

## MODULE F

### Understanding Stigma Faced by Children

# STIGMA AND SEXUAL ABUSE

10  
EXERCISE



### OBJECTIVES

Participants will be able to:

- Explore how stigma can sometimes lead to sexual abuse or exploitation
- Understand how girls and young women are especially vulnerable to sexual abuse and exploitation
- Understand the importance of supporting children and challenging stigma



### TIME

2 hours



### MATERIALS

“Life Options” Cards  
(one written on each  
card)  
Story

### ACTIVITIES

#### Small Groups

#### REFLECTION

Divide into small groups. Ask groups to discuss:

- Have you seen examples of child sexual abuse or exploitation in your community?
- How do you think stigma and sexual abuse are related?

#### Report back

Round robin.

#### Discuss

- Many orphans—and street children—are ignored or “invisible;” there may be no adults who are looking out for them, so they are more vulnerable to abuse and less likely to receive support if they get abused.

#### Role-plays

Based on the discussion, choose some scenarios to role-play in order to illustrate the links between stigma and sexual exploitation.



“Life for orphans is not easy. They stop going to school due to lack of support. For example, I have a friend who ran away from her guardians house because of heavy mistreatment. She had gone to her boyfriends house and started staying with him and he is now the husband.”

*14-year-old girl, Zambia*

### LIFE OPTION CARDS

- Working as a housemaid at the house of a friend of her fathers
- Trying to do some piecework at the market
- Working as a waitress in the hotel
- Selling cigarettes on the street after school
- Going out begging once a week with her young sister
- Working on the street (selling sex) with her older cousin occasionally
- Agreeing to go out with her neighbor who is a widow in exchange for some gifts/food

*From an idea from Ethiopia Toolkit Workshop*

### ACTION IDEAS

Ask participants in pairs to brainstorm all the ways to get involved in helping children in situations similar to Hanna's. Is there any lobbying they can do? Any campaigns they can link into? Write one idea per card; stick them on the wall and cluster ideas into similar categories.

Ask participants to pledge to take up at least one action after the workshop.

### Group Discussion or Role Play

#### **LIFE OPTIONS**

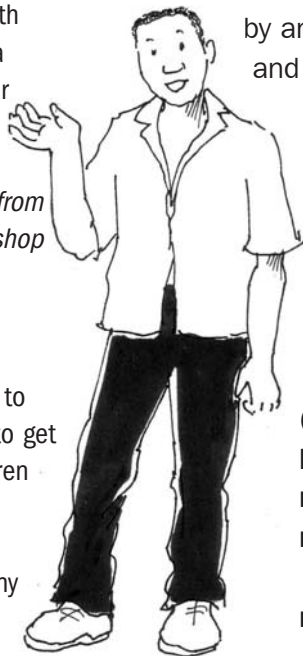
This exercise can either be done in discussion groups or as a group role-play.

1. Read out the story below or ask someone to be Hanna and tell her story.
2. Hand out option cards. Discuss the advantages or disadvantages of choosing each option.

#### **OR**

Role-play the options of what might happen if Hanna chooses each option. (Working as a waitress in a hotel could lead to male guests taking advantage of Hanna. Selling goods on the street might expose her to sex work.)

Hanna is 16 years old. Her parents died 2 years ago and she and her brothers and sisters have been looked after by an Auntie and Uncle. Last month her Uncle died and now her Auntie is going back to live in the village. Hanna is in grade 9 and is doing well at school. She has one younger brother and two younger sisters. No one in the community wants to get involved with Hanna's family now as they think they are cursed by so many deaths. Hanna needs to make a decision about how she can best support her siblings now.



(Create enough roles so that everyone can be involved)

Discuss:

- What other options might be safer?
- What kind of help could support Hanna and her brothers and sisters?
- What would make Hanna less vulnerable to sexual exploitation?