

# Dangerous Deception

## Teacher Follow up Activities

The activities provide pupils with opportunities to achieve Key Stage 4 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales

The aim of this section is to help pupils in KS3 to understand what sexual exploitation is, where to get help and how they can keep themselves safe.

The United Nations Convention on the Rights of the Child enshrines children and young people's rights to be protected from sexual exploitation. All children and young people are potentially at risk of being sexually exploited. Schools have a central role to play in reducing this risk. By exploring the features of safe and healthy relationships, officers can help learners to develop the skills to identify potential risks, stay safe and seek help if needed.

The sexual exploitation activities should be delivered as part of the school's PSE and sex and relationship education (SRE) programme. It should be consistent with the school's sex education policy and the agreed values framework for SRE. You need to consider if the lesson is appropriate for the needs of your learners in terms of language, images, maturity and understanding required.

## Information for Teachers

Sexual exploitation is defined by the UK government:

"The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have the power over them by virtue of their age gender intellect, physical strength and/or economic or other resources."

*Source: A definition. National Working Group for Sexually Exploited Children and Young People, 2008*

A simplified definition used by officers in the All Wales School Liaison Core Programme lesson is:

Child exploitation is when a young person under the age of 18 is taken advantage of, groomed and controlled for a sexual purpose.

Sexual exploitation is abusive and illegal.

**Links with the PSE Framework for  
7 to 19 year olds in Wales**

Activities	Skills	Range
1a. Situation Scenarios	<ul style="list-style-type: none"> <li>• Consider others' views to inform opinions and make informed decisions and choices effectively.</li> <li>• Make and maintain friendships, and begin to negotiate behavior in personal relationships.</li> <li>• Be assertive and resist unwanted peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop respect for themselves and others.</li> <li>• The Law relating to aspects of sexual behavior.</li> <li>• The features of safe and potentially abusive relationships.</li> <li>• Display a responsible attitude towards keeping the mind and body safe and healthy.</li> </ul>
1b. Developing Scenarios	<ul style="list-style-type: none"> <li>• Work independently and cooperatively.</li> <li>• Consider others' views to inform opinions and make informed decisions and choices effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Display a responsible attitude towards keeping the mind and body safe and healthy.</li> <li>• Develop and respect themselves and others.</li> </ul>
2. Awareness Raising Campaign	<ul style="list-style-type: none"> <li>• Work independently and cooperatively.</li> <li>• Communicate confidently personal feelings and views through a range of appropriate methods.</li> </ul>	<ul style="list-style-type: none"> <li>• The benefits of accessing different sources of information, support and advice.</li> </ul>
3. Sorting Cards	<ul style="list-style-type: none"> <li>• Using prior knowledge to explain links between cause and effect.</li> <li>• Consider others' views to inform opinions and make informed decisions and choices effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop respect for themselves and others.</li> <li>• The Law relating to aspects of sexual behavior</li> <li>• The features of safe and potentially abusive relationships.</li> </ul>
4. He Said He Loved Me Mystery	<ul style="list-style-type: none"> <li>• Using prior knowledge to explain links between cause and effect.</li> <li>• Identify and assess bias and reliability e.g. evaluate messages from the media.</li> </ul>	<ul style="list-style-type: none"> <li>• The Law relating to aspects of sexual behavior.</li> <li>• The features of safe and potentially abusive relationships.</li> </ul>



	<ul style="list-style-type: none"> <li>• Listen attentively in different situations and respond appropriately.</li> <li>• Communicate confidently personal feelings and views through a range of appropriate methods.</li> <li>• Consider others' views to inform opinions and make informed decisions and choices effectively.</li> <li>• Work both independently and cooperatively.</li> <li>• Be assertive and resist unwanted peer pressure.</li> <li>• Adapt to new situations.</li> </ul>	<ul style="list-style-type: none"> <li>• The benefits of accessing</li> <li>• different sources of information, support and advice.</li> </ul>
5. In the Hot Seat	<ul style="list-style-type: none"> <li>• Identify and assess bias and reliability e.g. evaluate messages from the media.</li> <li>• Listen attentively in different situations and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop respect for themselves and others.</li> <li>• The Law relating to aspects of sexual behaviour.</li> <li>• The features of safe and potentially abusive relationships.</li> </ul>
6. Whitney's Story	<ul style="list-style-type: none"> <li>• Use some prior knowledge to explain links between cause and effect.</li> <li>• Listen attentively in different situations and respond appropriately.</li> <li>• Communicate confidently personal feelings and views through a range of appropriate methods.</li> <li>• Consider others' views to inform opinions and make informed decisions and choices effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop respect for themselves and others.</li> <li>• The Law relating to aspects of sexual behaviour.</li> <li>• The features of safe and potentially abusive relationships.</li> </ul>

### 1a. Situation Scenarios

Divide the class into small groups and distribute one scenario card (Resource 1a) to each group. Each card describes a different situation involving the sexual exploitation of children and poses the following questions:

- a) What warning signs do you think should have alerted the young person?
- b) What could the young person do to keep safe?
- c) Would you describe this incident as sexual exploitation? Support your answer with reasons.

Ask the pupils to discuss the scenarios in their groups and to answer the questions. Nominate a spokesperson in each group to feedback their answers to the whole class. Ensure that the pupils understand the definition of sexual exploitation (Resource 1b) and explore some situations when both girls and boys are in danger of being exploited.

Draw the pupils' attention to the help that is available if they feel at risk of exploitation. (School staff, local agencies, School Community Police Officer, Youth Services and national helplines such as ChildLine 0800 11 11) The signposting available on the [www.schoolbeat.org](http://www.schoolbeat.org) website may be of use here.

### 1b. Developing Scenarios

Using the scenario cards (Resource 1a) divide the class into groups and distribute a card to each group. Ask the pupils to create a storyline that 'finishes' the scenario with a positive ending. This should include a scene where the young person accesses help or support from a suitable place, person or organisation.

Depending on the ability of the pupils the stories can be audio recorded, drawn or written.

Ask the groups to feedback their stories to the whole class. Reinforce safety strategies with the pupils.

## 2. Awareness Raising Campaign

Divide the class into small groups. Ask the pupils to imagine that they work for an organisation that seeks to provide help and support to children and young people. Distribute copies of the stimulus sheet (Resource 2a) to each group. The task is to design the materials for a campaign that raises awareness of child sexual exploitation among 14 - 18 year olds. The following websites can be used to help the pupils complete the task:

- [www.schoolbeat.org](http://www.schoolbeat.org)
- [www.NSPCC.org.uk](http://www.NSPCC.org.uk)
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.barnardos.org.uk](http://www.barnardos.org.uk)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.ceop.police.uk](http://www.ceop.police.uk)

The campaign materials could take various forms such as a poster, leaflet, newspaper article, blog, photostory, Facebook page, podcast etc.

The link below will take you to the NSPCC's child sexual exploitation page [www.nspcc.org.uk/inform/resourcesforprofessionals/sexualabuse/sexual\\_exploitation\\_wda83207.html](http://www.nspcc.org.uk/inform/resourcesforprofessionals/sexualabuse/sexual_exploitation_wda83207.html) It provides a useful summary for teachers of the variety of aspects linked to this subject.

When completed the pupils should present their materials to the class. They could also be used to present an assembly to their year group or could be used in classroom displays.

### 3. Sorting Cards

The aim of this activity is to explore some of the reasons why a child might become a victim of child sexual exploitation. Divide the class into small groups. Give each group a set of 19 sorting cards (Resource 3a). Tell the pupils that the cards are quotes from young people who have been the victims of child sexual exploitation. Ask the pupils to discuss the quotes and decide if they think the quote shows that the victim was vulnerable, threatened or enticed by incentives. Ask the pupils to sort the cards under the headings given in the resource. (*I think s/he was vulnerable; I think she s/he fell for the incentives; I think s/he was threatened.*)

Ask the pupils to feedback their decisions and discuss the results with the whole class.

### 4. He Said He Loved Me Mystery

#### Activity:

Explain to the pupils that the task is a mystery. The group's challenge is to solve the puzzle of 'He said he loved me.' The mystery statements (Resource 4a Female statements and Resource 4b Male statements) contain information to help the groups come to a solution.

Arrange the class into small mixed gender groups (3 or 4s). Ask the groups to spend a short time considering the best way to tackle the task.

#### Part 1:

Give out the Female (victim) mystery statements (Resource 4a) to each group. Ask the pupils to mix the statements and take it in turns to read them as they sort them into a logical sequence.



Give 10 minutes for the groups to consider the information, come up with possible answers and discuss what they think is going to happen next. Listen to the group discussions and help groups if necessary by asking prompt questions. Explain that some groups will be asked to offer their 'solution' to the whole class in a few minutes. Explain the importance of justifying their reasons. Allow time for the groups to plan what they will say. Ask one or two groups for their solutions and the reasons behind their decision. Ask other groups to add ideas/alternative solutions.

**Part 2:**

Now, give out the Male (perpetrator) mystery statements (Resource 4b) to each group. Ask the pupils to mix the statements and take it in turns to read them as they sort them into a logical sequence.

Give 10 minutes for the groups to consider the information, come up with possible answers and discuss what they think is going to happen next. Listen to the group discussions and help groups if necessary by asking prompt questions. Ask one or two groups for their solutions and the reasons behind their decision. Ask other groups to add ideas/alternative solutions.

**Alternatively**

Half of the groups could use the female (victim) statements and the other half the male (perpetrator) statements.

**Or**

The boys could use the female (victim) statements and the girls could use the male (perpetrator) statements.

**Female (victim) Mystery Statements - given in order for teacher reference.**

1. Starting a new school in Year 10 has been really hard for me.
2. There is no one to talk to and I haven't got any friends to trust.
3. A boy who lives near me is in Year 13 at the same school.
4. He's been friendly, walked home with me and even asked to swap mobile numbers.
5. He texted to ask me to add him as a 'friend' on a social network site.
6. Now we talk online every night and he evens help me with my homework.
7. He's always saying nice things about me and how great I look.
8. No-one has shown interest in me like this before. He makes me feel special.
9. Perhaps he likes me? I hope so he's really nice.
10. On Friday night I went to the cinema with him - just the two of us again He even paid for me.
11. On the way home he bought some vodka and encouraged me to share it.
12. I think he respects me. He just kissed me goodnight!
13. When I got home he persuaded me to go online and we talked for ages.
14. He thanked me for a great night and sent me photos of him lying on the bed!
15. He asked me to send him similar pictures of myself so I did.
16. He has invited me round to his house this weekend.
17. It's our secret. I haven't told anyone.
18. I hope Mum doesn't find out.
19. It will be just me and him, with lots of alcohol, having a romantic evening together.

**Male (Perpetrator) Mystery Statements - given in order for teacher reference**

1. I'm on the lookout for some 'new girlfriends'.
2. There's a new girl in Year 10 and she lives near me.
3. I'll wait after school to walk home with her and get to know her better.
4. She's shy and a bit of an outsider - could be interesting.
5. I can't believe she gave me her phone number straight away.
6. I've texted her and she's added me as a friend online - this is going to be easier than I thought.
7. I'll offer to help her with her homework so that she'll come to depend on me.
8. A few flattering compliments should make her feel special.
9. To keep her away from the other kids at school I'll tell her that she is the only one I want to be with.
10. It will be worth paying for her to go to the cinema.
11. I'll try to get her drunk on the way home.
12. Now she trusts me, it's time to take things to the next level.
13. Let's start by swapping pictures then I'll persuade her to go a bit further.
14. My Mum and Dad are away this weekend so now's my chance - I'll invite her over.
15. I've told her not to tell anyone.
16. I hope her Mum doesn't find out.
17. At last it's just me, her and plenty of booze!
18. Let's see if she is going to show me how much she really loves me.

**Plenary:**



Use the stories to explore the motivations of:

- the victim; the need for an emotional connection, having someone to talk to and rely on etc.
- the perpetrator; deliberately establishing an emotional connection and trust in order to increase the likelihood of the victim engaging in sexual behaviour or exploitation.

Ask the class to consider the warning signs. How do they think the mystery ends?

Read the ending (Resource 4c) or reveal on the PowerPoint (Resource 4d) on the Interactive White Board. Consider and discuss the short and longer term personal, social and legal consequences of grooming and sexual exploitation.

Remind the pupils of sources of confidential help and emotional support.

#### **Information for teachers**

Research by the Child Exploitation and Online Protection unit (2011) identified 87 per cent of investigated grooming offenders as male.

The sharing of images and the threat to use these is common in both face-to-face and online grooming situations.

### **5. In The Hot Seat!**

The aim of this activity is to give pupils the opportunity to explore in some depth the situation and feelings of key characters in a situation of sexual exploitation.

Prepare the pupils for a Jeremy Kyle style show called 'The Jerome Acyle Show'. (Resource 5a) The episode will be titled:

"They think he is grooming me - but we are in love! He just wanted to keep it secret to be more romantic."

Choose pupils to role play:

- the victim - Emma
- victim's mother - Julie
- victim's friend - Zara
- perpetrator (sexual exploiter) - Ryan

N.B. It is important to take care when selecting the actors. The Researcher's Notes, (Resource 5b) provide some background information for the actors. Give them some time to read the notes and prepare their roles. Prepare the rest of

the class to be the audience while you as the class teacher take the role of Jerome Acyle!

Set the scene for the class (not giving too much information away) and begin by introducing Emma and asking her some questions. Open the floor for members of the audience to ask questions. Emma, in the hot seat, must answer in character. Introduce the other characters in turn who answer any questions posed by the other pupils.

**(Resource 5c)** The following questions are offered as suggestions for the hot-seat activity. They can be used as prompts for the 'host' or the pupils.

**Emma**

1. Surely it was obvious that the boys were no good so what attracted you to Ryan in the first place?
2. Looking back, how do you think Ryan was able to control you?
3. Did you love him and did you think he loved you?
4. You said you did not understand why Ryan wanted you to keep everything a secret. Why do you think he said that? Do you understand now?
5. After all that has happened have your feelings towards Ryan changed?

**Julie - Emma's mother**

1. Why do you think your daughter became a victim of sexual exploitation?
2. Do you think you were a bad mother? You seem to be more interested in your boyfriend!
3. Should you have made the effort to find out about her secrets?
4. If you could go back in time what do you think you might do differently?

**Zara - Emma's friend**

1. How do you feel about Emma?
2. Are you angry at her? Why?
3. Didn't you suspect that there was something seriously wrong?
4. Do you think you should have done something to help Emma?
5. Do you think Ryan loves Emma?
6. Is it OK to do 'favours' for your boyfriend?

**Ryan - Emma's boyfriend**

1. Why did you choose to groom Emma?
2. Do you love her? She thinks you do!
3. Can you explain your actions?
4. Do you have a conscience about what you have done to Emma and girls like her?
5. Do you think what you have done is wrong?
6. Do you think you have broken the law?

To conclude ask all the pupils to consider the following questions:

- What do you think will happen next to each character?
- What would you advise Emma, her mother and friend to do?

Ensure that the pupils know that they have been discussing sexual exploitation. Refer to the definition (Resource 1b).

It may be possible to film the 'show' and use the film in a later lesson to further discuss the issues raised.

### **6. Whitney's story (EastEnders Comic Relief Episode, 2011)**

Follow the link <http://youtu.be/SC7O6UJkk4c> to find a special episode of EastEnders first broadcast on Red Nose day 2011. The episode focuses on Whitney who has fallen in love with an older boyfriend called Rob. Rob plans to sexually exploit Whitney and make money.

Ask the pupils to discuss what they understand by the phrase sexual exploitation and feedback their ideas to the class as a whole. You may refer to the definition (Resource 1b). Show the EastEnders episode to the pupils. (9½ minutes). Divide the class into small groups and give each class one of the question cards (Resource 6a). Ask the pupils to discuss their question and then feedback their answers in turn to the whole class.

To finish, remind the class that sexual exploitation is illegal and abusive. Remind them of sources of help available if they feel threatened or unsafe both within the school and among outside agencies.

Help lines and web sites can be found on [www.schoolbeat.org](http://www.schoolbeat.org).