

TRAINER FACILITATION GUIDE

SEX, LIES & MEDIA

Speaker Notes



Learning Objective:

To educate adults and students on the online recruitment tactics of predators and equip them with practical ways to discuss this issue, protect themselves online, and be a part of the solution.

Participants will gain an understanding of the following:

- The direct link between sexual exploitation and pornography
 - Technology and tactics used by online predators
 - Signs of abuse as well as the characteristics of abusers
 - Online safety tips and resources
 - Tips on engaging healthy dialogue with youth
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Why Sex, Lies & Media

- Go over the definitions and statistics from slide 2-3.
 - If participants have not gone through the Little Red or Freedom curriculums also put out by Selah Way you will want to define trafficking. Sex trafficking refers to any time someone is forced to perform a sexual act while someone else (trafficker) profits.
 - "Given the fact that you are spending so much time online, we want to equip you with the tools you need to keep yourself safe."
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Learning Chunk 1: Media Culture

Girls vs. Boys

- Show slide 4 and ask students what the main difference is between the pictures of each gender.
 - Who is more exposed?
 - Why do you think the media sexualizes girls/women more often?
- Be sure to point out that the images of the girls aren't meant to look like children, but rather posed/acting like adults. Media is a multi-billion dollar industry that has capitalized on the idea that "sex sells." The objectification of females is directly related to how boys are taught to treat girls in society, and can also impact the way a female grows up thinking about her body/worth.
- "Have you ever heard the phrase 'Boys will be boys'? If so, what does it mean? What if it's not boys will be boys, but rather, boys will be what they are taught?
 - "We want to be intentional in letting the male youth know that they can play a healthy role in fighting against this issue, and society.
- "Has anyone heard of the term 'healthy masculinity'?
 - "This means that you can 'be a man' while also being respectful and not giving into the toxic masculinity that society often sells.
 - Boys often find themselves in situations where their friends don't share the same healthy standards or speak in manners they don't agree with.
 - No one should ever drop their own standards just because they feel like their community of friends doesn't always encourage healthy habits of manhood.

Women vs. Men

- Show slide 5 and explain that like girls, women are viewed as sex objects, as seen in these pictures. Both advertisements are promoting the same sweater, from the same store!
 - "Who do you think is selling more sweaters? Why?"
 - "How do images like this affect our relationships?"
 - "The female model could sell the sweater just fine standing up with pants on, however the company chose to use/exploit her body to increase sales."
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Pornography

- Show slide 6 and ask, "Have you or do you know someone who has watched porn?"
 - "Explain that you know that this is not a topic we often talk about in an open, safe way; however, when the majority are first exposed at age 8, we have to be talking about it.
 - When talking about pornography, we are not trying to bring in shame or guilt. Rather, we want to talk about the reality of the industry and how it can be damaging to relationships and normalize exploitation.
- Pornography lights up the similar parts of the brain as drugs, which can become incredibly addicting. This kind of stimulation desensitizes the brain and causes the viewer to watch more pornography.
- Porn also depicts unrealistic expectations of sex, making viewers believe that women prefer dominant and violent acts. It does not represent healthy sexual communication. However, for many kids, this is the most common way they are learning about sex.
- Porn is also easily accessible, which means anyone can be uploading the content.
- If someone is watching porn, they don't really know if the other person on the camera is being forced to act like they are enjoying it. We just don't know the full story on the other side of the camera.
- Key Points:
 - Trends in porn are seeing an increase in demand for more violent scenarios and featuring younger/underage people.
 - Porn is not about healthy sexual communication. Most scenes focus on dominating women. It creates a vision and appetite for sex that is distorted and unhealthy, and is often a "gateway" into purchasing sex.
 - This desire to purchase sex drives the demand for sexual exploitation of women and children. It fuels the belief that the two are commodities; products that can be bought and sold.
 - Porn also helps rationalize and normalize sexual exploitation. A common response or justification of John's (buyers of sex) is that they believed the young girl/boy wanted to sleep with them.

Video

- Show the video on slide 7 showing the connection between pornography and human trafficking. Again, we don't want to communicate shame, but it is important that we recognize the way porn can have a negative effect.
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Did you know...

Show slide 8 and go through the statements. Have students stand up if they believe it is true and stay seated if false.

Answers: false, true, true, false

If the last question begins a conversation about Snapchat, clarify that snapchats do not disappear like Snapchat wants you to believe. In the "Terms and Conditions" it mentions that they have privilege to access any sent video/picture/chat for a period of time.

Learning Chunk 2: The Social Media "Game"

Which apps do you know?

- Show slide 9 and ask students if they have seen or heard of any of the apps listed on the slide. Ask them which ones they use. You can engage the students by asking them which apps are still "cool" and "relevant."
 - "You do not need to spend time going over every app in detail, but you will need to be familiar with each (see quick informational guide below) in case students ask you about them.



Facebook- Created as a network of friends, however many all add strangers as “friends.” Ability to go “live” and send DMs.



Twitter- Used to “tweet” personal thoughts/pictures/etc. Pornographic accounts found on Twitter. Ability to send DMs.



Snapchat- (Popular) Ability to send chats/pictures/videos that “disappear” in 10 seconds/24 hours. Sextortion is common and users have the ability to form group chats. *Snapmap-* GPS tracking location of snapchat friends. *Snapcash-* Ability to transfer money through app, often used to purchase porn. *My Eyes Only-* Ability to secretly store password protected photos



Instagram- (Popular) Ability to post photos/videos of personal life and go “live.” Can receive DMs whether account is private or public. Desire to be “insta famous.” Commonly used for sexting. Multiple “Finsta” accounts common.



TikTok- Used to create short videos that others can watch/like/react to. Formerly known as Musical.ly which was shut down after unsafe/recruiting behavior found. Increasingly sexual/vulgar comments and videos. Young user base.



Fortnite- Online video game (accessible on phone). Seemingly safe but increasingly used to lure/recruit unsuspecting youth. Often used alongside a chatting app called Discord. Young user base.



Roblox- Ages 7+. If you are under the age of 13 the games in the library will be filtered. If a person says they are 13+ no filters are applied. Roblox is a mix of Minecraft and Lego that allows people to play, create, and be anything you can imagine. Allows people to play games designed by others, as well as being able to create games too. Are able to chat with other users, whether they are friends or not. You are able to disable the chat setting.



Minecraft- Online video game (accessible on phone). Seemingly safe but increasingly used to lure/recruit unsuspecting youth. Often used alongside a chatting app called Discord. Young user base.



Whisper- Connects groups of users based on location & allows for anonymous posts. Encourages to post confessions/secrets anonymously and publicly, allowing others to comment. Allows explicit and sexual content to be discussed and viewed.



Tinder- Dating app restricted for ages 18+ but underage users often found on app. Ability to “swipe right” on someone’s picture, showing interest in them and allowing DMs. Vulnerability of looking for love/attention often taken advantage of.



Monkey- Allows users to live video chat and DM with strangers. Newest version of older apps such as Chatroulette and Omegle. Pornography and explicit content is common. Young user base.



Youtube- Increasingly violent/sexual/graphic videos that are hidden as seemingly safe. Recently added ability to direct message users. Youth also may post videos in attempts to be popular, wanting increased views/likes/comments.



WhatsApp- Messaging app where you can also send photos/videos, popular with Android users. Similar to FB Messenger and GroupMe. People can connect and talk to anyone. Often used for sexting and cyberbullying. Similar to other messaging apps such as Discord (used with gaming) or Facebook Messenger.



Among Us- Ages 9+. It’s a social deduction game, like clue. Players attempt to uncover each other’s hidden role or team allegiance. It’s played online with friends or strangers. Chats are unmoderated, some players may ask to connect on another platform like Discord.



Discord- Discord servers are organized into topic-based channels where you can collaborate, share, and just talk about your day without clogging up a group chat. Allows talking via texting or voice call. Allows explicit content and users of all ages.

- When we post or chat on social media, we are often telling a story about our lives."
 - Help the students understand that even by posting statements such as "I hate my parents," a predator/abuser/trafficker could see that and quickly learn a vulnerability.
 - It can feel easier to tell confessions/secrets online, not having to see the person face-to-face, but there are some major dangers with this. "What if someone is telling you they can relate just to build your trust?"
- Stress the importance of making their profiles private.
 - Some teens may use the platform to create content related to tutorials, blogs, etc.
 - If this is the case, they need to make sure they are blocking users who are offensive, harassing, or have a hunch the viewer/commenter doesn't have good intentions.
- Key Points:
 - Provocative or revealing posts tell your audience that you may be seeking attention and validation from others.
 - Negative or overly dramatic messaging like "I hate school, I hate my parents, etc." can make your audience believe that you have certain vulnerabilities they can prey on or have needs they can meet.
 - Youth are often accepting requests and messages from people they don't know.
 - Youth are often checking into places, letting their followers know where they are located.

Let's Get Real

- Explain that now that you know what apps they are using, you want to know how they are using them.
- Show students slide 10 and ask them to raise their hands as you read through the questions.
- Explain that by answering "yes" to any of these means that you have been increasingly vulnerable online. These aren't the only ways you can be vulnerable or at risk online, but they are some major ways.

Look Familiar?

- Show slide 11 and ask students to raise their hands if they've ever seen an Instagram account like this."
 - What type of Instagram account is this?
 - "Answers should revolve around fake/scam account"
- This is a real example of an online sex trafficking recruitment account. A recruiter is often the same age as the person they are trying to recruit. On the right, though, is the reality of what could happen through online recruitment.
- "In this example her goal is to post about the best parts of her life so that you scroll through wishing you had a life like hers.
- "She will try to build a friendship with you online, learning about your vulnerabilities so she knows how to offer you a "better way." A recruiter may then convince someone to send nude photos or introduce them to a trafficker. A recruiter may then convince someone to send nude photos or introduce them to a trafficker. There are many false promises made, but in reality, it can result in manipulation, control, sexual assault, unwanted pregnancy, exploitation & more.

Sextortion

- Show slide 12 and define sextortion. This type of exploitation happens with youth way too often.
- Ask the students if they have ever heard/known a situation where someone sent around someone else's nude photos as revenge or threatened to do so. This, by definition, is sextortion and it unfortunately happens way more often than it should.
- Explain that we are going to go through exactly how that might happen. Ask for two volunteers to read out the DM conversation on slides 13-17. Ask the rest of the class to look out for red flags and vulnerabilities.
 - Pause after each week's dialogue and ask students what they think about the conversation.
 - "What would you do if you were caught up in this conversation?"
 - "What are you noticing?"
- Highlight the following in each week:
 - Week 1
 - Flirting- not that all flirting is dangerous, but we need to keep an eye out to make sure it's not controlling or coercive
 - Zach is trying to make Ashley believe they have mutual friends so she can trust him.
 - Talking about locations/schools
 - "I've been in this boring town my whole life"- This comment tells Zach that one of Ashley's vulnerabilities is that she is bored.
 - Week 3
 - "Kinda exciting to just be chill"- Why would Zach offer her excitement? Because he already knows she's bored.
 - Zach is trying to hang out alone, and is making Ashley feel wanted/special/sexy.
 - Zach asks for a "pic" which we can assume is a sexual photo because he "can't wait" to see her in person. Notice how he spent three weeks building trust in the relationship before he asked. What type of position does this put Ashley in now?
 - Week 5-7
 - Major change in behavior/tone from Zach who is demanding a video and threatening to send the past nude pictures to her mom (by definition, sextortion)
- These situations happen in middle school and high school quite often. Even if they are both under 18, the pictures/videos sent could be considered "child pornography." Zach could be who he says he is, or he could be someone posing as a 17 year old boy.
- Zach could even be a trafficker or recruiter.
- It can be easy to look at the situation and judge Ashley, but the truth is when you're caught up in the situation it isn't always so clear."
 - Also, we don't know Ashley's story...maybe what she has gone through affects her relationships/boundaries/self worth. Maybe Zach grew up thinking that the way to 'be a man' was to get girls. How do you think media/society influenced the way they think about relationships?
- "Key Points:
 - The example shown is specific to a girl being manipulated and taken advantage of, however, the same also affects boys and LGBTQ+ youth.
 - We all have stories and our own versions of what a relationship looks like, often based on what we saw growing up.
 - It's important that we recognize our personal vulnerabilities and feel like we have a voice to communicate our boundaries. Sextortion will never be something found in a healthy relationship.

What Just Happened?

- Show slide 18 and explain that exploitation is not likely to stop without intervention from law enforcement. Do not delete anything sent, received or posted, and notify a trusted adult and law enforcement immediately. We recognize that having that conversation with a trusted adult can feel scary and awkward, but is so important to keep you safe.
- "We want you to be able to empower yourself and the people you care about to come forward and talk about tough things when help is needed. Make sure your voice is heard, even if that means having to talk to more than one trusted adult."

Learning Chunk 3: Do You See It?

But This Couldn't Happen To Me...

- It can be easy for a student to say "but that would never happen to me."
 - Everyone has vulnerabilities despite their gender, background, and upbringing.
 - Our society does not often recognize males as victims/survivors of sexual violence, trafficking, and/or other forms of exploitation.
 - We know that males can be recruited and manipulated in the same way as females and often share the same vulnerabilities.
- Show slide 19 and go over the vulnerabilities listed on the slide. Take this time to encourage students to "get real" with their vulnerabilities and when they need to ask for support.
 - "I want you all to be self aware but empowered to speak out when you need some extra support."

The Signs

- It is important for students to recognize classic signs of a trafficker/abuser and victim/survivor.
- "I want you to leave this presentation knowing what to look for."
- "Show slide 20-23 and read aloud the signs. These warning signs may help participants identify abuse amongst their peers, family, or friends."
- Clarify that there is not a "look" for abusers and survivors.
- Key Points:
 - Everyone has vulnerabilities. It is important to be self-aware and empowered to speak out when in unsafe/exploitative situations.
 - Traffickers/abusers do not have a specific "look," but it's important to recognize the red flags rather than turning a blind eye.

Learning Chunk 4: What Can We Do About It? Show slide 24

Communication is Key!

- "We want you all to feel empowered to do something to fight this issue."
- Encourage students to engage in an open conversation with their parents/guardians, but also with friends/partners/coaches/etc.
- Show slide 25 and read over the listed conversation starters, but encourage them to ask the questions in a way that makes sense to them.
 - "How would you realistically talk to a friend who you thought was in an exploitative situation?"
 - "What would you do if the person you reported to didn't take you seriously or believe you?"
- Have students leave the presentation with at least three safe adults they can turn to for these types of conversations.

Have Healthy Relationships!

- Reiterate that by surrounding yourself with solid/healthy people, they can keep you accountable.
- Encourage students to do some self reflection by thinking about relationships they've been involved with or seen in their life, both romantic and non-romantic.
 - Have they always been healthy?"
 - Go over the questions on slide 26.
 - Encourage students to take the quiz listed at the bottom of the slide to check if they are in a healthy relationship.

You Can Be the Change!

- Acknowledge that some students may be wanting to do more. Show slide 27 and go over the different ways to get involved, encouraging ongoing communication and conversation.
- "You all have a voice to stand up against this and ask the right questions, even when our culture/society/community doesn't make it easy to do so."
- Key Points:
 - Know the signs of an unhealthy relationship and how to talk about it with friends/family.
 - The conversation does not have to end here. There are so many ways to become involved with the fight against sex trafficking.

Closing:

Resources

- Show slide 28 providing the intake number to Selah Freedom and the National Human Trafficking Hotline number to students.
- Remind students that if they have any personal questions they are welcome to ask them one-on-one at the close of the presentation.
- Teachers may consider sending home "The Apps You Need to Know" front and back handout to parents and guardians as a resource after the presentation.



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To Learn More About The Selah Way Foundation, S.P.E.A.K. UP and our mission to end sex trafficking and exploitation, visit www.TheSelahWay.org

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