tube that carries sperm from the testes to the urethra.
7. **The intestines or gut**
 - The intestines or gut carry food and food wastes from the stomach to the rectum.
8. **The bladder**
 - The bladder holds the urine or pee.

9. **The urethra**
 - The urethra is a tube that carries urine or pee from the bladder to the penis (in men). It also carries sperm.
 10. **The rectum**
 - The rectum is the last part of the intestine.
 - Poop (or feces) is passed out of the body through the rectum
-

D) The female reproductive system (10 minutes)

Instructions: The female reproductive system. (The reproductive system in women). Divide into small groups of girls, and hand out the illustration. What do each of these body parts do? Discuss in small groups.

1. **Ovaries**
 - The ovaries make the eggs.
 2. **The Fallopian tubes**
 - The Fallopian tubes carry the eggs from the ovaries to the uterus or womb.
 3. **The uterus or womb**
 - The sperm (from the man) joins with the egg from the woman.
 - The unborn baby grows and develops in the womb.
 4. **The cervix**
 - The cervix is the outer end of the uterus or womb.
 5. **The vagina**
 - The vagina or birth canal leads from the uterus to the outside of the body.
 - The baby passes through the vagina to be born.
 - Next time, we will look more at how a man and a woman can have a baby.
-

Conclusions and Take-Away (5 minutes)

Instructions: Discuss together.

- A. **What did we discover in this lesson?**
 - B. **What will we do with what we discovered in this lesson?**
 - C. **Pray together.**
-

References:

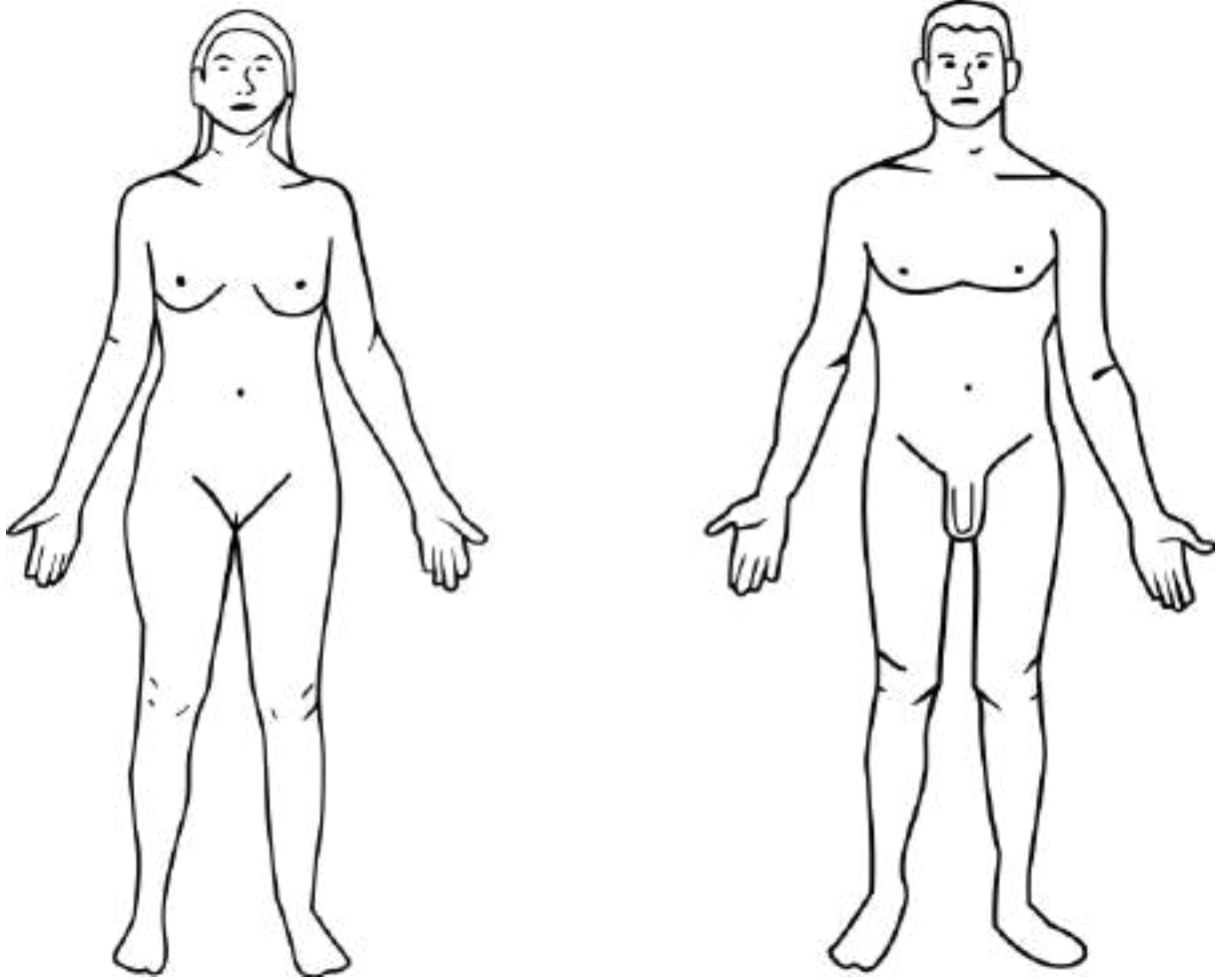
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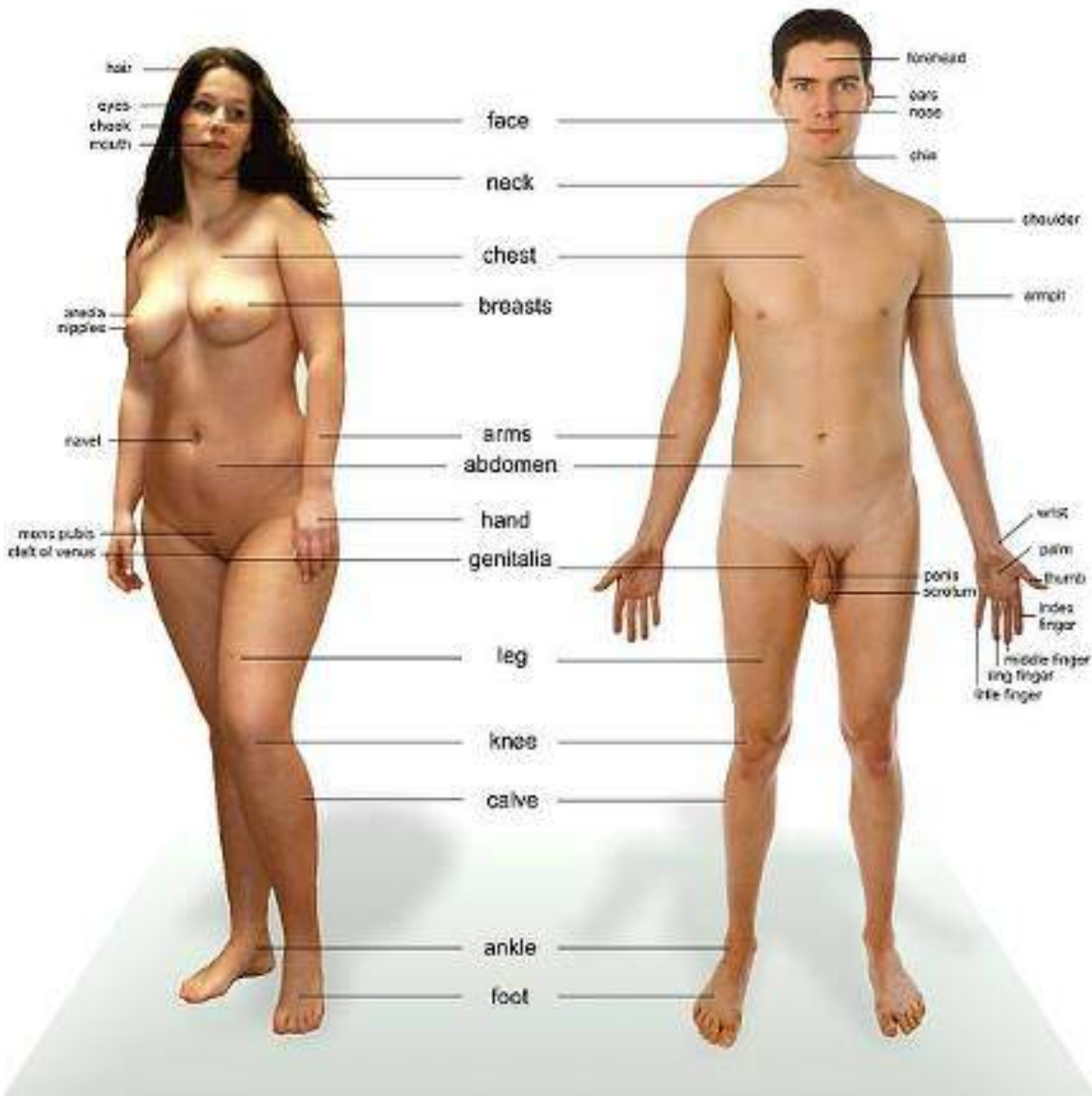
Handout: HTY Lesson 13: Know Your Body Parts - Body Parts



How many body parts can you name?

Source: Wikimedia. 2008. *Human body features*. Available from:
http://commons.wikimedia.org/wiki/File:Human_body_features.png

Handout: HTY Lesson 13: Know Your Body Parts - Answers To Body Parts



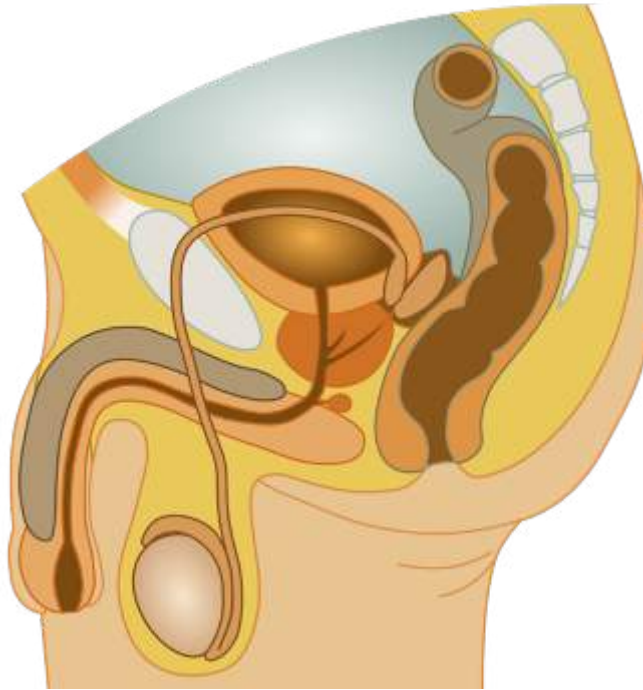
Source: Wikimedia, 2009.

Handout: HTY Lesson 13: Know Your Body Parts - Male Reproductive System

This is a cross-section of a man's body, looking at his inner parts from within.

Which body parts can you name?

What do they do?



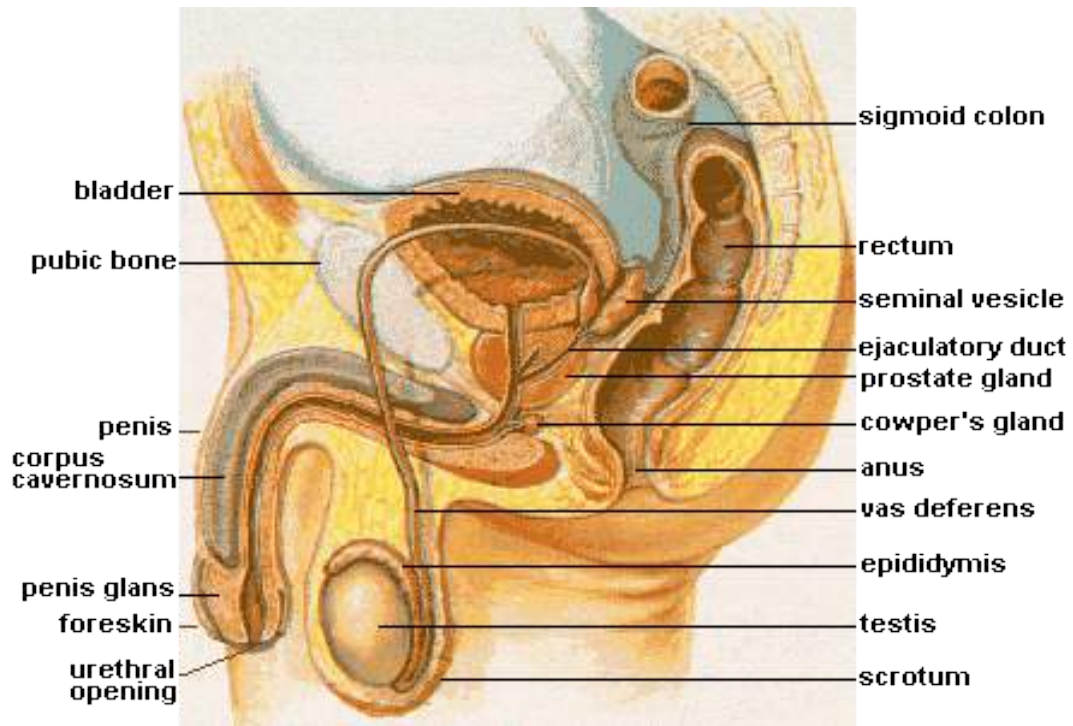
Find these body parts.

Backbone (Spine)	Buttocks (Butt)
Penis	Testicle (Testis)
Scrotum	Intestines (Gut)
Bladder	Urethra
Rectum	Vas deferens (Sperm duct)

Source: Wikimedia, 2009.

Handout: HTY Lesson 13: Know Your Body Parts - Male Anatomy

(For reference only. You don't need to know all these names!)



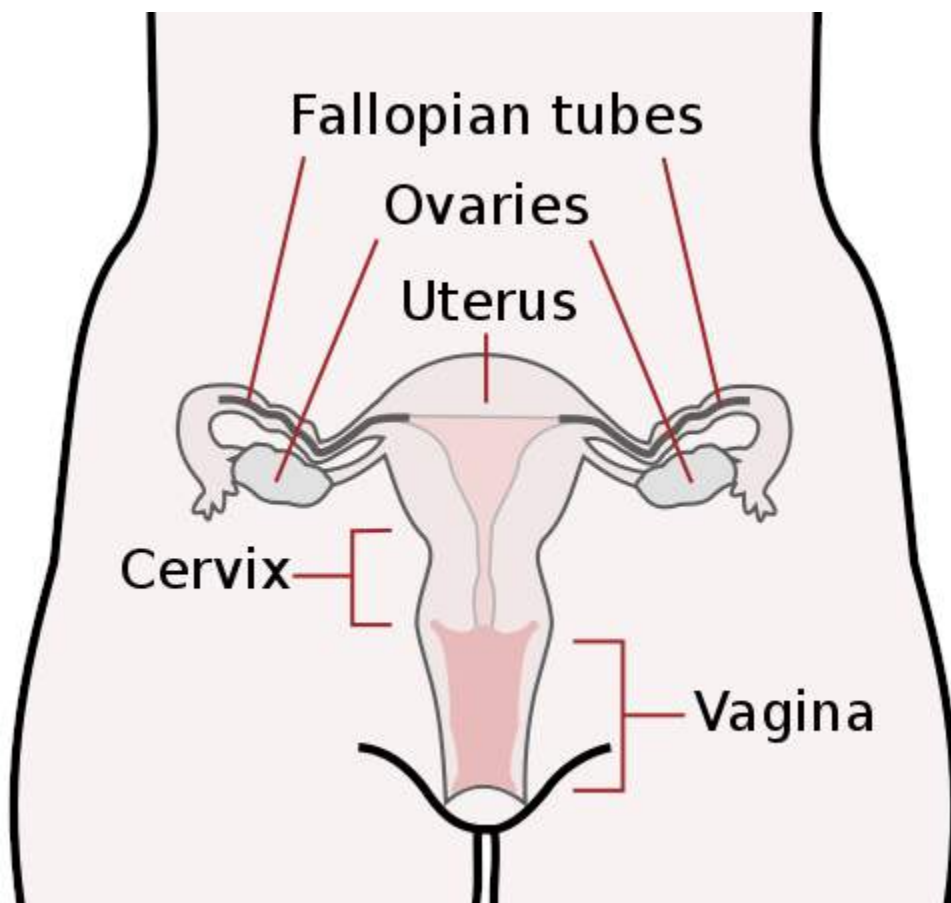
Source: Wikipedia 2009

Handout: HTY Lesson 13: Know Your Body Parts - Female Reproductive System

This is a drawing of a woman's internal organs, or parts of her reproductive system that are within her body.

Describe each of these body parts.

What do each of these body parts do?



2009.

Source:
Wikimedia,

HTY Lesson 14: Sexting, Sextortion

Knowledge	After working through this lesson:
Attitude	1. Participants will understand what is sexting and sextortion.
Practice	2. Participants will have protective strategies against sexting and sextortion. 3. Participants will be able to use the biblical perspective and application on relationships.
Overview for facilitators	To educate youth about sexting and sextortion, enabling them to understand their implications, recognize risks, and adopt preventive tools.
Materials	• A bowl of water, small stones, a poster-size paper, markers, and masking tape • Handouts

LESSON

1.5 HOURS



STARTER (10 minutes)

Ripple effect

Instructions: Begin with a showing the bowl of water and dropping a stone into it. Discuss how the ripples extend outward, similar to how one action can have far-reaching effects. Ask the youth to share how one small decision (like sending a suggestive text) could impact someone's life and the community.

Ask SHOWD questions: What did you See?
What was Happening?
Does this happen in Our place?
Why does this happen?
What will we Do about it?

A) What is Sexting? (10min)

Instructions: Encourage discussion in a large group and then present the definition below:

Sexting is the act of sending, receiving, or forwarding sexually explicit messages, photos, or videos via mobile devices.

B) What is Sextortion? (10min)

Instructions: Encourage discussion in a large group and then present the definition below:

Sextortion is a form of sexual exploitation that involves the coercion of an individual into performing sexual acts or sharing sexual content through threats, often using previously obtained explicit material.

C) Exploitation- Different forms of online exploitation (20 minutes)

Instructions: Divide participants into small groups and give each group a different situations related to sexting and sextortion. Ask them to discuss: a) implications- potential consequences, and b) how individuals involved might feel. After discussions, reconvene and ask each group to present their scenario and findings. Discuss potential emotional, social, and legal consequences.

1. Scenario A:

- A peer sends a nude photo to someone they trust, but that person shares it with others.

2. Scenario B:

- Someone receives a threat demanding sexual content or money in exchange for not exposing private information or images.

3. Scenario C:

- Someone receives an AI generated image of themselves nude, or sexually explicit, that they did not approve or allow to be posted, demanding money to prevent it from spreading. This is called Deep Fake Porn: somebody uses a picture of yourself, then apply it to a nude body, and it looks like you were posing for the camera. Deep Fake Porn is on the rise all over the world.

D) Escalation of sexting and sextortion and how could it be prevented (15 min)

Read or tell the Story.

Jordan De May was a very popular football and basketball player in his senior year of high school. He knew he could get a scholarship at a college of his choice through football. Jordan was 17. One night he went to his room and went online to spend some time in social media. The next morning, he was found dead with a self-inflicted gun shot. Nobody knew the reason. He was not a depressed student; he was successful and popular. What happened?

Only later that week, through a friend of Jordan that came across a very compromising pic of the teen, the pieces came together. That night, someone pretending to be a girl, contacted him on Instagram. In a matter of 6 hours, the “girl”, gaining his confidence because she mentioned friends of him being her own friends, went from friendly to extortion he would not be able to afford. At the beginning she was flattering and asked for a sexually explicit pic that he sent as conversation went on. Immediately after the nude picture was sent, he was asked for \$1000. He only had and sent \$300, but this was not enough to stop the taunting. He got desperate and told the “girl”, he wanted to kill himself. HE was encouraged to do it. Perpetrators were 2 men from Nigeria that were accused and later extradited to the US for the crime of sextortion. They are serving a sentence of 17 years.

E) How can we prevent sexting and sextortion? (10 minutes)

1. **Learn 4 protecting actions:** 1. STOP the chat; 2. Take SCREENSHOTS; 3. BLOCK the account; 4. REPORT
2. **Learn “DO” and “DON’T”** – what to do when exposed
3. Awareness and education
4. **Boundary settings** – know your boundaries and respect others’ boundaries
5. Learn about security online profiles and use privacy tools
6. Encourage discussion with trusted adults about any uncomfortable situation or coercion
7. Develop a personal action plan: include points such as -who to talk to when you feel pressured; ways to say “no” confidently to unwanted requests; how to report inappropriate behavior
8. Request images to be taken down: there are options for some platforms to receive a complaint and a request to take down an image of yourself, distributed without your consent.

If appropriate, use the short video: [https://www.accce.gov.au/sites/default/files/2023-11/Sextortion Tell and Report Ad Revised.mp4](https://www.accce.gov.au/sites/default/files/2023-11/Sextortion%20Tell%20and%20Report%20Ad%20Revised.mp4)

F) Biblical Application (10 minutes)

1. **1 Corinthians 6:18-20:** “Flee from sexual immorality. All other sins a person commits are outside the body, but whoever sins sexually sins against their own body. Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honour God with your bodies.”
 2. **Ephesians 5:3:** “But among you, there must not be even a hint of sexual immorality, or of any kind of impurity, or of greed, because these are improper for God’s holy people.”
 3. **Psalms 119:9:** “How can a young person stay on the path of purity? By living according to your word.”
 4. **Colossians 3:2:** “Set your minds on things that are above, not on things that are on earth.”
-

Conclusion and Take-Away (5 minutes)

Instructions: Discuss together

- A. What did I discover in this lesson?
 - B. Who could I share with?
 - C. What will I do with what I discovered in this lesson?
 1. When?
 2. What do I expect to happen?
 3. How will I know if it happened?
 - D. Pray
-

References:

<https://www.accce.gov.au/sites/default/files/2022-11/sextortion%20campaign%20video.mp4>
<https://www.accce.gov.au/sextortionhelp>
<https://www.independent.co.uk/news/world/americas/crime/jordan-demay-sextortion-blackmail-plot-fbi-b2393592.html>
<https://www.clickondetroit.com/news/local/2023/06/20/michigan-parents-describe-night-of-sons-suicide-dangers-of-sextortion-how-he-was-targeted/>

Handout: HTY Lesson 14: Sexting and Sextortion – Scenarios

Scenario A:

A peer sends a nude photo to someone they trust, but that person shares it with others.

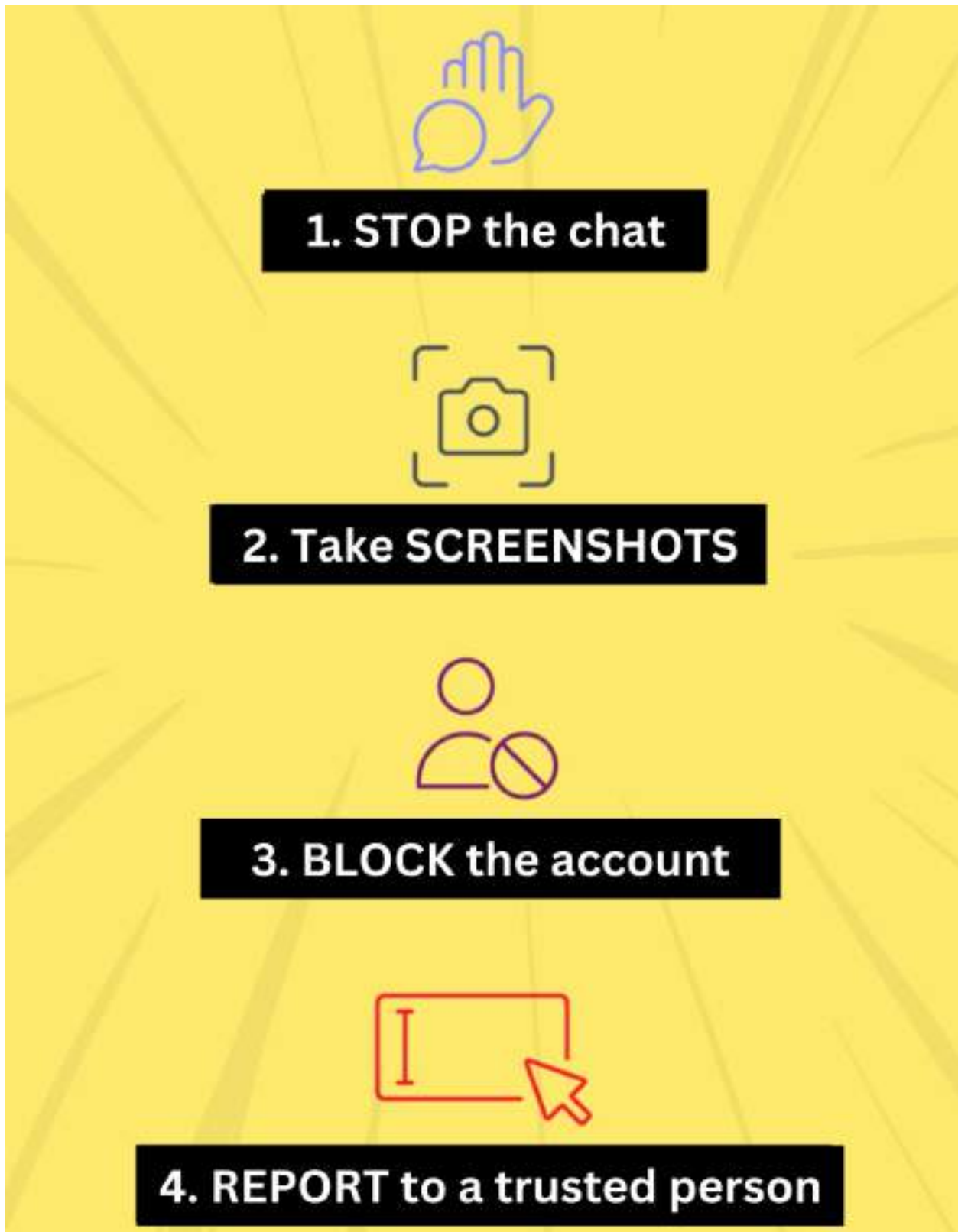
Scenario B:

Someone receives a threat demanding sexual content or money in exchange for not exposing private information or images

Scenario C:

Someone receives an AI generated image of themselves nude, or sexually explicit, that they did not approve or allow to be posted, demanding money to prevent it from spreading. This is called Deep Fake Porn: somebody uses a picture of yourself, then apply it to a nude body, and it looks like you were posing for the camera. Deep Fake Porn is on the rise all over the world.

Handout: HTY Lesson 14: Sexting and Sextortion – Action Plan



Handout: HTY Lesson 14: Sexting and Sextortion – “DO” & “DON’T

Published April 2023



This is sextortion.
It's a scam.
And it's trending.
You can make it stop.

- ✓ **Do** stop the chat
- ✓ **Do** take screenshots of the text and profile
- ✓ **Do** block the account and report it to the platform
- ✓ **Do** report to the ACCCE
- ✓ **Do** get support

- ✗ **Don't** send more images
- ✗ **Don't** pay
- ✗ **Don't** respond to demands
- ✗ **Don't** enter into further communication
- ✗ **Don't** think you're alone

Handout: HTY Lesson 14: Sexting and Sextortion – Teen Sexting



TEEN SEXTING

RISKS & CONSEQUENCES

SEXTING IS WHEN SOMEONE SHARES SEXUALLY EXPLICIT MESSAGES, NAKED OR SEMI-NAKED PHOTOS OR VIDEOS OF THEMSELVES OR OTHERS.

HELP IT'S GONE, NOW WHAT?

REPORT REMOVE
is a tool that allows young people to report an image or video shared online, to see if it's possible to get it taken down. Provided by Childline and IWF, it keeps the young person informed at each stage of their report, and provides further support where necessary.

ChildLine
0800 1111

THINK BEFORE YOU SNAPCHAT

TEENS THINK IMAGES ONLY LAST A FEW SECONDS, BUT IMAGES CAN BE SAVED BY TAKING A SCREENSHOT OR BY USING A DIFFERENT MOBILE OR CAMERA.

TEENS ADMIT THEY DON'T KNOW MORE THAN **50%** OF THEIR SOCIAL MEDIA CONNECTIONS

1 in 3 Teens have sent sexual images.

WHY DO TEENS SEXT?

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent

joining in because they think that "everyone is doing it"

boosting their self-esteem

flirting with others and testing their sexual identity

exploring their sexual feelings

to get attention and connect with new people on social media

RESEARCH SHOWS THAT

70% OF PREDATORS USE

FACEBOOK MESSENGER
SNAPCHAT
INSTAGRAM

Other Social Media, & Dating & Message Apps being used by predators include:

Whisper, Yellow, Calculator %, Burn Book, Bumble, Badoo, Skout, Meet me, Tellogram, Facebook

BULLYING

If images are shared with others, the young person may be bullied.

1 in 3 found their partner shared the image with others without their consent.

UNWANTED ATTENTION

Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images.

BLACKMAIL

An offender may threaten to share the pictures with the young person's family & friends, unless they send money or more explicit pictures.

SEXTORTION

YES IT'S A REAL THING

IT'S THE THREAT TO REVEAL INTIMATE IMAGES TO GET YOU TO DO SOMETHING YOU DON'T WANT TO DO.

If you posted something online, remove it as soon as you can

Ask anyone who has received it to delete it too

Talk to someone you trust, a family member, friend, teacher, school nurse or other trusted adult

Call the helplines to seek advice

EMOTIONAL DISTRESS

98% of girls that were pressured, felt embarrassed or humiliated after sending, sometimes resulting in self-harm and even suicide

CONSEQUENCES OF SENDING SEXUAL IMAGES

Creating or sharing explicit images of a young person is illegal, even if the person doing it is a young person. They are breaking the law if they:

- Take an explicit photo or video of themselves or a friend
- Share an explicit photo or video of a young person, even if it's shared between young people of the same age
- Possess, download or store an explicit image or video of a young person, even if the young person gave their permission for it to be taken

SHORT TERM CONSEQUENCES

- UNINTENDED PEOPLE SEEING YOUR PHOTO
- HUMILIATION AT SCHOOL
- SUSPENSION OR EXPULSION FROM SCHOOL
- A BAD REPUTATION

LONG TERM CONSEQUENCES

- THE IMAGE GOING VIRAL
- REJECTION OF UNIVERSITY OR JOB OFFER
- CRIMINAL CHARGE OR CONVICTION
- PLACED ON SEX OFFENDERS REGISTER

CALL FOR INFORMATION, ADVICE OR IF YOU JUST WANT TO TALK

PreventEd ABUSE PREVENTION EDUCATION
IF YOU SUSPECT ABUSE CALL NSPCC HELPLINE **0800 800 5000**

NNECA
WWW.NNECA.ORG.UK
WWW.CHILDABUSEHELP.ORG.UK
IF YOU'RE A CHILD & WANT HELP CALL CHILDLINE **0800 1111**

Handout: HTY Lesson 14: Sexting and Sextortion – Preventing SexTortion

PREVENTING SEXTORTION AMONGST CHILDREN & TEENS



SEXTORTION IS A REALLY SERIOUS ONLINE EXPLOITATION CRIME DIRECTED TOWARDS CHILDREN & TEENS IN WHICH COERCION & BLACKMAIL IS USED -

WHAT IS HAPPENING? YOUTH ARE SHARING NUDE CONTENT

1 in 6 youth surveyed (ages 9-17) have shared a nude image

- 50% of kids who shared didn't care if they knew the recipient in real life
- 41% of those youth who have shared & sent images to people they believed to be ADULTS

CHILD SEXTORTION CASE

- 60% knew the perpetrator
- 51% did not report incidents to family or friends
- 13% reported incidents to law enforcement

THREATS HAPPEN SOONER FOR ONLINE VICTIMS

First contact is typically by phone via a social media friend request. victims are targeted on platforms they frequent.

60% of online victims threatened within 2 weeks of initial contact

47% of victims experienced threats daily.

SEXTORTION IS HAPPENING TO KIDS AND TEENS

1 in 4 Victims were 13 or younger when threatened.

2 in 3 Victims were girls threatened before the age of 16.

VICTIMS ARE ATTEMPTING TO ADDRESS THE THREATS THEMSELVES

- 65% of victims blocked offenders from contacting them in hopes of getting away.
- 45% of victims reported that the contact didn't stop after blocking offenders
- 62% complied with demands in an effort to make the threats stop.

68% OF VICTIMS REPORTED THAT THREATS BECAME MORE FREQUENT AFTER THEY COMPLIED WITH DEMANDS.

VICTIMS ARE STAYING SILENT

1 in 3 Victims had never told anyone, largely because of shame or embarrassment.

"Society continues to dismiss the fact that people are forced into situations (like sending nudes) and that they should be shamed if they are"

VICTIMS ARE LESS LIKELY TO REPORT OUTSIDE OF THEIR INNER CIRCLE

- 54% Disclosed to family / friend
- 26% Reported to a Platform / Website
- 13% Reported to the Police

WHERE DOES IT HAPPEN?

54% Social Network

45% INVOLVED MORE THAN ONE PLATFORM

41% Messaging Photo Apps

23% Video Voice Call Apps

6% Video Sharing Social Sites

12% Email

4% Gaming Platforms

4% Dating Apps

3% Image board sites

WHAT CAN WE DO?

- ☒ **TALK TO YOUR CHILDREN ABOUT SEXTING & SEXTORTION**
 - Remind them: Don't create, request, or share images!
 - Remember that 5 out of 6 children report that they haven't shared a nude image
 - 1 in 4 victims of sextortion were 13 or younger when threatened
 - The perpetrator is to blame!
- ☒ **HAVE REGULAR CONVERSATIONS WITH YOUR CHILDREN ABOUT THEIR ONLINE ACTIVITY - BE THEIR TRUSTED ADULT**
- ☒ **IF SOMEONE ASKS FOR HELP, HELP THEM**
 - Do you know anyone that may need help with this?
 - There's no mistake too big. You can always ask for help.
 - What would you do if someone pressured you for sexual images or "nudes"?
- ☒ **ACCESS HELPFUL RESOURCES**
 - NSPCC HELPLINE 0800 800 5000 (www.nspcc.org.uk)
 - REPORT, REMOVE (www.childline.org.uk)
 - REPORT TO CEOP POLICE (<https://www.ceop.police.uk/safety-centre/>)

CALL FOR INFORMATION, ADVICE OR IF YOU JUST WANT TO TALK

Prevented ADULTS PREVENTING CHILDREN FROM BEING ABUSED

IF YOU SUSPECT ABUSE CALL NSPCC HELPLINE **0800 800 5000**

IF YOU'RE A CHILD & WANT HELP CALL CHILDLINE **0800 1111**

NNECA UK NATIONAL NETWORK FOR CHILD ABUSE

WWW.NNECA.ORG.UK
WWW.CHILDABUSEHELP.ORG.UK



HTY Lesson 15: Healthy Relationships with Caregivers and Authority Figures

Knowledge	By the end of this lessons, participants will:
Attitude	1. Recognize the qualities of trustworthy parenting and caregiver relationships.
Practice	2. Understand safe people and the importance of boundaries in relationships. 3. Recognize signs of unhealthy relationships and the value of seeking biblical guidance for assessment. 4. Learn practical steps to build trust, respect, and safety with caregivers and authority figures.
Overview for facilitators	This lesson equips youth to discern healthy from unhealthy relationships with caregivers and authority figures, incorporating a biblical perspective on trust, respect, and safety. It encourages young people to build strong connections while recognizing potential red flags.
Materials	• Whiteboard/Flipchart, markers, and masking tape • Starter, Context of consent, Case studies or role-paly, Resource list for support services related to consent and relationships

LESSON

1.5 HOURS



STARTER (10 minutes)

Have youth line up according to their level of trust in various authority figures or caregivers in their lives (e.g., family members, teachers, coaches, church leaders). Discuss why they positioned themselves where they did.

Instructions: distribute images of different figures to each participant. Make sure you have a set of images for each participant.

Ask SHOWD questions: What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) Trustworthy Qualities In Relationships (15 minutes)

1. What do you think are essential qualities in a trustworthy relationship?

Instructions: Write answers on the board or a big sheet of paper, but make sure most of the qualities below are covered and clearly understood.

- Consistency
- Honesty
- Respectfulness
- Supportiveness
- Care
- Love
- Loyalty
- Listening

2. Biblical Perspective of Trusted Relationships

Instructions: Divide participants into four small groups and let them discuss the characteristics of trustworthy caregivers through the following Bible verses:

- **Group 1:** Proverbs 31:30 – the person who fears the Lord is respected
 - **Group 2:** Ephesians 4:15 – communicate openly and sincerely, speaking the truth in love.
 - **Group 3:** Philippians 2:3 -they listen to feelings, opinions, and boundaries, valuing others above themselves.
 - **Group 4:** 1 Thessalonians 5:11 – they encourage growth and provide emotional support, building one another up.
-

B) Identifying Safe People and Unhealthy Relationships (25 minutes)

1. Understanding Safe People

Instructions: In a large group, define “safe people”

They may include those who respect boundaries, listen, and create a secure environment. Emphasize their willingness to support and guide without coercion or manipulation, or gaining anything from the relationship.

2. Look together at the following bible verse and discuss.

Galatians 5:22-23 - But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things, there is no law.

3. What are the signs of Unhealthy Relationships?

Instructions: Discuss common indicators of potentially unsafe relationships in a large group.

- Control or Manipulation
- Lack of consistency
- Disrespect for Boundaries
- Gaslighting
- Taking advantage
- Forcing into activities in which you are not comfortable
- Physical violence
- Emotional abuse
- Make you fearful and stressed

4. Group Discussion

*Instructions: Discuss the following scenarios and then ask how **Proverbs 27:17** can be applied to these. Make sure you are discussing building respectful relationships and recognizing when trust is broken.*

- **Scenario A:** Your parent or caregiver knocks before entering your room and asks if you want to talk about your day. If you say you need some time alone, they respect your choice and check in with you later. When you do want to talk, they listen without interrupting and let you share your feelings.

- **Scenario B:** A coach or teacher often points out your mistakes in front of others and rarely says anything positive. They sometimes make fun of you or compare you to others, which makes you feel embarrassed and unsure of yourself.
-

C) Practical Steps to Establish Safe Relationships (25 minutes)

Instruction: Discuss and act in small groups:

1. **Communicate Boundaries –** What are some respectful ways to communicate personal boundaries?

Instructions: Divide participants into two groups and let one group act “a person respectfully sets boundaries with another one that seems to be unsafe,” the other group “a person is confused and does not communicate well to set boundaries with another person that is unsafe or disrespectful.”

2. **Think of someone you truly trust. Who is this person? Can you go to that person when you need help, support, or accountability?**

Give examples if participants cannot think of anyone: it can be teachers, counsellors, youth pastors, community leaders, and family members that you can turn to for support

3. **Pray for Guidance –** encourage participants to seek God in prayer regarding their relationships, trusting that He will provide peace and directions – End with Philippians 4:6-7.

Instructions: Emphasize that all three action points are important and are blessings from the Lord. If appropriate, let them pray in small groups or in pairs.

Conclusion and Take-Away: Group reflection and discussion (15 minutes)

Instruction: Regroup and allow young people to share their thoughts and feelings about the lesson. Prompt them with questions such as:

- A. **What did you find surprising or enlightening about safe and unsafe relationships with caregivers or authority?**
 - B. **What will I do with what I discovered in this lesson?**
 - When?
 - What do I expect to happen?
 - How will I know if it happened?
 - C. **Pray**
-

REFERENCE:

<https://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf>
<https://dibbleinstitute.org/wp-new/wp-content/uploads/2020/02/youth-relationship-education-a-meta-analysis.pdf>

Handout: HTY Lesson 15: Healthy Relationships with Caregivers and Authority Figures – Bible Perspective

The characteristics of trustworthy caregivers are shown through the following Bible verses:

Group 1: Proverbs 31:30 - Charm is deceptive, and beauty is fleeting; but a woman who fears the Lord is to be praised.

Group 2: Ephesians 4:15 – communicate openly and sincerely, speaking the truth in love. Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ.

Group 3: Philippians 2:3 -they listen to feelings, opinions, and boundaries, valuing others above themselves. Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves,

Group 4: 1 Thessalonians 5:11 – they encourage growth and provide emotional support, building one another up. Therefore, encourage one another and build each other up, just as, in fact, you are doing.

OTHER BIBLICAL REFERENCES:

Galatians 5:22-23 - But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things, there is no law.

Proverbs 27:17 - As iron sharpens iron, so one person sharpens another.

Matthew 5:37 - All you need to say is simply 'Yes' or 'No'; anything beyond this comes from the evil one.

Ecclesiastes 4:9-10 - Two are better than one because they have a good return for their labour: If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up.

Philippians 4:6-7 - Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. ⁷ And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.

HTY Lesson 16: Consequences of Sexual Relations Outside of Marriage

Knowledge	By the end of this lesson, participants will:
Attitude	1. Discuss cultural practices regarding sexuality outside of marriage.
Practice	2. Value sexual relations as being reserved for marriage. 3. Understand the physical, emotional, and spiritual consequences of sex outside of marriage.
Overview for facilitators	This lesson aims to equip youth with information about consequences of sexual relations outside of marriage. It incorporates a biblical perspective on trust, respect and safety, encouraging young people to build strong, secure connections while being aware of potential red flags.
Materials	• Whiteboard/Flipchart, markers, and masking tape • Starter – Role Play, Bibles

LESSON

1.5 HOURS



STARTER (5 minutes)

- 1st: I don't know why God says that sex should be limited to marriage. It seems like an old-fashioned rule to me.
- 2nd: I agree, I can love more than one person at a time, and as long as I am a good husband (wife) what should it matter?
- 1st: Did you hear about Fred? I heard that he has been really sick lately. I wonder if he has "slim's disease." I told my wife and kids to stay away from his house.

Ask SHOWD questions: What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) Views On Sexual Relations Outside Of Marriage: (10 Minutes)

Instructions: How does our community view sexual relations outside of the marriage relationship? Discuss in a large group.

The answers will vary according to culture and community. In some communities, sexual activity is almost exclusively limited to the marriage relationship. In others, it is accepted practice to engage in sexual activity with several partners, including one's spouse.

1. What about before marriage? Are men or women expected to experiment or be experienced sexually?
2. Is it acceptable to have sexual partners other than one's spouse? For men? For women?
3. Does extra-marital sexual activity happen in the community, even if it is taboo or not talked about?

- Often, although it is not talked about, extramarital relationships are common or expected.

4. Why do people engage in extramarital sexual relationships?

B) Consequences: (15 minutes)

Instructions: Divide into two groups and have each group discuss one of the following questions, and then have each group report their answers to a larger group.

1. **What are some of the physical consequences of sexual activity outside of marriage?**
 - Sexually transmitted diseases.
 - AIDS
 - Unplanned pregnancy
 - Infertility due to untreated sexually transmitted disease and infection
 - Having more than one family to support.
 2. **What are some of the emotional consequences of sexual activity outside of marriage?**
 - Guilt
 - Fear of being found out
 - Fear of pregnancy
 - Breakdown of a marriage relationship
 - Low self-respect
 - Fear of AIDS
 - Feeling used or cheated
 - No real intimacy
 - Divided loyalties to wife/girlfriends/children
 3. **In a large group, ask: What are some of the spiritual consequences of sexual activity outside of marriage?** Have different people in a group look up the following verses.
 - 1 Corinthians 6:12-20 Sin against our body.
 - 1 Peter 2:11 Abstain from lusts of the flesh.
 - Psalm 32:2 Happy is the man free of guilt and deceit
 - Proverbs 6:28-35 He who commits adultery is a senseless fool.
 - Hebrews 13:4 Marriage is honourable.
 - Deuteronomy 11:26-28 Blessing for keeping the commandments of God, curse for disobeying
 - Exodus 20:14 Thou shall not commit adultery.
 - Isaiah 59:2 It is your iniquities that raise a barrier between you and God.
 - 1 Samuel 12:14b -15 If you revere the Lord and do not rebel, well and good. If you do not obey, then He will set his face against you.
 - Galatians 5:19-25 Fruit of the spirits, fidelity and self-control
-

C) Benefits (15 minutes)

Instructions: In a large group, discuss the benefits of not having sexual relations outside of marriage.

1. **What are the physical benefits of not having sexual relations outside of marriage?**
 - Freedom from sexually transmitted diseases, including AIDS
 - No unplanned pregnancy, no need for abortion
 - More money for one's family

2. What are the emotional benefits of not having sexual relations outside of marriage?

- Freedom from guilt
- Legitimate children
- Good relationship with spouse
- Feel good about oneself and the choices made

3. What are the spiritual benefits of not having sexual relations outside of marriage?

(These verses can get participants started. They may add many more.)

- o Psalms 34:15, 84:11 Matthew 5:8
- o Psalms 32:2
- God blesses those who are pure.
- Psalms 32:2 Happy is the man free of guilt and deceit

D) Spiritual Application (10 minutes)

Instructions: Divide into three groups and have each group look up 2 Samuel 11, 12, 24:17-25. Answer the questions.

1. What was the sin or sinful way of life?
2. What is the consequence?
3. What is God's response, and what does He tell them to do?

Conclusion and Take-Away: Group reflection and discussion (5 minutes)

Instruction: Regroup and allow young people to share their thoughts and feelings about the lesson.

Prompt them with questions such as:

- A. What did we discover in this lesson?
 - B. What will we do with what we discover in this lesson?
 - C. Pray together.
-

Handout: HTY Lesson 16: Consequences of Sexual Relations Outside of Marriage - Starter

Role Play:

- 1st: I don't know why God says that sex should be limited to marriage. It seems like an old-fashioned rule to me.
- 2nd: I agree, I can love more than one person at a time, and as long as I am a good husband (wife), what should it matter?
- 1st: Did you hear about Fred? I heard that he has been really sick lately. I wonder if he has "slim's disease." I told my wife and kids to stay away from his house.
-

- 1st: I don't know why God says that sex should be limited to marriage. It seems like an old-fashioned rule to me.
- 2nd: I agree, I can love more than one person at a time, and as long as I am a good husband (wife), what should it matter?
- 1st: Did you hear about Fred? I heard that he has been really sick lately. I wonder if he has "slim's disease." I told my wife and kids to stay away from his house.

HTY Lesson 17: Sexuality – What now?

Knowledge	By the end of this lesson, participants will:
Attitude	1. Know what love is.
Practice	2. Value non-sexual relationships.
	3. Know what they want in life sexually and how to reach it.

Overview for facilitators This lesson aims to equip youth with information about consequences of sexual relations outside of marriage. It incorporate a biblical perspective on trust, respect and safety, coungarigig young people to build strong, secure connections while being aware of potential red flags.

Materials

- Whiteboard/Flipchart, markers, and masking tape
- Starter – Role Play, Bibiles

LESSON

1.5 HOURS



STARTER (5 minutes)

Instructions: Two people talking:

- 1st: I have already had sex a number of times. They are talking about being pure. Now what do I do?
I'm already dirty.
- 2nd: I would like to be a virgin again and be pure also, but it's too late.
- 1st: I wish I could be changed, but I don't know how, do you?
- 2nd: No, maybe someone can help us.

Ask SHOWD questions: What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

A) What Love Is (10 minutes)

1. In a large group, ask, "What love is not?"
 - Feelings
 - Sex
 - Attraction
 - Lust
2. Then, what is love?
 - Part of a relationship
 - Trust, Respect
 - Friendship
 - Commitment
 - It seeks the highest for the other person
 - Willing to lay down your life for your partner

- Patient, Selfless
 - Love each other as your own body
-

B) Possible Responses: (20 minutes)

Instructions: Break into eight groups, with each group getting one line to respond to. Report back.

- *We will only do it this one time.* Remember the potato chip ad, you can't just eat one.
 - *I'll still respect you.* Respect me NOW! Don't pressure me.
 - *You can't get pregnant the first time.* You most certainly can!
 - *I'll stop whenever you say.* Just stop now. Remember the law of diminishing returns.
 - *What are you afraid of? It's part of becoming an adult.* I don't have to have sex to be mature. It's more mature to say NO!
 - *If you really loved me you would.* If you really loved me, you wouldn't ask.
 - *But I've spent so much money on you; you owe me.* Send me the bill. I'll pay you later.
 - *What's the matter with you? Are you gay or something?* Sex is not a sign of manliness. A real man has the courage to take a stand.
-

C) BENEFITS OF NON-SEXUAL RELATIONSHIPS (25 minutes)

Instructions: What can you do to experience the benefits of a non-sexual relationship? Discuss in small groups. What can be done to experience a non-sexual relationship? Report back

- Avoid alcohol, which clouds judgment and lowers resistance.
 - Avoid drugs.
 - Discuss with your friends the unique real you.
 - Refuse to go places where you know you can get in trouble.
 - Wear attractive, but not sexy clothes.
 - Have active planned activities with others included, so you are not alone.
 - Meet the parents of the date. Follow their rules.
 - Know ahead of time what is planned for the date.
-

D) What to Do If You Have Already Been Sexually Active (25 minutes)

Instructions: In a large group discuss the Bible verses to find what can be done if a person has been sexually active.

- Joshua 2:1,6,7; Luke 8:2; John 20:11-18; It's not too late, for example, Mary Magdalene and Rahab the Harlot.
- I John 1:9, Confess sins.
- Psalm 103:12; Isaiah 43:25; Romans 8:1; Accept God's forgiveness.
- Ezekiel 11:19, You can be like a virgin again full of expectation and innocent.
- Psalm 147:3, Heals broken hearted, heals wounds.
- Psalm 119:9-11; Romans 13:14; Immerse yourself in Scripture.
- II Corinthians 10:5, Guard your thought life.
- Ecclesiastes 4:9,10,12 Have a support network of people who will help you.
- Jeremiah 29:11,12, Know that God has special plans for you for good.
- I Peter 5:8,9: Be on guard and flee evil.

- Romans 13:13; I Corinthians 6:18; Stay away from people who pressure you into sex.
 - I Thessalonians 4:4,5; II Peter 2:19; Re-channel your sexual energy. Learn to control your body.
 - Romans 7:18-25; Isaiah 43:1,2,5a; Try again and again until you have changed.
 - Isaiah 64:4,5,11; II Corinthians 12:9; Christ is there to help you. His grace is sufficient
-

E) What Most People Want in Life (30 minutes)

1. What do most people want in life?

- To feel good about themselves.
- Having lasting relationships.
- Have a good future.
- Have a loving home life.
- Receive and give affection.
- Emotional intimacy.
- Good, stable, happy marriage.

2. What can be done to get these things you want in life?

- II Corinthians 5:9, Set goals to please God.
- II Corinthians 6:14, Set standards for your future mate. Marry a Christian.
- Proverbs 3:5,6, Trust in the Lord and lean on Him for guidance.
- Hebrews 11:24,25, Set your standard for sexual activity.
- I Thessalonians 5:24; II Chronicles 16:9; Don't test your sexual limits. God is faithful to uphold His faithful.

3. What is self-control?

- Restraint exercised over one's impulses, emotions or desires.
- It is a fruit of the Spirit. (Galatians 5:23)

4. What is maturity? Discuss in a large group.

- Taking responsibility for your actions.
- Seeing the consequences of your actions and using self-control.
- A deliberate choice to follow God.

5. What is sexual freedom? Discuss in a large group

- It is your maturity to wait until marriage for sex.
 - Using self-control to stick to the decision.
 - Not being owned by your sexual desires.
-

F) Personal Application (5 minutes)

1. We challenge you to make a contract with God to wait until marriage for sex.
 2. There will be great pressure and struggles, but I John 4:4 says, "Greater is He that is in you than he that is in the world."
 3. There will be great benefits if you make this contract. Read I John 3:21, 22.
-

Conclusion and Take-Away: (5 minutes)

Instruction: Regroup and allow young people to share their thoughts and feelings about the lesson. Prompt them with questions such as:

- A. What did we discover in this lesson?**
 - B. What will we do with what we discover in this lesson?**
 - C. Pray together.**
-

Handout: HTY Lesson 17: Sexuality – What now? - Starter

Role Play:

Instructions: Two people talking:

- 1st: I have already had sex a number of times. They are talking about being pure. Now what do I do? I'm already dirty.
2nd: I would like to be a virgin again and be pure also, but it's too late.
1st: I wish I could be changed, but I don't know how, do you?
2nd: No, maybe someone can help us.
-

Role Play:

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- 1st: I have already had sex a number of times. They are talking about being pure. Now what do I do? I'm already dirty.
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2nd: No, maybe someone can help us.

HTY Lesson 18: Building Resilience – Empowering Against Exploitation

Building Resilience – Empowering Against Exploitation

Knowledge	By the end of this lesson, participants will:
Attitude	1. Understand the concept of resilience and its importance in protecting themselves
Practice	against exploitation.
	2. Identify personal strength and coping strategies that contribute to resilience.
	3. Learn specific skills to boost self-esteem, assertiveness, and decision-making.
	4. Recognize the importance of building supportive relationships and community networks.
Overview for facilitators	This lesson aims to empower youth by cultivating resilience as a protective factor against exploitation. Facilitators should foster a supportive and inclusive environment, encouraging open discussion, sharing of experiences, and skills development.
Materials	• Whiteboard/Flipchart, markers, and masking tape • Starter – Role Play, Bibles Application, DEAL

LESSON

1.5 HOURS



STARTER (5 minutes)

Have participants form a circle and take turns sharing one personal strength or quality they possess. This can be a trait (e.g., kindness, determination) or a skill (e.g., art, music). Or if more appropriate have participant to give one good quality about the person to their right.

Ask SHOWD questions: What did you See?
What was Happening?

(Note to facilitator: This starter emphasizes the reality that we all have strengths and good qualities, though sometimes we have a hard time identifying them in ourselves)

A) UNDERSTANDING RESILIENCE (10 minutes)

1. Definition and Importance:

Instructions: Write the definition of resilience on the wall or board and discuss the importance of resilience in protecting against exploitation, emphasizing how resilient individuals are better equipped to recognize, resist, and recover from difficult situations.

The ability to adapt and bounce back from challenges, traumas, or adversity.

2. Characteristics of Resilient Individuals:

Instructions: Ask the group: What are resilient people like? After people answer, you can add from the list below if they were not mentioned.

- **Emotional awareness:** Recognizing and expressing feelings.
- **Adaptability:** Adjusting to new circumstances and challenges.

- **Problem-solving skills:** Finding constructive solutions to conflicts or problems.
 - **Social support awareness:** Understanding the importance of healthy relationships.
-

B) Identifying Personal Strengths (15 minutes)

1. Strengths Assessment Activity

Instructions: Hand out Post-it notes or index cards. Ask participants to write down three personal strengths or skills and then stick them on a designated wall or board marked “My Strengths.”

2. Group Reflection

Instructions: Discuss in a large group how these strengths can serve as tools for resilience.

“How do these strengths help you in different life situations?”

“In what ways can recognizing our strengths improve our self-esteem?”

C) How can we boost our self-esteem and think appropriately about ourselves? (20 minutes)

1. Self-Esteem Building

- *Ask the group to write on a piece of paper: What do you find yourself telling yourself when you fail in an exam or after going through a tough situation?*
- *After they have written at least one thought, ask: How does this thought make you feel about yourself?*
- *What positive self-talk could replace those thoughts? How could you set smaller goals that can be reached next? What other things have you accomplished that you can celebrate?*

After this exercise, you can emphasize the three techniques they have used: 1. Positive thoughts, 2. Set up goals you can reach, 3- Celebrate your accomplishments! (You can replace words with images like a person thinking good, beautiful things, a ladder with three steps and a prize at the top, and an emoji of celebration)

2. Building Willpower and Healthy Confidence

Instructions: Ask the question:

How do some people show more willpower and confidence than others when life does not turn out the way they wanted?

What do they do differently?

Possible answers:

- *They are not passive when negative things happen to them*
- *They overcome the frustration*
- *They do not take it against others, or try to explain it as if it was someone else’s fault*
- *They can be nice, even if something bad happened to them*

Introduce the “DEAL” approach for communicating willpower.

Describe – clearly explain the situation.

Express – share your feelings regarding the situation

Assert – Means to express confidence. To clearly communicate your needs or boundaries.

Listen – be open to hearing the other person’s perspective

3. Role play

Instructions: In pairs, practice the DEAL approach in a scenario where they assert their boundaries. For example, saying “no” to an unwanted request or expressing discomfort in a conversation.

D) Building Supportive Relationships (20 minutes)

Importance of relationships and building a support network

Instructions: Ask participants the following question and discuss in a large group

1. In which way can relationships help us have willpower and build our healthy confidence?

- A healthy relationships contribute to our resilience
- Friends and family can provide emotional support
- They can help us with good advice and guidance
- We feel less alone
- People help us stay positive
- Friends help us make good choices
- Support makes us stronger
- Encouragement helps us try new things
- We feel safe to be ourselves
- We develop a sense of belonging
- Good friends help us stay on track

2. Activity

Instructions: Ask participants to list people (on paper) in their lives whom they trust and can turn to for support (friends, family, mentors).

- ***Then discuss the qualities that make someone trustworthy and supportive.***

Non judgemental

Confidentiality

Faithful

Availability

Etc.

- **What role do relationships play in helping you handle challenges? (It was asked above, so you may just eliminate the first one and leave this one on?)**
- **How can we find or build connections that enhance our resilience?**

E) SPIRITUAL APPLICATION (15 minutes)

Instructions: Divide into three groups and let them discuss bible verses and questions. After that, share in the large group.

Group 1: Identifying personal strength

Instruction: In the small group, discuss identifying personal strength through the following bible verses and questions.

1 Corinthians 12:4-7 “There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of services, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work. Now to each one the manifestation of the Spirit is given for the common good.”

Romans 12:6 “We have different gifts, according to the grace given to each of us.”

- **What are some strengths or gifts you see in yourself?**
- **How can recognizing and using our strengths help us face challenges and help others?**
- **What can we do if we feel like our strengths are not as important as someone else’s?**

Group 2: Self-Esteem and Identity

Instruction: In the small group, discuss self-esteem and identity through the bible verses and the following questions.

Psalms 139:14 “I praise you because I am fearfully and wonderfully made; your works are wonderful; I know that full well.”

1 Peter 2:9 “But you are a chosen people, a royal priesthood, a holy nation, God’s special possession, that you may declare the praises of him who called you out of darkness into his wonderful light.”

- **How does understanding that we are wonderfully made influence our self-esteem and how we view ourselves and our abilities?**
- **In what ways does knowing we are chosen and valued by God affect our self-worth and resilience?**

Group 3: Community and support

Instruction: In the small group, discuss community and support through the bible verses and the following questions.

Galatians 6:2 “Carry each other’s burdens, and in this way, you will fulfill the law of Christ.”

Ecclesiastes 4:9-10 “Two are better than one, because they have a good return for their labour: If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up.”

- **What does it look like to carry someone’s burdens, and how can we do it with our friends who are struggling or are in need?**
- **What are the benefits of having a supportive friend or mentor?**
- **How can we make sure no one is left alone or unsupported?**

Conclusion and Take-Away: Group reflection and discussion (5 minutes)

Instruction: Regroup and allow young people to share their thoughts and feelings about the lesson.

Prompt them with questions such as:

1. What did we discover in this lesson?
2. What will we do with what we discover in this lesson?
3. Pray together.

Handout: HTY Lesson 18: Building Resilience – Empowering Against Exploitation - Starter

Role Play:

Have participants form a circle and take turns sharing one personal strength or quality they possess. This can be a trait (e.g., kindness, determination) or a skill (e.g., art, music).

Ask SHOWD questions: What did you See?

What was Happening?

Does this happen in Our place?

Why does this happen?

What will we Do about it?

Role Play:

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Handout: HTY Lesson 18: Building Resilience – Empowering Against Exploitation – Biblical Application

Group 1: Identifying personal strength

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Handout: HTY Lesson 18: Building Resilience – Empowering Against Exploitation - DEAL

