

# Theme: Exploitation



## Associated Trolls: Convincar, Tormentor, Mutator, Pretendor

### Communicate current knowledge and understanding/ Pre-assessment

#### Introduce topic:

Exploitation: Criminal/sexual (both online & offline)- age appropriate decisions about examples and classification must be taken in the planning phase.

#### Pre-assessment:

- Use three examples age appropriate for your class about people exploiting others- it may link to foundation subject studies (or you can use the examples in the pack)
- Using these examples ask pupils to explain how the people in the example are being exploited and if they know why.
- Consider asking the children what they think about these examples: What is acceptable and what is worrying? What would they think the person should do? Use their answers to ensure they fully understand exploitation and how it can be difficult to spot, and that they should talk to a trusted adult if they're unsure.

### Developing Ideas/Addressing Misconceptions

#### Provide a definition:

The act of treating someone unfairly in order to gain something from them.

Someone taking advantage of you for their own benefit. Through threats, bribes, violence or humiliation.

Help them recognise the difference between bullying and exploitation.

Reflect with the class on whether this definition fits the conversations from the pre-assessment.

- Consider how ships' captains got their crews, when sailing ships were wooden and sailing around the world was treacherous, and pay was extremely low?
- What was a ship's mate? OR
- Select an excerpt of Oliver Twist, children stealing for Fagin, cat flap, small windows, pick pocketing, look-outs – discuss who was exploiting who – and how did Fagin get them to do it, who did he choose and why? When did the relationship start to become exploitative and why do they think that? What are the characteristics they can notice in those doing the exploiting and those being exploited?
- Using examples from Oliver Twist – ask the class would they “do it/not do it” and why?
- What did the children gain if they did it? But does that make it right? Could they get into trouble? How would they feel then/a few days later?

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Teach/explain which children/people are most at risk – vulnerable children (SEN/lonely/lack of support/home environment or family).

- Discuss how people in the examples can 'exploit' others – befriending or power, meeting a need, get cash or provide items clothes or phones – can they recognise the need that makes the victims vulnerable?
- Discuss how they can protect themselves from being exploited – e.g. never accept friend requests from people they don't know, if they're asked to meet up in real life, send pictures, do something for the other person etc. they shouldn't do these things and should always tell a trusted adult what's happened so that they can help them
- Explore the Trolls website – which trolls are exploiting others and how?

## Apply knowledge and understanding to a new context

Choose an appropriate different context for your class:

- Trolls book/website
- Trolls cartoon
- Role play a piece of drama/read a text

Context chosen – enable pupils to identify who is being exploited, why they were targeted, how the exploiter might have drawn them in, what could they do to protect themselves/who could help protect them from the exploiter. This is likely to bring about much discussion and should be allowed to develop appropriately – focussing on how to reduce the likelihood of becoming a target or drawn in (being mindful to avoid using any victim-blaming language).

Draw back to Trolls examples:

- Are there any Trolls who have exploited someone – or tried to that they found from their research?
- What did they try to get someone to do, and why? Why didn't they do it themselves?
- Can you design a new troll – this troll will be "Positor" a positive voice in a person's ear. What characteristics will this troll have? How will they help people to make positive choices when they are asked to do something for someone else? How will they help them decide it is "right to do" do they have a word, or a phrase or a rap to say to help the person make good choices?

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## Enquire into scenarios where a person might be exploited now or in future

### Child led enquiry:

Read one of the example exploitation scenarios given and decide whether it is an example of exploitation that might happen to them/a peer and if so, what advice could they give themselves or their friend?

- Ask pupils to write an example of their own and add to the examples provided.
- Conduct a class/grouped hot seating activity, the pupil in the hot seat has two examples – a set one and a pupil one.
- Read the example and they then ask a range of classmates in turn if they think it is exploitation (can classify type of exploitation if age appropriate) and what advice they would give. (teacher supports by interjecting at appropriate times as to what might happen if they “do it” if advice is always to not do it)
- Hot seat pupil selects the next pupil into the hot seat.

Alternatively – pupils have to take turns to ask the person in the hot seat questions about their scenario – only giving yes or no answers and the pupils have to work out the exploitation and then give a way of supporting or helping a person in that situation or to avoid the situation.

### Consequences:

Pupils select two exploitation examples – and provide two possible consequences – one for they did it, the other for if they didn't do it.

Discuss and determine actions that can help pupils resist – speaking to friends, trusted adult, saying no and avoiding the person, speaking to police if needed (age and example appropriate outcomes and strategies).

## Evaluate understanding of exploitation, stages it might take

### Link back to previous stages:

Using similar examples from the pre-assessment ask pupils to identify if anyone is being exploited, how this might have happened and why they have been targeted?

### Discuss:

- How can you spot the signs of somebody that is being exploited?
- How can you protect yourself from exploiters?
- How do you NOW understand exploitation? Is this different to before these lessons? What do you know now that you didn't before and how might this help you or someone else?

Reinforce the need to speak to trusted adults if you are not happy with how someone is treating you.

## Pretendor (1st book)

What does Pretendor do? Why?

Why might Pretendor want you to be his/her friend?

What might Pretendor want you to do?

What can you do to defeat/keep safe from Pretendor?

## Dwellor

How does Dwellor try and influence others?

Is this a good thing or not?

## Convincar

Why does this character have a “silver tongue”?

How might this characteristic be brought out of the cartoon - what would it be like if Convincar was a real person?

What might Convincar try and make you do and how could you resist doing it?

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Am I a victim of exploitation?

A friend has asked me to deliver something to a house. He said it's a present so he can't tell me what it is and I've got to keep it a secret so that they don't find out. He told me to do it when it gets dark.

What should I do?

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Am I a victim of exploitation?

Joe noticed that I always walk home from school on my own and that I don't have many friends. He seems really nice and has said that I can join his group of friends. They're really cool because everyone is scared of them but I've got to prove that I'm brave enough first.

What should I do?

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Am I a victim of exploitation?

My older sister Kim has said she will stop showing people ugly and embarrassing pictures of me if I steal her a new pair of trainers from 'Treds'. I'm scared that I'll get in trouble from the police but she said that they are not allowed to punish children so it's ok and she has got other children to do it before.

What should I do?

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Am I a victim of exploitation?

My boyfriend J says that you can't trust the police or our government and that the only way to protect yourself is to create your own group and community of people. He says I am in danger if I don't join his community and if I don't, he doesn't want to be my boyfriend anymore.

What should I do?

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Am I a victim of exploitation?

I have had an argument with a friend because we don't support the same football team.

She said she will only forgive me if I say sorry.

What should I do?

## Theme: Exploitation



Am I a victim of exploitation?

Every time we go into the shop,  
my friends steal something.  
They think it is funny but I don't  
like it. I don't want to get them  
in trouble but they won't listen to  
me.

What should I do?

## Theme: Exploitation



Am I a victim of exploitation?

My brother has asked me to do his paper round so that he can play football instead. He said he will pay me for it but it's his responsibility not mine, I don't know if I'm allowed?

What should I do?