



Where Did You Sleep Last Night?

The sexual exploitation and recruitment of teens into the sex trade is a reality in our suburbs today. This graphic drama is a tool for teachers, counsellors and youth groups wanting to explore and address this issue.

Jodie is a teenager bored with life, her family, her school and even her friends...until she meets Silas. With a new car, pockets full of cash and

all the right lines, he's everything Jodie ever dreamed off. But Silas is no ordinary boyfriend. He's a pimp.

Where Did You Sleep Last Night? illustrates how sex trade recruiters lure teens away from friends and family, gain their trust, then force them into an often violent life on the streets – sometimes in only 24 devastating hours.

Ages 13 and up

Background information and classroom activities are printed on the inside of the videojacket.

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Writers: Susan Musgrave and Cliff Skelton

Producer: George Johnson

Project Creators: Lori Roth and Nathan Neumer

22 minutes • Order Number: C9101 219



Close captioned. A decoder is required

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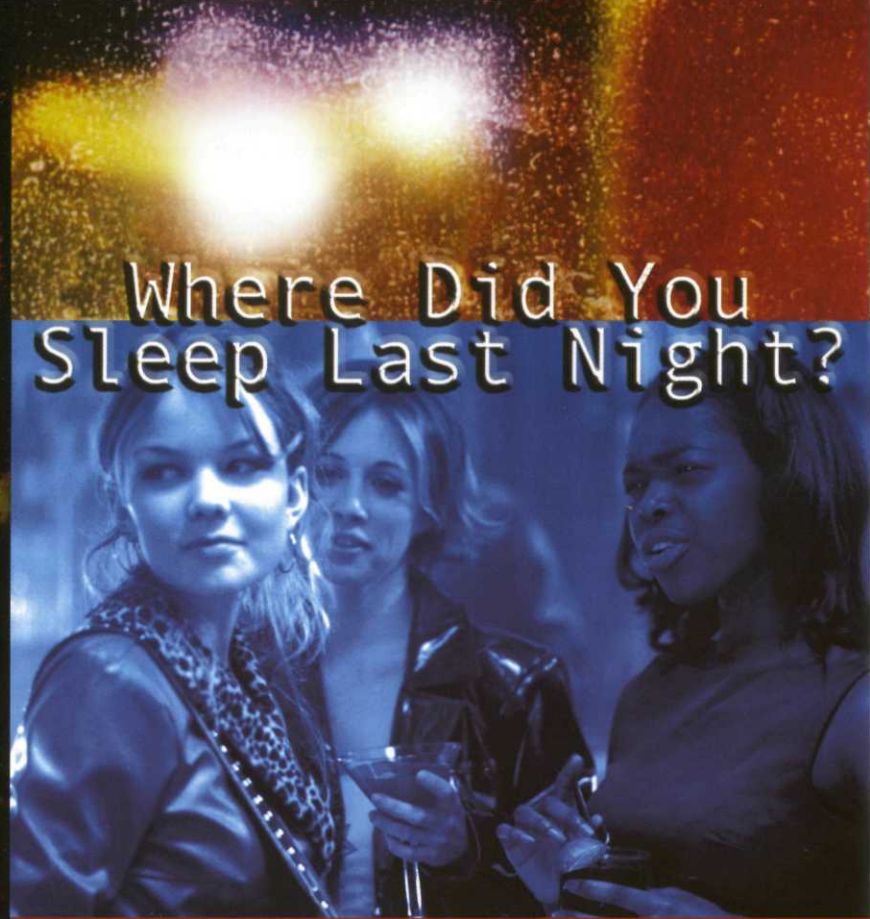
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Where Did You Sleep Last Night?



Where Did You Sleep Last Night?

A graphic drama about the recruitment of teens into the sex industry



A National Film Board of Canada Production

1 WHY DISCUSS SEXUAL EXPLOITATION AND RECRUITMENT INTO THE SEX TRADE?

- The commercial sex trade is a reality for increasing numbers of Canadian children and youth. It includes the exploitation of young people in prostitution, pornography and trafficking for sexual purposes.
- Children and youth make up between 10-12% of individuals in the sex trade.
- Young people suffering from feelings of isolation can be particularly at risk from the inducements offered by recruiters and pimps.
- People who have suffered sexual abuse are at risk.
- The majority of sexually exploited youth in Canada are girls (75-80%).
- Boys, regardless of sexual orientation, are also involved in the sex trade.
- Aboriginal children and youth are over-represented in the sex trade.
- Sexual exploitation destroys lives.

2 GROUND RULES FOR DISCUSSION

- Show respect for other participants, listen, and speak calmly.
- Speak for yourself, not for others.
- Opt in or out of the discussion but remain in the classroom.

Teachers should respond immediately to inappropriate comments by correcting stereotypes and offensive language and preventing personal attacks.

Talking about sexual exploitation does not mean talking about sex. It does mean discussing who we are, how we treat each other and underlying issues of belonging and personal self-worth.

3 SOME WARNING SIGNS

- Skipping school and poor grades
- Dropping old friends for a new group
- Dressing provocatively, using heavy makeup, carrying condoms
- Exhibiting extreme mood swings and abusive behaviour and language
- Staying out late and coming home drunk or on drugs
- Being secretive and lying about her/his activities
- Having a much older boyfriend
- Having unexplained money
- Bringing home new and expensive clothing and other items

BEFORE SHOWING THE VIDEO

1. Preview the video and select activities appropriate for your class.
2. Explain to students that while the video focuses on the recruitment of a young woman into the sex trade, her vulnerability to that world is a symptom of her sense of isolation and lack of connection.

WHILE WATCHING THE VIDEO

Have students take notes about:

- The imagined freedom of life on the streets compared to the realities in the video.
- How a pimp differs from normal boyfriends.
- What makes people vulnerable to being lured into the sex trade.

AFTER THE VIDEO

1. Describe feelings of isolation. Why do they put people at risk?
2. How can we help people who feel isolated?
3. What are the myths of life on the streets?
4. Describe the behaviour and methods of recruiters and pimps.
5. Discuss recruiting behaviour in other areas, for example, in religious cults.
6. Write an essay about an experience of being isolated and vulnerable.
7. Write a checklist for change for you personally and for society.

Students can write questions anonymously, and the teacher can invite an expert to class to answer them.

HOW TO IDENTIFY A PIMP

The majority of pimps are male between the ages of 16 and 45, and they usually target females. Here are some common behaviours:

- Manipulative smooth talker who exploits a child or youth's weakness.
- Initially makes girls feel good and more like an adult.
- May pose as a boyfriend or friend who is nice to the family.

- Pretends to be rich and successful but is usually unemployed, with limited education.
- Often self-centred and narcissistic.
- Displays lots of bravado, flash, glitter and attitude.
- May claim to be in the "entertainment industry."
- Carries cell phones or pager.
- Is often associated with other criminal activities besides prostitution.
- May carry weapons and have violent background.
- May be involved with drugs.
- Has one or more "girlfriends" in the sex trade.
- Is possessive with a new girl, excluding her from her other friends.

THE THREE STAGES OF RECRUITMENT

1 - LURE STAGE

- Approaches the child or youth at a hang-out or at school.
- Offers romance, support, parties, new friends, new clothes, drugs, alcohol and cigarettes.
- Promises popularity in a new peer group.

2 - TRUST STAGE

- Sells the glamour of street life (drinking and drugs, partying, no curfew).
- Says "I love you."
- When parents or caregivers try to set boundaries, the pimp uses these efforts to further separate child or youth from her family. (If parents or caregivers set a curfew, the pimp says that the parents or caregivers don't trust her and don't treat her like an adult, and that she's more mature than they think.)

3 - PAY-BACK STAGE

- Sends child or youth out on "dates," using lines such as "Pretend it's me" or "If you really love me."
- Says "you owe me" and is emotionally and physically abusive.
- Uses threats, intimidation and violence to acquire total control.

MYTHS & REALITIES

The myths that surround the sex trade sometimes make life on the streets appear acceptable or even attractive. The reality is a harsh, brutal life with poverty, violence and disease.

MYTH: You'll be rich and be able to buy a car, a house and take nice holidays.

REALITY: You will live on \$10 a day in a rooming house. Your pimp will give you money for food and cigarettes only; you will owe him. You earn more money on minimum wage.



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MYTH: Freedom and no one to tell you what to do and no one to report to all the time.

REALITY: Freedom doesn't mean standing outside in the cold and having to perform sex acts with strangers. Your life will be controlled by a pimp.

MYTH: You have the power to say yes or no to tricks.

REALITY: When you become hooked on drugs, or controlled by your pimp, the choice is gone; you need the money. You will be beaten if you don't perform.

MYTH: Your pimp or a wonderful customer will marry you. You won't end up doing this for the rest of your life.

REALITY: Once you're on the street, no one will save you but yourself. There are resources and services if you want out.

MYTH: Your boyfriend really loves you. He's not in it for himself.

REALITY: The pimp is neither a father nor a boyfriend. He is financially and sexually exploiting you. He takes total control of your life.

MYTH: You will wear nice clothes and look like a model.

REALITY: You will wear what you are told to wear. When it is raining or freezing outside, you still have to wear provocative clothing. You will not have money to buy clothes you want to wear.

MYTH: You will be able to use a condom to protect yourself from disease.

REALITY: Your pimp or trick will decide whether or not to have safe sex. It is beyond your control.

MYTH: You will find a street family where everybody is friendly.

REALITY: Life on the streets is not one big happy family. Violence from pimps and johns and between female sex trade workers is commonplace. Girls compete with one another to be the pimp's main girl.

MYTH: Pornography isn't that bad. It's not like you're being abused.

REALITY: Many children and youth are recruited into the sex trade through pornography. You will have no control over who sees the videos, magazines and computer network photos.

RESOURCES

www.seyso.net/exploitation.html

A national network of children and youth: Sexually Exploited Youth Speak Out.

www.vcn.bc.ca/pacekids/

PACE operates a comprehensive outreach program designed by a group of youth involved in the survival sex-trade. The goal of the outreach program is to make non-judgmental and significant contact with youth in the survival sex-trade in order to assist them to leave the streets.

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