

Child Sexual Exploitation – Different Perspectives #1

Age Range:

13+, Years 9 +,
KS 3, KS 4

Programmes to use with:

Working for Marcus

Topics Covered:

Different perspectives on child sexual exploitation

Time:

20 - 40 minutes

Equipment needed:

Paper, pens.

An exercise to look at different perspectives on child sexual exploitation.

Introduction

This exercise uses team work and reflective learning to increase awareness of the effects of child sexual exploitation. This works well as a follow up session to Loudmouth's theatre in education programme '**Working for Marcus.**'

Exercise

Ask the group where they think child sexual exploitation happens. Explain that in recent years there has been a shift to a more hidden form of child sexual exploitation. In many areas it is now more common for the exploitation to be arranged online or young people sexually exploited at parties in exchange for money or drugs. If the group have seen 'Working for Marcus' then you may want to ask the group about what they can remember about the story.

Split the group into 3 smaller groups. Each group will look at the same situation but from a different perspective.

Read out the following paragraph.

'Marcus and Caz have been together a few months. Marcus takes Caz and some of her friends to a party at one of his friend's houses. There are a lot of different people at the party. Marcus asks Caz to have sex with some of his friends for money. Caz does not want to. Marcus becomes quite angry and agitated.'

Group 1 – Imagine you are Caz and are seeing this situation from her point of view.

Group 2 – Imagine that you are one of Caz's friends and are seeing this situation from their point of view.

Group 3 – Imagine you are a stranger who does not know Caz and are seeing this situation from their point of view.

Ask the learners to discuss in their groups - **How do you feel about yourself (if Caz) / How do you feel about Caz?** Ask the group to record their ideas onto a piece of paper and write the perspective they are focusing on at the top of the paper. Then ask the group to rotate the pieces of paper so they are now looking at the situation from a different point of view. Now ask them to jot down '**How do you feel about the situation that is happening at the party?**', rotate again and finally discuss and write down '**What could you do to prevent the situation from getting worse?**' Each group should explore a different question from a different perspective.

Summary

Share the responses the group have given and explore the different perspectives especially those of the bystanders. Explore what people thought the different people could do and any barriers there may be to using these approaches. You could even explore the question of 'Should anyone intervene or help Caz?'

Learning Outcomes:

- Young people have increased awareness of how easy it can be to get drawn into child sexual exploitation and how hard it can be to get out.

- Young people have increased knowledge of relevant and appropriate services that can offer help or support to young people around child sexual exploitation. E.g. Brook, Banardos.

- Young people have increased knowledge of the physical, emotional and financial implications of child sexual exploitation.

The key concepts for PSHE education in personal wellbeing for Working for Marcus are:

- personal identities
- healthy lifestyles
- risk
- relationships