

The Sweetheart

A story about opportunities, choices and freedom



auscam
freedom
project





Picture 1: Malin meets With Rith

Story:

My name is Malin. My story starts when I met Rith outside the school gates. He was good looking and kind to me



Brainstorming Questions

Malin is happy to make friends.

1. Why is it good to make friends?
2. Is "when making friends with someone we don't know, is there anything we must be careful about?"

Answers

- 1. It is good to make friends because it's nice to have people who like you and want to know you better.
- 2. Sometimes strangers can not be so nice. They might want to get to know you to harm you

Suggestions for Facilitator

- *Introduce Rith and Malin*
- *Ask the children what other things they can do to make sure that the friends they choose are good . How does someone make them feel/*



Picture 2: At the Cafe.

Story:

Rith took me to a cafe. We are at the cafe to chat. He makes me laugh and is always touching me gently. He tells me I'm pretty. I feel excited when he does and says these things but also a bit shy and uncomfortable.



Discussion

1. Why do you think Rith took her to the cafe?
2. Why do you think Malin feels excited?
3. Why does she feel shy and uncomfortable?
4. Do you think it was a good idea for Malin to go to the cafe?

Answers

1. It could be because he is kind and friendly or it could be for other reasons..what?
 - 2. Malin feels shy and uncomfortable because she may suspect something is wrong

Suggestions for Facilitator

1. Ask the children to think of what the other reasons she could feel that way. How can they tell if he is a good guy?
2. If someone makes you feel uncomfortable what should you do?



Picture 3: Rith asks about 'making love'

Story:

Rith and Malin spend time together after school. Sometimes he tells me how it feels to make love. He asks if I would like to know how it feels, but I do not want to do that because we are not married yet and I am still at school. But I really like him. I am afraid he will stop loving me and leave me if I don't make love to him. I don't know what to do.



Brainstorming Questions

1. Malin really loves Rith Do you think he loves her in the same way?
2. what do you think about her concerns about not being married and still being a student?
3. Do you think if he really loves her he will stop loving her if she Says "no!"

Answers

1. How do you know if someone is really in love?
2. It is important to think about the consequences of making love with someone. It is not just something that happens quickly and is over
3. If someone really loves the other person then they want to listen to them and not only think about their own needs. They are valuable and can say "no" at any time

Suggestions for Facilitator

Message 1:

Get the children to say together:

"I am valuable (and so are you)!"

Message 2:

Explain to the children that if they are asked to do something that feels unsafe they need to say:

"No!! Safety is my right."

Get the children to say together:

"Safety is my right!!!"



Picture:

4:

Malin takes Rith home when her parents are out



Today mum's not home. I let Rith visit me because he always wants to see me and I also want to see him. I feel excited every time we are together. Rith asked me if I love him or not. I really love him. So he asked me to show how much I love him and make love. But I was not ready to have sex. He forced me and raped me. I never thought he would do that to me. It hurt me.

Brainstorming Questions

1. Describe how Malin is feeling.
2. What do you think about Rith's behaviour ?
3. How can Malin get help?

Answers

1. Message 3 - *My body belongs to me!*
2. No one can touch you without you agreeing to it. Your body belongs to you and no one can tell you to do something with it that you don't agree with.
3. Message 4 - *"I can get help!"*. If we are forced or threatened to do something, we need to remember NOT to keep these a secret. We can get help by telling our parents, other relatives, village leaders, teachers or the police or call the free Child Helpline on 1280.

Suggestions for Facilitator

Message 3 –

Get the children to say together:
"My body belongs to me."

Message 4 -

Get the children to say together:
"I can get help!!!"

Ask the children where they can get help from



Picture 5: Malin is worried about her mom finding out

:Story My mum will blame me if I tell her about this



Brainstorming Questions

1. What do you think Malin's mum would say if she found out about this?

Answers

1. She may be very upset with Malin
2. She may be very concerned and want to do something to help

Suggestions for Facilitator

Malin's mother may not find out if she doesn't tell her but how will that make Malin feel?

If Malin told her mother what could she do to help?



Picture 6: Rithy apologises

Story:

The next day Rith says sorry for making me do those 'bad things'. I think he will marry me so I forgive him and hope that we can be happy together again.



Brainstorming Questions

1. Why did Rith say sorry? Did he mean it?
2. Do you think he really wants to marry her?
3. Do you think Malin should have forgiven him?

Answers

1. It seems unlikely that Rith apology is sincere
2. It is unlikely he will really want to marry her
3. Malin should think about it carefully.

Suggestions for Facilitator

1. Ask the children 'How do you know if an apology is real?'
2. Talk with the children about forgiveness. 'When is it good to forgive and who can do the forgiving.'



Picture 7: Rithy buys Malin flowers and a nice meal

Story: He bought me flowers and some fried chicken. He told me he will take care of me for the rest of my life. I feel special.

But then he asks me to have sex with him again. I don't want to do it again but I don't want to say no as it might upset hi,. I agree to go with him to a guest house.



Brainstorming Questions

1. How do you think Malin was feeling at first and then later?
2. What key messages did she forget?
3. Why did she agree to go to the guest house with him?

Answers

1. Malin felt happy but then confused!
2. She forgot she is special but not just because he says so. She forgot she could get help.
- 3 She agreed to go with him because she thinks she has to go. .

Suggestions for Facilitator

- *Remind the children that every child is special in their own way, that they can say "no!" If they feel uncomfortable*
- *Talk to them about ways that they might do if they feel confused and want to leave a situation.*



Picture 8: Unsafe at the Guesthouse

Story:

We travel to the guesthouse but when we enter the bedroom there is another man there.

I could hear them talking together and realise that this new man has paid Rith money to have sex with me. Rith leaves the room and the new man tells me he will hurt me and tell my parents if I don't do what he asks me to do.



Brainstorming Questions

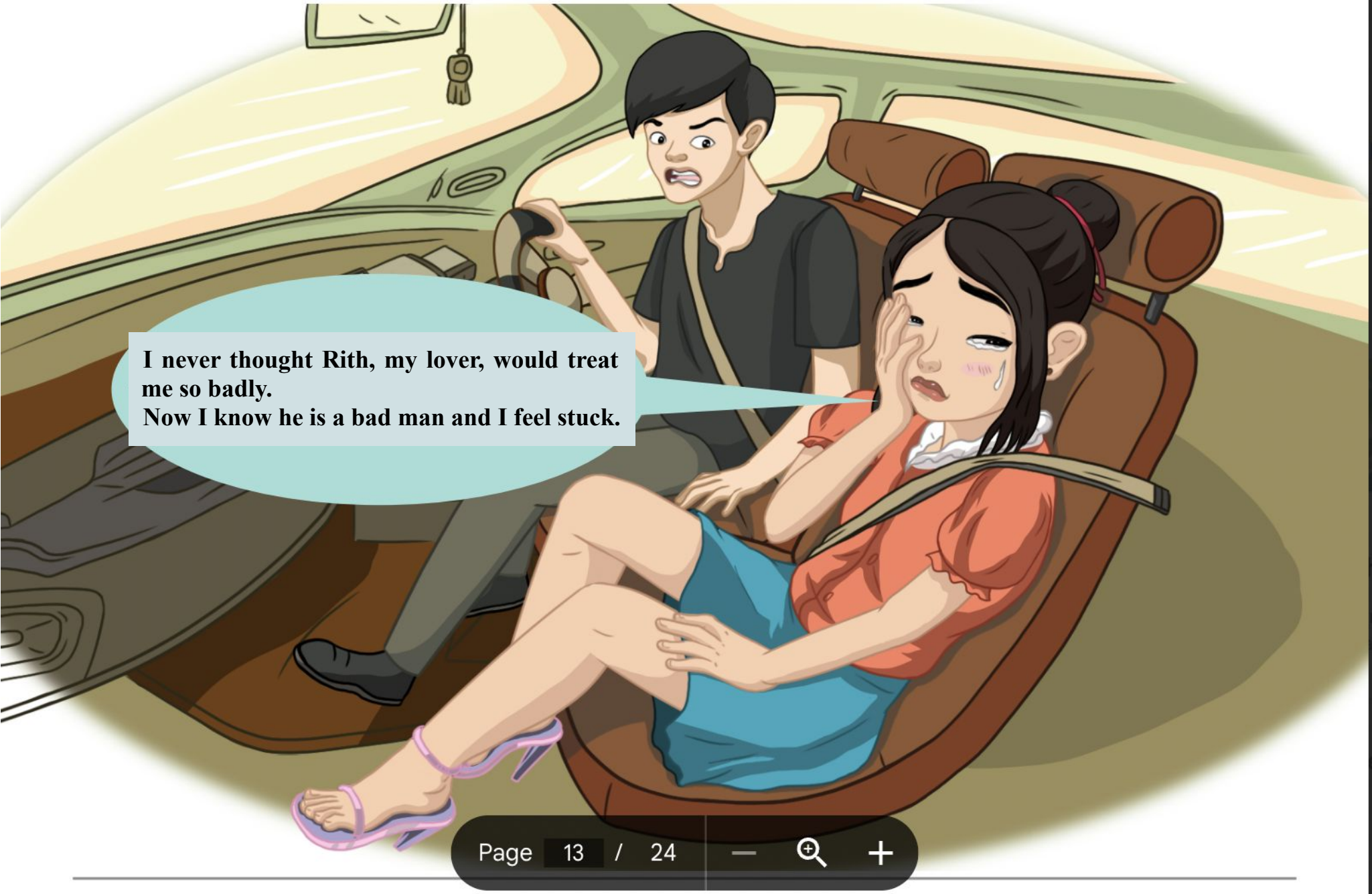
1. Was it a good idea to go the guesthouse without telling anyone where she was going?
2. Is there anything she could do at this stage.

Answers

2. It is unsafe to go with someone somewhere without informing a parent or carer.
3. Malin had forgotten the key messages:
“Safety is my right!”
“My body belongs to me”

Suggestions for Facilitator

- Ask the children what Malin could have done when she was invited to the guesthouse
- Say that he could have said:
“No! Safety is my right!”
- Invite the children to say the key message together:
“Safety is my right!”

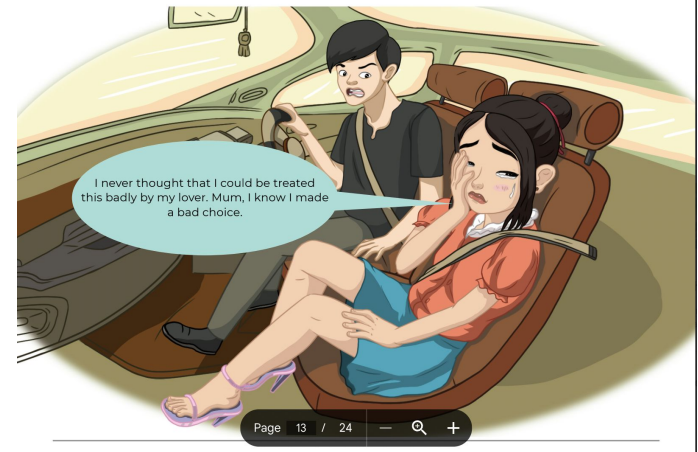


**I never thought Rith, my lover, would treat me so badly.
Now I know he is a bad man and I feel stuck.**

Picture 9: Malin is So Sad

Story:

I never thought Rith, my lover, would treat me so badly.
Now I know he is a bad man and I feel stuck.



Brainstorming Questions

1. Was Malin right to think that she should not be treated so badly?
2. Where do you think Rith is taking Malin now? Is it home or somewhere else?

Answers

1. She was right that he shouldn't have treated her this way but what could she have done better
2. He could be taking her to more men or a brothel to make more money from her

Suggestions for Facilitator

Ask the children what they would do if someone tried to trick them. How would they respond to that person? What would they say to them and how?



Picture 10: Rewind the story

Story:

But what if we could rewind the story and have a very different ending?



Brainstorming Questions

1. What would make it a happy ending?

Answers


1. Let the children suggest ideas but don't tell them the end of the story

Suggestions for Facilitator

Discuss with the children what could happen differently that would make Malin safer

Ask them what advice they would give to other children?

Ask them to imagine what would happen if Malin told her friends about her relationship with Rith

An illustration of two young women in school uniforms standing in a grassy field. The woman on the left has dark hair tied in a ponytail with a red bow and is wearing a white shirt and dark skirt. The woman on the right has long dark hair and is also wearing a white shirt and dark skirt. They are both looking at each other. There are green bushes and a light blue sky in the background.

Malin: Chantha I want to tell you a secret... I met a nice boy at the school gate the other day.

Malin: He is very handsome and he took me to a cafe after school. He made me feel very special'

Chantha.. Giggling..: 'Oh really Malin, tell me more'.

Chantha, 'Oh wow Malin, you're so lucky'

Picture 11:

Malin talks to her best friend

Story: Malin is on the way home and talking to her best friend Chantha about Rith. Malin said; “Chanta I want to tell you a secret. I met a nice boy outside the school gate the other day” Chantha said giggling, “Oh really Malin, tell me more” Malin said “He is very handsome and he took me to a cafe after school. He made me feel very special” Chantha said” Oh wow, Malin, you are so lucky”



Brainstorming Questions

1. Do you think it was a good idea for Malin to talk to her best friend?
2. Why?

Answers

1. Yes, it is a good idea!
2. It's good to hear what other people think and compare it with your own ideas.

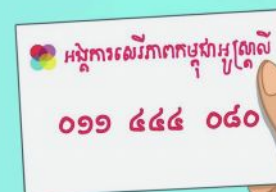
Suggestions for Facilitator

Ask the children about their friends. Do they trust them if they make suggestions to them?

Malin: Actually, I am worried because he told me I have to have sex with him to prove how much I love him. I don't think I am ready for that but I also don't want to lose him.

Oh Malin please be careful. I care about you. I have a card here for an organization that can help you. This is a hotline especially for girls our age and can offer you support and advice. Their name is AusCam Freedom Project and their number is 011 444 080. Please call them.

Malin: Thank you Chantha for listening and for your advice. I will call them.



Picture 13: Malin talks to her best friend about her concerns

Malin says “Actually I am worried because he told me he wants to have sex with me. I have to have sex with him to prove how much I love him. I don’t think I am ready for it but I don’t want to lose him” Chantha says “Oh Malin please be careful. I know an organisation that can help you. They have a hotline especially for girls our age that can offer you support and advice. Please call them. Chantha thanked her friend for listening and her advice.



Brainstorming Questions

1. What do you think about her friend’s advice?
2. Why is it important to remember the key messages?

Answers

1. It was a good idea to talk to her friend because she had good advice
2. Its important to remember the 4 key messages a) I am valuable! b) Safety is my right and your right too! c) I can get help! d) My body belongs to me!

Suggestions for Facilitator

- Discuss with the children what they would do if they were in a situation like Malin or Channtha. Tell the children they can get help by informing their parents, other relatives, teachers, village leaders or local authorities or by calling the helpline

I really do need some advice on what to do and
shouldn't be afraid to share my story.



Picture 14: Malin asking for Advice

Story: Malin called the Helpline number to get help

I really do need some advice on what to do and shouldn't be afraid to share my story



Brainstorming Questions

1. Who is Malin calling to get advice
2. What is the number she is phoning?


Answers

- 1 Malin is calling the Helpline where she can get help.
2. The number is 1280.


Suggestions for Facilitator

Here are some actions to help us remember the Helpline number and the four key messages:

- 1.- I am valuable (hold finger up for number one)*
- 2. - Safety is my right- for me (point at me number 1) and also for you (point at you - number 2)*
- 8 - I can get help I can think of up to 8 people who I can contact if I feel unsafe or are afraid, for example: Mum, Dad, Uncle, Aunt, older brother, older sister, village leader and teacher (count on fingers from 1 to 8).*
- 0 – My body belongs to me. No-one can touch me without my permission (wag finger from side to side).*



Rong Ya: Hello this is the Freedom Line at AusCam Freedom Project, my name is Rong Ya. How can I help you.



Malin: Hello my name is Malin and I need some advice. I met a boy and he has asked me to do things I am uncomfortable with.

Picture 15: The Helpline give good advice 1

Story:

Rong Ya answers the phone: Hello this is the Helpline. My name is Ron Ya. How can I help you.? Malin responds: Hello my name is Malin and I need some advice. I met a boy and he has asked me to do bad things.



Brainstorming Questions

1. Was it a good idea to call the helpline? Why?
2. Who else could she have gone to to get help?
3. Why might a child not ask for help? What might stop them asking for help?
4. If your friend tells you something bad is happening to them, what will you do?

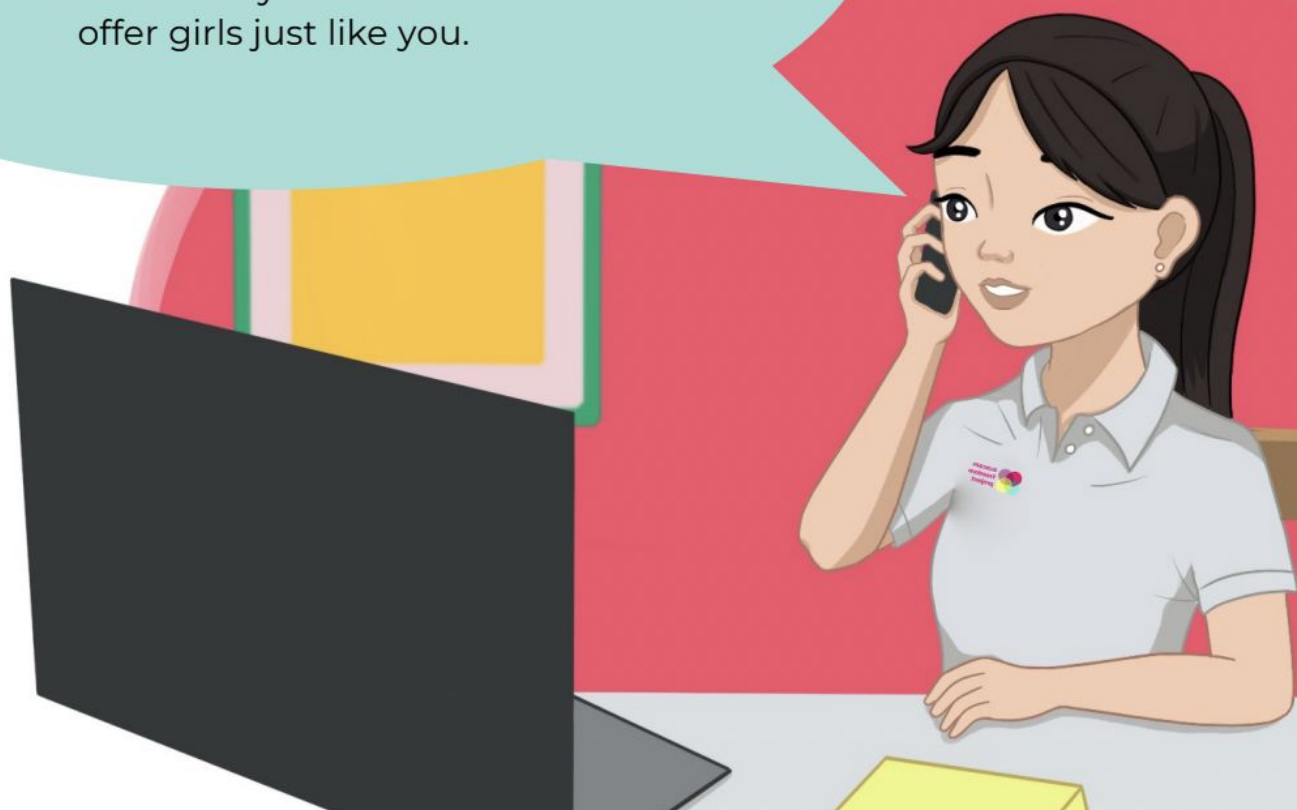
Answers

1. The Helpline are experienced to give advice
2. List the people who are safe for children - they may have different answers
3. If they are scared. They are afraid of what the person would do e.g. tell their parents.
4. Help them to seek help from someone who can do something

Suggestions for Facilitator

Tell the children it is sometimes hard to tell people difficult things but it is the right thing to do. Ask children to give you examples

Firstly Malin, thank you for being brave enough to call our hotline and share your story. I would love to help you. Would you prefer to talk about this on the phone or in person? If you like, you can come and visit our Shine Centre which is just for adolescent girls. I think you will be much more comfortable to talk there and I can also tell you all about the activities we offer girls just like you.



Picture 16 The Helpline give good advice 2

Story:

Rong Ya continue to speak: Firstly Malin, thank you for being brave enough to call our helpline and share your story. I would love to help you. Would you prefer to talk about it in person or in person. If you like you can come to our Centre which is just for girls like you. I can also tell you about the activities we do.



Brainstorming Questions

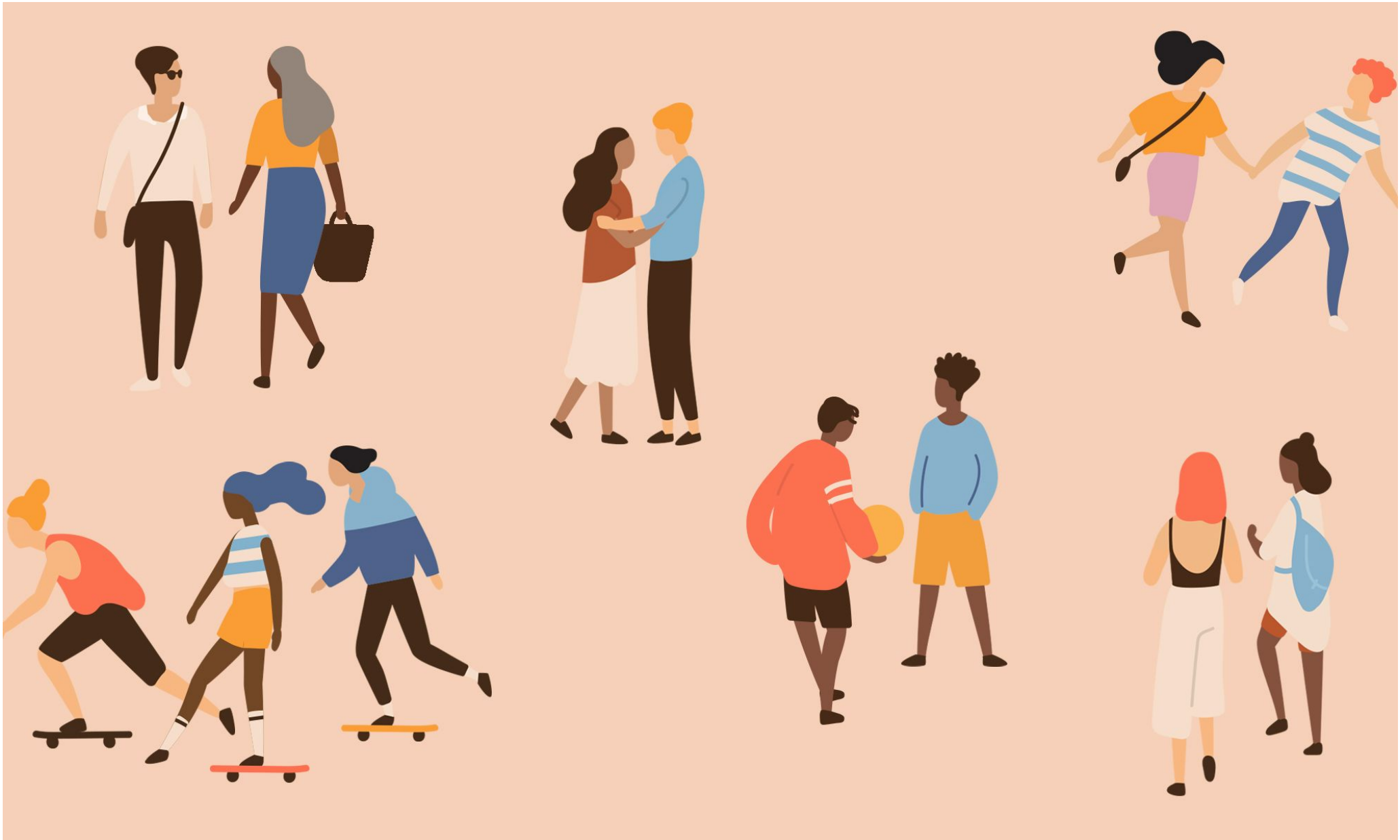
1. If you were Malin would you prefer to talk on the phone or meet in person?

Answers

1. The Helpline are experienced to give advice on the phone or in person

Suggestions for Facilitator

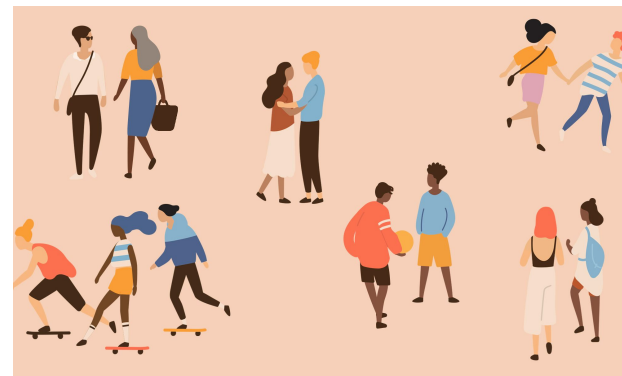
Ask the children what are the advantages and disadvantages of talking on the phone compared to meeting in person



Picture 17 Healthy and Unhealthy relationships

Picture:

The picture shows different types of healthy relationships.



Brainstorming Questions

1. What are the differences between healthy and unhealthy/abusive relationships?
2. What are the examples of unhealthy/abusive relationships?

Answers

1. Healthy: respect, honesty, trust, communication, compromise, commitment, healthy boundaries, ...
Unhealthy: one partner forcing the other partner to sacrifice friendships, family, school, personal goals, or even their emotional well-being while in the relationship.
2. They include: communicate harmfully, mistreat the other, make untrue accusations, control the other, isolate the other, force sexual activity, control, manipulate, ...

Suggestions for Facilitator

Further ask the children the definition of consent, coercion, grooming or they can do it as group

- *Conclude the session with the question of 'How would you like to be treated by your partner?'*
- *Remind / notify them about values, consent and boundaries*

Online Child Sexual Exploitation

- Online grooming
- Child Sexual Abuse Materials (CSAM)
- Sextortion / Sexual Extortion
- Live Online Child Sexual Abuse



Picture 18 Online Child Sexual Exploitation

Picture:

Picture showing types of OCSE



Brainstorming Questions

1. What is Online Child Sexual Exploitation?
2. What are the types of OCSE?

Answers

1. OCSE refers to any act of sexual exploitation that may occur to a child using the online system.
2. The types include:
Online grooming, Child Sexual Abuse Materials, Sextortion, Live Online Child Sexual Abuse

Suggestions for Facilitator

- *Ask the children whether they have ever heard of OCSE*
- *Explain and give examples of each forms of OCSE*
- *Inform the children the reporting mechanism if they or anyone ever experience one.*