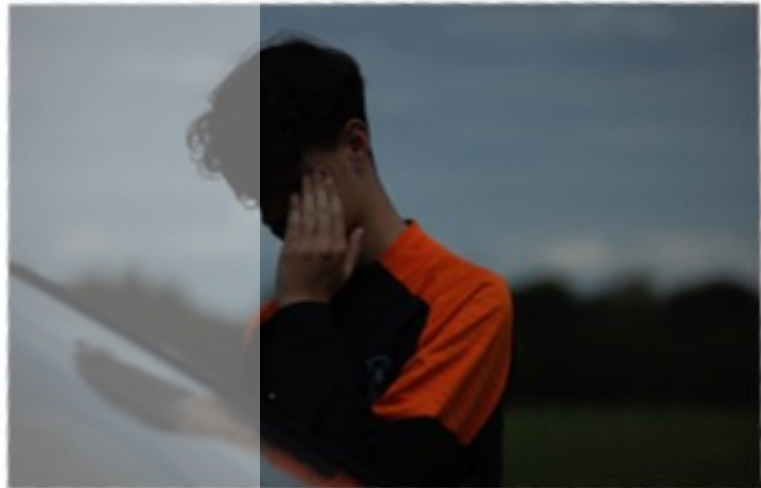


Exploitation Lesson Plan



Lesson Plan 1 of 3



Introduction

This lesson plan is the first of three focused on exploitation. The lesson plan has been produced by the Essex Violence and Vulnerability Unit.

The Essex Violence and Vulnerability Unit (VVU) undertakes interventions, awareness and education programmes to support young people, families and communities to live positive lives free of violent crime and exploitation.

The VVU, is a multi-agency partnership, bringing together Essex Police, the Police Fire and Crime Commissioner, Youth Offending Service, Probation, Councils and Health to share information, tackle crime and safeguard vulnerable victims across Essex.

These lesson plans have been produced to support professionals to have positive and meaningful conversations with young people related to exploitation. The more informed our children are, the more they are likely to make positive decisions, stay safe and avoid risky behaviours.

The lesson plans are intended to be used in conjunction with the 'Exploitation' video available at:

<https://www.essexvvu.co.uk/exploitation/>

As the facilitator of the sessions, you will be asked to show the video, stop it at key points and then complete activities related to the content shown.

The purpose of all of the sessions is to challenge pre-existing knowledge, change attitudes and opinions and help young people make positive choices and decisions.

A resource sheet is provided at the end of each lesson plan; this can be used to signpost young people to support as required.

Lesson Plan 1

Lesson Overview:

This first lesson plan acts as an introduction and overview of exploitation.

It seeks to explore what young people may already know about this issue.

Aims and Objectives:

1. To develop understanding of what exploitation is (including criminal and sexual exploitation).
2. To challenge myths about “choice” and blame.
3. To explore why young people may become vulnerable to exploitation.

Lesson Type:

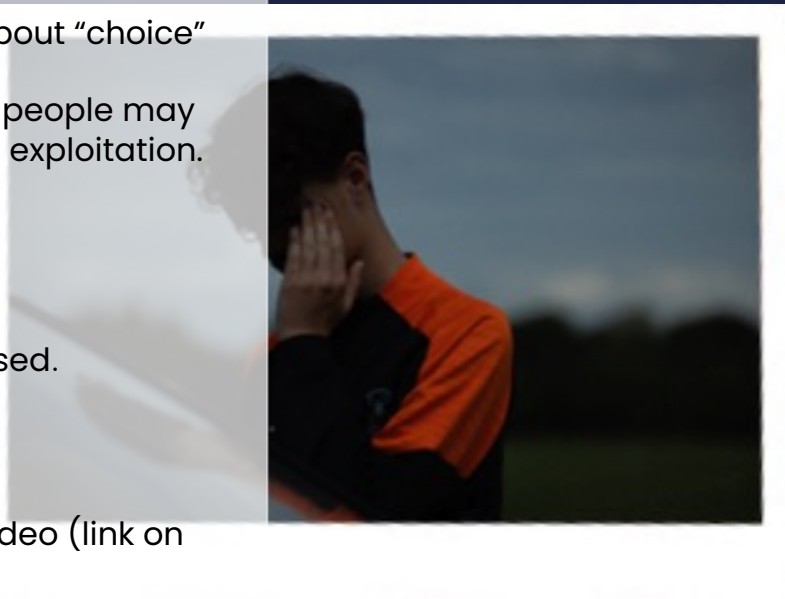
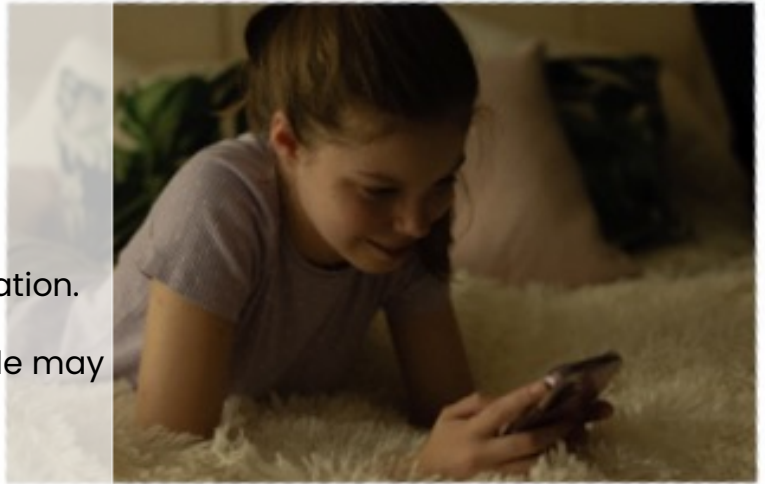
Activity and discussion based.

Materials Needed:

- Essex VVU Exploitation video (link on previous page).
- Whiteboard or flip chart.
- Printing of included worksheet.

Learning Outcomes:

- Young people are clear on what exploitation is.
- Young people understand the different types of exploitation.
- Young people understand any young person can experience exploitation but risk factors may exist.
- To begin to explore how identifying exploitation even if you are experiencing it may be difficult and why.



Step 1 - Intro and Activity

Firstly use the introductory statement below to introduce this session and the subsequent sessions to the group.

“Today we are going to complete the first of three sessions focused on the realities of exploitation.

Before we get started with the main content I want to find out how much you know about exploitation.

We are going to complete this as a group activity, I am going to give you three questions and ask you to complete this in groups.

Let’s begin”

Now provide pupils with the three questions provided on the next page, which can be used as a worksheet for the group to complete.

You should aim to allow YP’s around 10mins max to complete this activity.

IMPORTANT – We are intending for the questions to be relatively easy for young people to discuss.

The aim is to highlight any pre-existing knowledge and provide a segue to the next element of this session.

Supporting information for facilitators is provided at the end of this lesson plan.

Step 1 - Worksheet

<p>What do you think is meant by the word exploitation? (can you come up with a definition of what exploitation is)</p>	<p>What types of exploitation are there? (what are the types of exploitation and what is the goal of those exploiting people)</p>	<p>Who do you think is more likely to be affected by exploitation? (Are some young people more likely to experience exploitation)</p>

Step 2 - Activity Feedback

Discussion - Feedback on Activity

1. Firstly encourage each group to feedback on how they found the activity and what they identified on their worksheets.

Allow the groups to discuss each others findings and opinions (respectfully) and offer support throughout.

2. After the groups have provided feedback, use the following statement to bring this activity to a close and introduce the next activity.

PLEASE NOTE – We are expecting that the groups will have some prior knowledge of exploitation and will have shared their opinions related to the discussion points.

“Thanks for completing the activity and for your feedback.

There are no right or wrong answers to the activity we just completed, it was your opinions and knowledge we were interested in discussing.

In the UK we define exploitation as:

A form of abuse where an individual or group manipulates, coerces, or deceives someone—child or adult—into actions for the perpetrator’s gain, often leveraging a power imbalance.

We will cover the different types of exploitation again later in these sessions but right now we are going to focus on the question we asked about who may be more likely to experience exploitation.

We are going to use a video to help us do this.”

Step 3 - Intro to Video

Firstly use the introductory statement below to introduce this session and the subsequent sessions to young people.

“To follow on from the activity we have just completed we are going to watch a video that was made by the Essex Violence and Vulnerability Unit on Exploitation.

I will stop the video at a certain point and we will then complete an activity related to what we have just watched.

This is going to ask your opinions on what we have just watched and relate this to the discussions you had in the first activity in this session.

Ok, let’s get started.”

Now play the video. You should stop the video for the first time at:

0:20

Pause 1 - 0:00 - 00:20

Now we have stopped the video we are going to discuss the content with our young people based on the segment of the video they have just watched.

We are going to work through them in order, the key considerations and discussion points for this segment are provided below:

Discussion

After watching the video segment, facilitate a discussion using the key points below, you should work through these in order.

- 1. Based on our first activity are these the 'kind of' young people who may be exploited? If so why? If not why?**
- 2. Think about the girl in the video, do you think she feels that this might be an exploitative relationship at this stage? What did you think?**
- 3. What may indicate that the boy in the video may be a victim of exploitation? Did you think that?**

Statement

At the end of the discussion read the following statement to the group:

"Ok, so we have discussed the point in the video.

Some important things to note are that any young person can be a victim of exploitation.

It's also important to remember that people often don't realise they are experiencing exploitation until it's too late as relationships don't start in an unhealthy or exploitative way.

Pause 2 - 0:20 - 1:19

0:20 - 1:19 – ***This part of the video provides insight into the process of exploitation at several stages.***

Discussion

After watching the video clip use the following discussion points with the group.

- 1. This video segment shows that the young people in question have/or are experiencing exploitation, do you think they all recognise this?**
- 2. How do you think the perpetrator first won the trust of the two boys in the video?**
- 3. Would you be concerned if someone new in your life brought you things or spoke to you in the ways shown in the video?**

Discussion / Statement

At the end of the discussion read the following statement to the group and then discuss:

“So in this video segment we have started to see that the young people in question are experiencing exploitation and that some may be at more of an immediate risk than others.

It is clear from the video that the two boys are likely to realise they are in a risky and dangerous situation but for the girl in the video do you think she realises the risk?

This raises an an important question that we now want to explore in more detail, we are going to complete a final activity to explore this now.”

Step 4 - Final Activity

Group activity

This is a group discussion activity but you can complete in smaller groups if required. Work through each of the discussion questions below and then provide the supporting information at the bottom of this page.

So we have looked at how recognising exploitation might be difficult even if we are experiencing it so I want us to think about what we think the signs may be?

Consider:

- **How would you know? What would the signs be?**
- **Do you think the relationship would start negatively? Or would it be positive?**
- **If you think it would be positive, why would that be the case?**

Supporting Information

At the end of the discussion provide these comments to young people:

- **Remember that the start of any exploitation process is unlikely to start negatively.**
- **People want, and need, to win your trust. They are likely to present as supportive, helpful and friendly at first, but things will change.**
- **Sometimes we are going to get feelings that something is not ok in the relationship and we should listen to these feelings.**
- **We are going to think about these in more detail in the next session.**

Session Close

We are now going to bring the session to a close. Use the following statement to summarise the learning from the session:

“We are going to bring things to a close and introduce the next session.

Let’s recap on what we have covered today.

We started by thinking about what we already knew about exploitation, what the types of exploitation are and who we felt might be more at risk.

We started looking at the video that is part of this session and the realities of exploitation and whether young people exposed to it realise that they may be a victim.

We then started to explore why spotting the signs of exploitation can be really difficult and that relationships are not likely to start in a negative way.

In the next session we are going to expand this and think about what may alert us to risk in our relationships and what we can do about this.

Thanks for all your hard work today.”

Supporting Information

Definition of Exploitation

Child exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into activities in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator.

Types of Exploitation

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines Exploitation
- Online (Digital) Exploitation
- Labour Exploitation / Modern Slavery
- Financial Exploitation of Children

Who is more at risk?

Government guidance consistently stresses that:

- Any child can be exploited, regardless of background or apparent resilience
- Vulnerability is often cumulative (multiple risk factors increase likelihood)
- Affluent children and those in “stable” families can still be exploited, particularly in online and peer-contextual environments

External Links: Below are some links and resources that you might find helpful

Essex Violence and Vulnerability Unit works in partnership across Essex to support children, young people and communities to live lives free of knife crime, violence and exploitation – www.essexvvu.co.uk

Fearless is a site where you can access information about crime and criminality. You can also safely and anonymously report crime – www.fearless.org

Young Minds helps young people with their mental health, including coping strategies and support – www.youngminds.org.uk

ChildLine provides free, confidential online and phone support to young people. Their online site also has lots of useful information – www.childline.org.uk

Essex Youth Service provides information on what there is locally for young people to get involved in – from youth groups to politics, Duke Of Edinburgh to volunteering, work experience to training opportunities – www.youth.essex.gov.uk

Essex Council of Voluntary Youth Services can help if you would like to know what youth groups are in your area, and see a map of locations – www.ecvys.org.uk/youth-groups/

Exploitation

