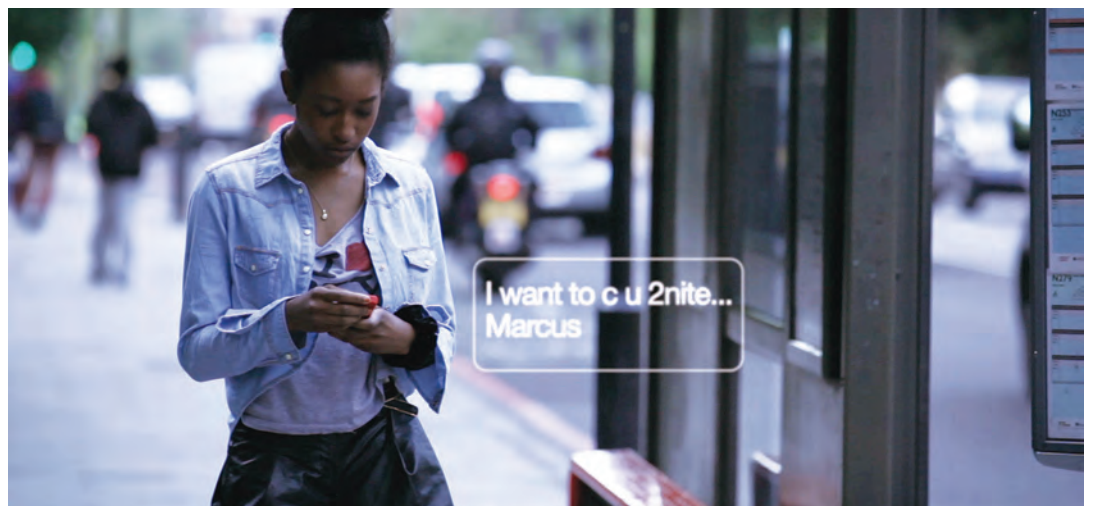


# exploited

PREVENTING CHILD SEXUAL EXPLOITATION THROUGH EDUCATION



## Resource Pack



### Acknowledgements

CEOP would like to thank the young people, teachers and youth workers from Safe and Sound, Lowton Girls Group, Thomas Tallis School, Cardinal Pole School and The Derby High School who made fantastic contributions to the development of *Exploited* from start to finish.

Thanks too to our *Exploited* Advisory Group, with representation from Barnardo's, Brook Advisory, Comic Relief, Family Planning

Association, Growing against Gangs and Violence, National Working Group Network, NSPCC, Office of the Children's Commissioner, Parents Against Child Sexual Exploitation (PACE), PSHE Association, Sex Education Forum, Thomas Tallis School and University of Bedfordshire, for their invaluable expert guidance and support.

Finally, many thanks to Pukka Films for producing '*Exploited*'. This guidance pack has been designed by Morrison Dalley Design.



We believe that this film is an excellent resource in itself and as a stimulus for discussion in PSHE lessons. It is very well-researched and the supporting resources will help PSHE educators put together engaging lessons for pupils on this crucial issue. We are therefore delighted to offer it our Quality Mark. **The PSHE Association**

# Contents

<b>1</b>	<b>Introduction: <i>Exploited</i></b>	<b>04</b>
	What is CSE?	04
	Who is <i>Exploited</i> for?	05
	How to use <i>Exploited</i>	05
	Learning aims	06
	Plot synopsis	07
<b>2</b>	<b>Safeguarding and <i>Exploited</i></b>	<b>09</b>
	Managing disclosure	10
	Advice for young people on responding to disclosure from a friend	10
	Reporting CSE to CEOP	12
	What happens when a child reports to CEOP?	13
<b>3</b>	<b>Delivering sessions on <i>Exploited</i> safely and effectively</b>	<b>14</b>
	Establishing an appropriate learning environment, Ground rules/contracting	14
	Distancing the learning	14
	Managing inappropriate language and challenging statements	15
	Managing challenges about diversity and child sexual exploitation	17
	Embedding <i>Exploited</i> in the PSHE curriculum	18
	Addressing child sexual exploitation across your organisation	19
	Involving Parents	19
	Understanding what young people have learned from <i>Exploited</i>	19
<b>4</b>	<b>Essential Information</b>	<b>21</b>
	CSE and the Law	21
	Guidance on sharing legal information with young people	22
	What we know about CSE in the UK	23
<b>5</b>	<b>Session Plans</b>	<b>27</b>
	<i>Exploited</i> : Two session plan – Session 1	28
	Session 2	32
	Alternative single session plan	36
	Extension Sessions – Session 1 Grooming	41
	Session 2 Power and control	44
	Session 3 Healthy relationships and setting expectations, solving problems	47
	Session 4 The impact of exploitation	49
	Session 5 Sexual health and exploitation	52
	Session 6 Alcohol and drugs in sexual exploitation	54
<b>6</b>	<b>Further sources of support on CSE</b>	<b>57</b>
<b>7</b>	<b>Appendix</b>	<b>58</b>

# 1 Introduction: *Exploited*

*Exploited* is an 18-minute film which helps young people learn to stay safe from sexual exploitation.

It educates young people to identify features of an exploitative friendship or relationship in contrast with the development of a healthy relationship, and gives them clear information about how to report abuse and access support.

This resource is designed to be delivered through structured sessions delivered by professionals in schools, youth groups and other settings. In schools it should be embedded in a progressive Personal, Social and Health Education (PSHE) curriculum, as part of Sex and Relationships Education.

This Resource Pack provides adaptable session plans, photocopiable resources, essential background information and advice on delivery to help you to use *Exploited* to get the best outcomes for the young people you work with.

## **What is Child Sexual Exploitation (CSE)?**

The following definition of child sexual exploitation was developed by a group of young people:



**Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including touching or kissing private parts, sex, taking sexual photos).**

*Young Women's Group, the nia project & The Children's Society, 2008*

This definition has been widely adopted by agencies across the UK, who come together through the National Working Group (NWG) Network for Sexually Exploited Children and Young People.

CSE occurs in a range of forms and a variety of settings. It may be perpetrated by lone individuals who convince a child that they are in a loving relationship, or by groups of offenders who may initiate





contact with young people in public places, through services they access, or online. Offenders may sell sexual contact with, or images of, exploited children to others. Sexually exploited children may be trafficked within the UK or internationally.

*Exploited* does not depict any single one of the scenarios described above. Instead, it seeks to explore the underlying behaviours which characterise CSE, in order to help young people become more resilient to any form of exploitation they might be confronted with.

### **Who is *Exploited* for?**

*Exploited* is a preventative education resource designed for use with young people aged 12 and over.

It is a tool for early intervention which aims to give young people new understanding and skills to help them stay safe from child sexual exploitation (CSE) as they grow older.

You know the young people you work with, and you are the best judge of which audience *Exploited* would benefit most in your setting. Before delivery please review the resource thoroughly in order to make this decision.

### **How to use *Exploited***

The film should be delivered through structured learning sessions led by CEOP Ambassadors and members of the Thinkuknow network of professionals. This guidance pack provides a wide range of flexible and easy-to-deliver session and activity plans to support you with this.

In schools it should be embedded in the PSHE curriculum (see Section 3).

## **Important**

**As a film tackling complex and sensitive issues, *Exploited* should never be presented to young people as a stand-alone film without activities which help them to understand and learn from it.**

**For the same reason, it is not suitable for presentation to large groups, for example in assemblies.**

---

## Learning Aims

*Exploited* is based on a set of learning points promoting awareness and positive behaviours.

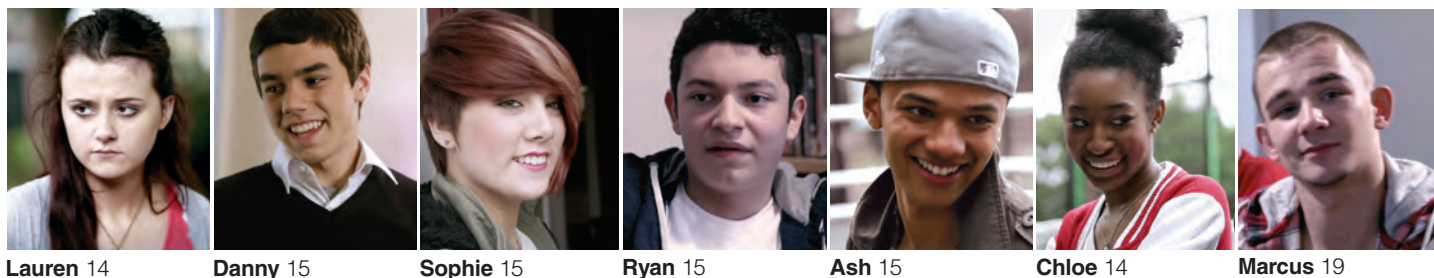
It aims to help young people learn:

- That in a good relationship, both people want what's best for each other.
- That some people make you think they are your friend, boyfriend or girlfriend, but really they are using you e.g. for money, status or sex.
- That some people make young people feel special (e.g. giving them gifts or paying them compliments) in order to gain control over them.
- That some people use pressure and threats to try to gain control over others.
- How to tell when a situation is unsafe, and set boundaries about what you want to do and don't want to do.
- How to tell if someone wants a relationship with you for the right or wrong reasons.
- That there are many people who can support you if you feel at risk, including teachers, parents/carers, and organisations like CEOP and Childline.



Building on these points, each session and activity plan in this Pack meets a specific set of learning aims which develop young people's knowledge, understanding and skills.

---



## Characters

### Plot synopsis

*Exploited* tells the story of Lauren, who briefly becomes involved with a group of young people demonstrating a range of exploitative behaviours. Amongst them is Chloe, a fourteen-year-old victim of child sexual exploitation by nineteen-year-old Marcus. The film contrasts these experiences with the development of a healthy relationship between Lauren's brother Danny and his girlfriend Sophie.

### **Main plot: Exploitative Relationships**

As she spends time with Ryan, Ash, Chloe and Marcus, Lauren experiences a range of exploitative behaviours by different members of the group.

Lauren realises that Chloe is being sexually exploited by Marcus. It is clear that this has been going on for some time. Marcus uses both grooming and coercive strategies to maintain his power over both boys and girls.

Lauren's concerns for Chloe are heightened when she witnesses Marcus himself being coerced by a group of older men. She searches the Thinkuknow website and texts Chloe a link which will support her to report to CEOP. She also confides in her brother's girlfriend, Sophie.

Chloe receives Lauren's message and decides to take action. The film ends with Chloe's account of the support she receives both from CEOP and an unspecified local support service.

***Subplot: Healthy Relationship***

Danny and Sophie spend the evening together watching a film. They have shared interests and are attracted to each other. At the end of the evening they own up to liking each other, and kiss.

A few days later, they are walking hand in hand when they bump into a friend of Danny's. Embarrassed, Danny drops Sophie's hand. She is angry and walks off.

After school, Danny finds Sophie and apologises. She establishes boundaries and insists on respect. Danny tries to make amends by publically and comically declaring his feelings in front of their friends.

Sophie goes back to see Danny. When she asks for an explanation, he is open and tells her that he has never had a girlfriend before. She tells him it is new for her too, and they reconcile.



## 2

## Safeguarding and *Exploited*

*Exploited* tackles a range of sensitive issues including grooming, power and control, blackmail and coercion, peer pressure and sex under the age of consent.



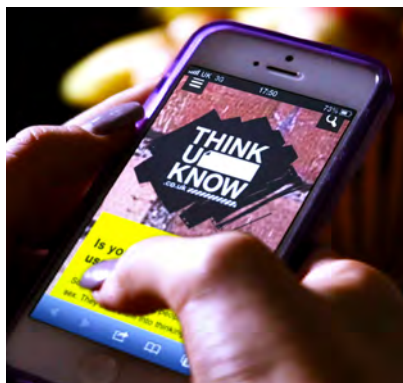
It is crucial that you approach delivery on the assumption that young people watching *Exploited* may have had experiences related to the events it depicts. You may not already be aware of this as for many reasons, victims of child sexual exploitation (CSE) find disclosure extremely difficult. For example they may not realise that they are being groomed, may be afraid, or may have feelings of guilt about their abuse.

Before using this resource, it is your responsibility to ensure that:

- You have considered the advice in Section 3 on delivering *Exploited* safely and effectively.
- You are familiar with the legal and background information on CSE detailed in Section 4.
- You are following your organisation's policies and procedures for Safeguarding and delivering Sex and Relationships Education.
- The designated person responsible for safeguarding in your setting is aware that you are delivering this resource.

Further questions that you should consider include:

- To your knowledge, does the content relate in any way to specific incidents involving students, your organisation, community or stories currently in the public eye of which students may be aware?
- How will you take account of this in the delivery of the resource?
- Does your setting require you to notify parents before delivering this resource?



### **Managing disclosure**

If as a result of the delivery of this resource a young person shows signs of distress or wishes to talk to you about a historical or current concern, you should support the individual by following the safeguarding policy and procedures of your organisation.

As a minimum, these should direct you to:

- Guide the individual to a private space.
- Advise the young person that whilst you will respect their privacy, you cannot guarantee confidentiality. If you feel that they or somebody else is in danger, you will need to pass on the information to the appropriate authority.
- Listen to the child and allow them to describe their concerns. Do not ask probing questions or make judgements on what they are telling you.
- Inform the person responsible for safeguarding in your organisation.

Further advice on best practice managing disclosure is available from the NSPCC [nspcc.org.uk](https://nspcc.org.uk) and the Safe Network [safenetwork.org.uk](https://safenetwork.org.uk)

### **Advice for young people on responding to disclosure from a friend**

In *Exploited*, Lauren prompts Chloe to report to CEOP; Lauren then goes on to share her concerns with Sophie. Young people frequently disclose sexual exploitation to their peers before they tell anyone else. CEOP receives a high level of reports by young people on behalf of their friends.

We recommend that you offer the following advice to young people about responding to a disclosure from a friend.



## If your friend tells you something that worries you:



- **Don't judge them, just listen.**

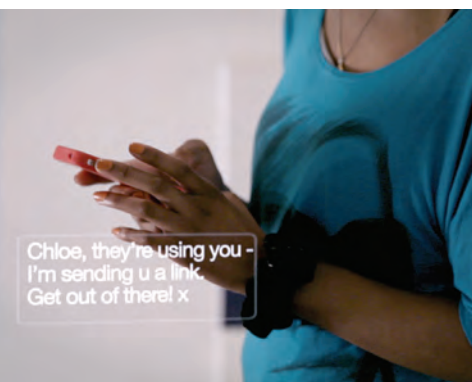
Try not to put words into your friend's mouth or tell them what they are feeling. Let them tell you what's going on. Listen and support them.

- **Tell them that if you think they're in danger you will seek help.**

Don't promise to keep secrets. No secret which will hurt someone is worth keeping.

- **Tell an adult you trust about what has happened.**

This could be your parent/carer, teacher, youth worker, police officer, doctor or social worker. Ask them to get help for your friend.

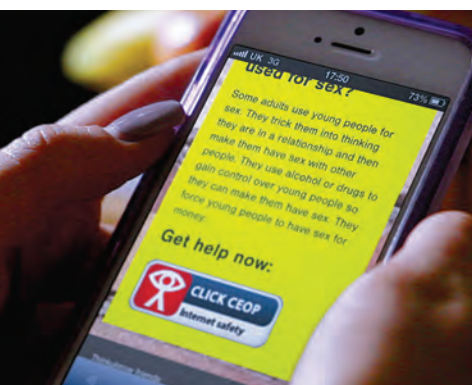


- **You can report what has happened to CEOP yourself, or do it with your friend.**

Do this by clicking on ClickCEOP button at [thinkuknow.co.uk](http://thinkuknow.co.uk)

- **Get support for yourself.**

You probably feel very anxious about what your friend has told you. You too need support to deal with what has happened. Talk to an adult you trust about how you are feeling. You might find it helpful to talk to a counsellor: you could ask your teacher or doctor to refer you to a counselling service. Remember, you can call Childline to talk to someone at any time of day or night on **0800 1111**.



- **Don't take it all on yourself.**

Be realistic about the situation. You might have done all the right things, but you still might not be able to help your friend. Remember, what has happened is not your fault and you have done your best to get help. Make sure you are getting the support you need yourself.

## What if you think there's something wrong but they haven't said anything yet?

- If you're worried about a friend, don't be afraid to tell them so. Even if they don't want to talk, let them know you're always there to listen. Maybe they'll change their mind later on. Find more advice about how to support your friends at [thinkuknow.co.uk](http://thinkuknow.co.uk)

### Reporting child sexual exploitation to CEOP

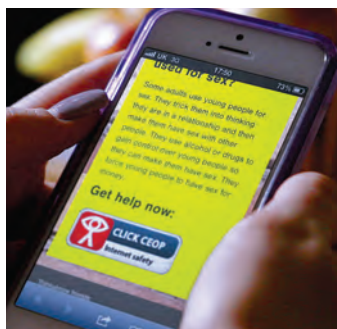
The film finishes by exploring the process of reporting to CEOP. Before delivering the resource we recommend that you familiarise yourself with CEOP's reporting process by clicking on the 'ClickCEOP' button. It is safe to do so experimentally as a report is not sent through to CEOP until a user confirms 'Send Report' on the final page of the form.

Exploited encourages young people to self-report incidents to CEOP. You should underline this message when delivering the resource. We strongly recommend that your organisation adds the 'ClickCEOP' button to the front page of your website, please visit [ceop.police.uk](http://ceop.police.uk) for further details. If this is not possible, young people should be referred to the ClickCEOP button at [thinkuknow.co.uk](http://thinkuknow.co.uk)

Professionals, parents, and any member of the public can also report abuse using the ClickCEOP button.







## What happens when a child reports to CEOP

*Exploited* concludes with Chloe talking to camera about her experience of reporting to CEOP. The following information should answer any questions raised by this part of the film.

### Who calls the child once CEOP has received the report?

Contact is made by a Child Protection Advisor (CPA), who is a specialist social worker. Their role is to safeguard, reassure and support the child and their parents/carers. They may contact the child for support on several occasions. In *Exploited*, Chloe's CPA is called Debbie.

### Will CEOP contact a child's parents/carers?

Parents/carers have a crucial role to play in supporting sexually exploited children. Unless there are safeguarding concerns about parents/carers themselves, CEOP actively seeks their involvement. However, we recognise that many children experience extreme anxiety about parents' reactions. Sensitive to this, our CPAs work to reassure

and empower children to have these conversations. In *Exploited*, responding to Chloe's anxiety, Debbie tells her that, "we will make a plan together" about involving her parents.

### Are all cases pursued by the police?

CEOP is a law enforcement agency, so by reporting to CEOP a child is reporting to the police. In all suspected criminal cases (like Chloe's), police action is taken. However, the child's contact with CEOP remains solely through their named CPA. The child may be offered the opportunity to make a police statement and pursue court action, but no pressure is ever placed on them to do so. In *Exploited*, Debbie tells Chloe that she will report her case to the police, but that Chloe does not need to speak to them if she doesn't want to.

### What ongoing support will a child receive?

The child's named CPA may make contact with them on several occasions. They will also refer the child to local services for longer-term support. This will probably include children's social care, but where available will also include local voluntary sector support projects such as those provided by Barnardo's and the NSPCC. Once a referral has been made, social services may also refer a child to a local voluntary sector project. In *Exploited*, Chloe receives ongoing support from a local worker called Jane, from an unspecified voluntary or statutory sector organisation.

# 3

## Delivering Sessions on *Exploited* Safely and Effectively

### Establishing an Appropriate Learning Environment

#### Ground Rules / Contracting

Many groups of young people are unused to discussing the topics tackled in *Exploited*. To help them do so safely and supportively, it is essential to agree a shared set of 'ground rules', or contract.

The best contracts are elicited from young people themselves. However, to save time you might decide to present them with a pre-prepared set of expectations. Some groups will already have a standard contract, which you can remind them of at the start of the session.

However you create the contract, it should include the following points as a minimum:

- What is said in the room stays in the room. The only exception is if there is a risk to a child's safety, or disclosure of a criminal act, in which case the facilitator will report this.
- Choose your words carefully. Use language that will not offend or upset anyone.
- When you give an opinion, try to explain your reasons.
- Listen to the views of others, and show respect.
- Don't put anyone on the spot.
- If you disagree, comment on what was said, not the person who said it.
- If you're worried about something that has happened to you or a friend, don't share it with the whole group, but do make sure you talk to [session leader] at the end of the session.
- If you feel upset or anxious at any point, raise your hand at any time and ask for 'time out'.

#### Distancing the Learning

You can never be sure that there is not a child in your group who has experience of sexual exploitation or other circumstances related to *Exploited*. Approach each session on this basis.

Avoid questions or activities which encourage students to consider their personal experiences, or ask them to put themselves in a particular situation, such as *'How would you feel if you were Lauren?'* This may make it harder for young people to consider an issue objectively, raise traumatic feelings, create discomfort, and/or lead young people to disengage from the material.

More appropriate questions are *How do you think Lauren is feeling?* or *How would you feel if Lauren was your friend?* These anchor learning to the group's shared experience of the film, and encourage the development of emotional literacy and empathy. It is also appropriate to ask young people to imagine the response of "a young person of about your age who goes to school round here."

It is good practice to end sessions on emotionally demanding topics with a Disassociation Game: a quick, light-hearted, unrelated activity following the plenary on learning from the session. The purpose of this is to help students emotionally detach themselves from the content of the session before they leave. A few easy-to-run Disassociation Games are outlined in Appendix B.

However you close the session, always make yourself or your lead Safeguarding Officer available to young people at the end of all sessions to pick up concerns or potential disclosures.

### **Managing inappropriate language and challenging statements**

Most young people are unused to facilitated discussions about sex, sexuality and exploitation in learning settings. Many lack an appropriate vocabulary for expressing their ideas. Sessions on *Exploited* provide an excellent opportunity to address this and to equip young people to better articulate and explore their ideas on these topics.

Prepare sessions with the following strategies in mind:

- Ensure that your contract or ground rules include a commitment to choosing language carefully to avoid offence.
- Throughout the session, encourage young people to express their thoughts openly.
- If a young person uses inappropriate language, address this directly. Encourage them, and other YP, to suggest more appropriate language. Ask them to elaborate on what they mean, and help them to do so by introducing and explaining new vocabulary.

- Explain why the language they used originally is inappropriate.
- Encourage students to challenge each other's opinions respectfully and constructively.
- Guide them towards considering evidence from the film which challenges the view presented. If a student counters that the film is fictional rather than documentary, acknowledge this but ask if they feel anything depicted in the film couldn't happen.
- Never close down a discussion because a young person has used challenging vocabulary.
- However, if you judge that a young person is being intentionally and persistently disruptive, and if it is impacting on the effectiveness of the session, address this as a behaviour management issue according to normal procedure in your setting.

## Case study

In a pilot session based on *Exploited*, a young man made the statement, "*Chloe is a slut.*"

The session leader asked him to explain what he meant. He elaborated, "She'll have sex with anyone. She's got no self-respect so they disrespect her too."

The session leader explained that one of the reasons that the word 'slut' was inappropriate was that it was judgemental, and asked the class if they could be certain about the student's assumptions.

She suggested that the class consider Chloe's situation further before making any judgements.

The leader asked the group to identify exactly what was concerning about what they

## Challenging victim-blaming attitudes

had seen Chloe say and do. She went on to ask if the film contained any clues about why Chloe might be in this position. Comments included:

*"She is in a group where everyone sees it as normal. It's like she's got used to it."*

*"Maybe they paid her loads of compliments at the start like they are with Lauren."*

*"Maybe things are difficult at home, or she was really lonely before she met them."*

*"She looked really scared of Marcus. She didn't feel like she had a choice."*

*"She didn't seem convinced when she told Lauren she had a good time that night."*

*"I think she has lost her self-respect."*

What emerged was a thoughtful discussion of group-based normalisation of exploitative behaviour, vulnerabilities, typical grooming strategies, the impact of exploitation on self-esteem, and the effect of fear.

Young people had more sympathy for Chloe and a better understanding of her situation.



### Managing challenges about diversity and child sexual exploitation

Some young people may be aware of recent and historical cases of group-associated child sexual exploitation which have been covered extensively in the media.

*Exploited* depicts a scenario which has few superficial similarities to these cases. However, you should be prepared to address comments or questions based on articles they have read or conversations they have heard or been involved in. For example, challenging statements might include:



*My mum says it's only Asian men who do this."*

*I read in the newspaper that it's only girls from care homes who get into this kind of trouble."*

*This only happens to poor people in big cities. It wouldn't happen round here."*

Address such challenges by bringing discussion back to the film. Ask if it provides any evidence that this could not possibly happen [to a boy] [in a rural area] [who attends a private school] etc. Stress that the behaviours and events depicted in the film could happen anywhere, and to anyone.

Depending on time and the group, you might consider extending discussion to:

- Consider how media reporting is unlikely to tell the whole story
- Introduce the issue of under-reporting by certain groups (e.g. by boys)
- Address judgemental language based on assumptions, not evidence

The key message is that exploitation, while rare, is something that could happen to anyone, anywhere. It is important that all young people can recognise the warning signs so that they can protect themselves and their friends.

### **Embedding *Exploited* in the Personal, Social and Health Education (PSHE) Curriculum**

Wherever *Exploited* is delivered, it should build on young people's previous learning and provide a foundation for further learning. In schools it should be embedded in the PSHE Curriculum and contribute to Sex and Relationships Education. It should not be delivered as a stand-alone session or assembly.

Within the PSHE Association's Programme of Study (2013), it sits within Core Theme 2, Relationships, and addresses the following teaching points for Key Stages 3 and 4:

- 1 How to develop and maintain a variety of healthy relationships*
- 2 How to recognise and manage emotions within a range of relationships*
- 3 How to deal with risky or negative relationships*
- 4 About the concept of consent*
- 6 To respect equality and be a productive member of a diverse community*
- 7 How to identify and access appropriate advice and support. (p17, PSHE Association, 2013)*

Some session plans in this Pack address teaching points within Core Theme 1, Health and Wellbeing:

- 2 How to maintain physical, mental and emotional health and wellbeing including sexual health*
- 4 How to assess and manage risks to health and to stay, and keep others, safe*
- 6 How to make informed choices about health and wellbeing matters (p15, PSHE Association, 2013)*

Appendix C shows how each session and activity plan in this pack addresses teaching points at Key Stages 3 and 4, to help you build this resource into an effective and developmental PSHE curriculum.

Effective use of *Exploited* resources may also contribute to evidence of a school's spiritual, moral, social and cultural offer to students.

### **Addressing child sexual exploitation across your organisation**

It is important that learning sessions on *Exploited* are not delivered as a 'one off'. Taking a whole-organisation approach provides crucial support both for young people and for you as a professional.

While delivery of *Exploited* in schools should be rooted in the PSHE Curriculum, the resource provides rich opportunities for developing further cross-curricular work, particularly through Drama, English and Media Studies.

Child sexual exploitation should be explicitly addressed in your organisation's Safeguarding Policy. As a minimum it should contain a definition of child sexual exploitation, the 'Warning Signs' identified by the Office of the Children's Commissioner (see Appendix D) and clear procedures for managing disclosure and reporting abuse. All staff and volunteers should be familiar with this.

### **Involving parents**

Consider ways to offer information and support to parents. Appendix E shows a template letter to parents, also downloadable from the resources area of [thinkuknow.co.uk/teachers](https://thinkuknow.co.uk/teachers)

Further advice for parents on helping children stay safe on-and off-line is available at [thinkuknow.co.uk/parents](https://thinkuknow.co.uk/parents)

Parents Against Child Sexual Exploitation ([paceuk.info](https://paceuk.info)) provide excellent information and advice on working with parents.

### **Understanding what young people have learned from *Exploited***

It is important to measure each young person's progress against their starting point when they took part in the learning opportunity you have provided. The following are simple tools for doing so:

#### ***Baseline and post-learning questionnaires***

Ask YP to complete a simple reflective questionnaire before and after the session.

Questionnaires are most simply used to measure students' self-assessed understanding of the learning aims for each session. They can also be used to ask students to reflect on their attitudes, beliefs, skills, aptitudes and confidence levels.

A sample questionnaire based on the *Exploited*: Two Session Plan is included in Appendix F.

Questionnaires can be completed on paper or easily set up online using free online survey tools.

### ***'Before and after' learning tasks***

Ask YP to complete a task at the very beginning of the session, and then come back to it at the end and ask them to critique or revise what they originally produced. Examples of such tasks detailed in this Pack include *Top Ten* (Extension Session 3) and *Draw and Write* (Extension Session 4).

### ***Questioning***

Start a session by eliciting questions young people want to ask as a result of a particular input (for example this may be a topic, a definition or a short film clip). Group the questions; you may want to ask the group to prioritise five or ten. Use questions to help you structure the session.

At the end ask YP, in small groups, to write summary responses to one or more of the questions based on what they have learned. Share with the whole group.

### ***Self-determined goals***

When working with a group over a longer period, start a course by asking young people to set their own personal goals. You will need to support them by giving them a clear scope and structure. At the end of the course, organise a reflective activity in which young people self-assess against their own goals, or peer assess each other's progress.



## 4

## Essential Information

### CSE and the law

#### Important

**The following is for information purposes only. It does not constitute legal advice.**

**Across the UK, it is illegal to:**

- Sexually touch or penetrate a person of any age without their consent.
- Knowingly engage in sexual activity with a child under the age of 16.
- Engage in sexual activity with a child under 18 when in a position of trust in relation to that child (e.g. as a teacher).
- Meet a child under 16 following sexual grooming.
- Arrange or facilitate a child sexual offence with a child under 16.
- Make, possess, distribute or advertise child sexual abuse images.
- Pay for, or arrange/facilitate payment for, the sexual services of a child under 18.
- Engage in sexual activity in front of a child under 16, or cause them to watch a sexual act.
- Cause a child under 16 to engage in sexual activity.

**In Scotland it is also illegal to:**

- Communicate indecently with a child under 16.
- Cause a child under 16 to see or hear indecent communications.

Across the UK, if any child discloses any sexual activity to a professional it must be reported immediately to the police as a safeguarding issue.

Where a child is aged under 13, there is no defence that the offender believed them to be over 16. It does not matter whether the child appeared to consent to the sexual act or not.



The legislation covering these provisions across each country is as follows:

**England and Wales:** Sexual Offences Act 2003, Protection of Children Act 1978, Criminal Justice Act 1988

**Scotland:** Sexual Offences (Scotland) Act 2009, Protection of Children & Prevention of Sexual Offences Act 2005, Civic Government (Scotland) Act 1982

**Northern Ireland:** Sexual Offences (Northern Ireland) Order 2008, Protection of Children (Northern Ireland) Order 1978, Criminal Justice (Evidence etc) (Northern Ireland) Order 1988

The wording of legislation varies between countries.

### For further details...

All Acts are available to read online at [legislation.gov.uk](https://legislation.gov.uk)

The Barnardo's *BeWise2 Sexual Exploitation Pack* contains a useful Legal Fact Sheet for young people, with an accompanying session plan on Support, Protection and the Law.

### Guidance on sharing legal information with young people

To create a safe, positive learning environment for young people:

- 1 Emphasise that your objective in giving them the legal facts is to empower them to keep themselves safe.
- 2 Give them clear definitions of the following terms:
  - *'Exploitation'* — use the National Working Group definition developed by young people (see page 4).
  - *'Consent'* — freely agreeing to do something, when you are fully informed of the implications and consequences of that action. The law protects people of any age when they do not feel free or do not have the capacity to make a choice about whether they want to have sex. For example, this may be because of the threat of violence, pressure, a serious mental disorder, the influence of drugs or alcohol, because they are sleeping, or because of their age.
- 3 Ensure they are clear that while sex between two under 16-year-olds is illegal, the law is not intended to prosecute consensual sexual activity between two young people of a similar age, unless it involves elements of exploitation or abuse.

A callout box with a blue border and a green drop shadow, containing text about sexual exploitation.

**Sexual exploitation can take place on the internet or phone, as well as in person.**

- 4 Emphasise that **any** sexual activity with under 13-year-olds is a criminal offence. Young people under 13 are not able to consent to sex.
- 5 Make it clear that sexual exploitation can take place on the internet or phone, as well as in person.
- 6 Remind young people that all under 16-year-olds are entitled to sexual health advice and contraceptive services. Encourage them to visit [brook.org.uk](https://www.brook.org.uk) for more information, or to talk to their doctor or school nurse.

### What we know about child sexual exploitation in the UK

The following information is intended to enable you to deliver education from an informed position.

For many reasons there is a lack of data about CSE in the UK, so establishing its true prevalence is problematic. This means that, recent criminal cases which have attracted a great deal of media and public attention are probably unrepresentative of the whole picture.

Government guidance advises that you should assume that CSE is taking place in your locality. When delivering *Exploited* to young people, it is important to emphasise that anyone, anywhere can become a victim of exploitation, regardless of gender, sexuality, ethnicity or geographical location.

Young people may be aware of reporting of recent criminal cases, and may ask questions about what they have read or heard. Advice on responding to this is provided in Section 3, above.

It is difficult to determine the extent and nature of child sexual exploitation in the UK for reasons including the following:

- Child sexual exploitation is significantly under-reported for numerous reasons.
- For cultural reasons disclosure levels are disproportionate across demographic groups.
- There is wide variation in the way in which offences are recorded across the criminal justice system.
- It is likely that public attention attracted by certain cases has an impact both on demographic patterns of disclosure and the way in which the cases which are brought to the attention of the authorities.

Acknowledging these limitations, a number of recent research programmes have tackled issues around CSE. We recommend the following reports for further reading:

- *Out of Mind, Out of Sight*, CEOP, 2011
- *Puppet on a String*, Barnardo's, 2011
- *"I thought I was the only one, the only one in the world"*, Office of the Children's Commissioner, 2012
- *Research into gang-associated sexual exploitation and sexual violence*, University of Bedfordshire, 2012
- *Threat Assessment of Child Sexual Exploitation and Abuse*, CEOP, 2013
- *Running from hate to what you think is love*, Barnardo's, 2013
- *Final report of the Inquiry into Child Sexual Exploitation in Gangs and Groups*, Office of the Children's Commissioner, due Nov 2013

### **What form does child sexual exploitation take?**

CEOP (2013) identifies three main forms of contact child sexual exploitation:

- Exploitation by a lone offender, unrelated to the victim
- Exploitation by a group of offenders:
  - *Type 1 group offending* targets victims on the basis of their vulnerability. Offenders are unlikely to identify themselves as having a sexual interest in children, but molest children because they are vulnerable to exploitation.
  - *Type 2 group offending* is motivated by a long-standing sexual interest in children.
- Exploitation linked to street gang culture. This may be motivated by the exercise of power, control or revenge within or between gangs. For example, the University of Bedfordshire (2012) finds that sexual abuse may feature within initiation rituals, protection rackets, entrapment of rivals, or as a weapon in conflict.

**Note** that *Exploited* does not depict a simple 'case study' of any single form of CSE. It depicts peer-on-peer exploitative behaviours amongst young people, the child sexual exploitation of a 14-year-old by a 19 year-old, and hints at the possibility of offending by a group of men in their twenties.

### **How widespread is CSE?**

The Office of the Children's Commissioner (OCC) identified at least 16,500 children in England as being at risk of child sexual exploitation during one year (OCC, 2012). Note that the OCC definition of group-associated CSE is broader than that set out by CEOP and described above.



**Children from loving and secure homes can be abused in gangs and groups.**

Specifically, the OCC reports 2409 children confirmed as victims of sexual exploitation in gangs and groups during the 14-month period from August 2010 to October 2011. Of the 2409 victims, 155 were also identified as perpetrators of CSE. Real figures are likely to be much higher as many children remain unseen by professionals (OCC, 2012).

### **Who is vulnerable to exploitation?**

Research by the Office of the Children's Commissioner found that children and young people of a range of ages, both male and female, of a range of ethnicities, identifying as heterosexual, homosexual, lesbian or bisexual and some of whom are disabled, have been sexually exploited in gangs or by groups (OCC 2012).

CEOP found that many victims of Type 1 group offending in 2012 had at least one identifiable vulnerability, such as alcohol and drug consumption, mental health issues, regular missing episodes or being known to the police or social services (CEOP 2013).

Children from loving and secure homes can be abused in gangs and groups, as well as children with pre-existing vulnerabilities. The characteristics common to all victims are powerlessness and vulnerability (OCC 2012).

**Anyone, anywhere can be a victim of sexual exploitation.**

The OCC Warning Signs indicate particular risks and vulnerabilities in young people (Appendix D). All professionals working with children and young people should be aware of these.

In particular, we know that there is significant under-reporting of CSE by young men. For more information on the sexual exploitation of boys and young men, contact the BLAST Project [mesmac.co.uk/blast](http://mesmac.co.uk/blast)

The key message for young people is that anyone, anywhere can be a victim of sexual exploitation.

**What do we know about the perpetrators of CSE?**

Most groups perpetrating CSE are made up of between two and five offenders (CEOP 2013).

Most Type 1 group offenders are aged under 30, while Type 2 group offenders tend to be over 40 (CEOP 2013).

Individual and group perpetrators are predominantly male, but women offenders are also reported (CEOP 2013). The same pattern is reported of gang-associated CSE by the University of Bedfordshire (2012).

In police data collected by CEOP (2013), ethnicity descriptors remain imprecise and as not all forces responded to CEOP's information request, data is incomplete. White, black, Asian and Arab ethnicities were reported in the sample of offenders.

# 5 Session Plans

## In this section you will find:

- A two-session plan for delivering *Exploited* (recommended)  
**Pages 28-35**
- An alternative plan for delivering *Exploited* in a single session  
**Pages 36-40**
- Extension activities on:
  - Grooming
  - Power and control in sexual exploitation
  - Healthy relationships, equality and respect
  - Understanding the impact of sexual exploitation
  - Exploitation and sexual health
  - Alcohol and drugs in sexual exploitation**Pages 41-56**

Photocopiable resources for all activities can be found in Appendix A

# *Exploited:* Two Session Plan

## **Session 1 Power Games (60 minutes)**

### 1

#### **Aims**

In this session, we will learn:

- What the word 'exploitation' means
- How to tell if someone is being exploited by their boyfriend, girlfriend or friend
- How some people gain power and control over others
- How being exploited can make young people feel
- The features and benefits of a healthy relationship

#### **Key Skills**

- Empathy
- Communication
- Team working

#### **Resources**

- *Exploited* Powerpoint presentation, with film embedded in four parts (download at: [thinkuknow.co.uk/teachers](http://thinkuknow.co.uk/teachers))
- Cut-out sets of Character Cards resource for small groups
- Blank A3 paper and coloured pens
- *Protect Yourself, Protect Your Friends* handout
- Wallet cards if available (order from: [thinkuknow.co.uk/teachers](http://thinkuknow.co.uk/teachers) and photocopy)

#### **Starter: Predictions / 5 minutes**

- Show the image on the title slide of the *Exploited* Presentation (without the title).
- In pairs, give them two minutes to discuss what might be happening, and ask them to predict what the film might be about.
- Take feedback. Click on the presentation to reveal the film title. Ask if they know what 'exploited' means. Explain that we often use the word 'used' instead, e.g. "She's using him", and ask what this means to them. Introduce the definition of exploitation (page 4). Does this change their view of what is happening in the image?



**Introduction and Contracting/Ground Rules / 5 minutes**

- Reveal and read out the session aims.
- Explain that you will be watching and discussing a film about sexual exploitation, which is a sensitive topic. Make it clear how YP can disclose any concerns that it may raise.
- Create a group contract for discussing sensitive issues (see page 14, above), or if the group already has one, talk through it again.
- Keep the contract displayed in a prominent place, and refer to it as necessary.

**Activities Watch and Discuss *Exploited*: Part One / 15 minutes**

- Play Part One.
- Show students the next slide to familiarise them with names and ages.
- Display the questions slide to guide discussion (whole group, pairs or small groups). Encourage YP to explore opinions and back them with evidence from the film.

**1 Why does Lauren decide to go with them?**

- She has nothing else to do.
- Ryan pays her compliments and gives her a can of drink.
- Ryan, Chloe and Ash seem fun and are nice to her.

**2 What's not right about the way Ryan treats Lauren?**

- He touches her inappropriately ('Nervous' game) and takes her belongings.
- He tries to blackmail her by offering to trade her phone for a kiss.
- He uses compliments to pressurise her.
- Ryan is trying to exploit Lauren.

**3 What does Chloe mean by "Just play the game?", Should Lauren be worried?**

- Chloe has got used to this behaviour within the group – it seems normal to her.
- This is exploitative behaviour and Lauren should be worried.

*Development: Ask the group to consider how this behaviour could have become normalised for Chloe. Encourage them to consider whether in the past she was treated in the same way Ryan is treating Lauren, and what impact this may have had on her.*



#### 4 Why do Sophie and Danny enjoy spending time together?

- They have things in common.
- They enjoy each other's company.
- They find each other attractive and want to get together.

#### Watch *Exploited*: Part Two / 5 minutes

- Play Part Two.
- Ask YP for their initial reactions to what they have seen. Who are they concerned about, and why?

#### Card-sorting activity: Power and Control / 20 minutes

- Organise YP into small groups.
- Hand out a set of character cards and a sheet of A3 paper to each group.
- Ask them to arrange cards on the paper to represent power relationships between different characters, drawing arrows on the paper from characters with power to those they have power over. Help them recognise that several characters (e.g. Ash, Ryan) are in both positions.
- Ask YP to fix cards to the paper using glue/tack.
- Next to each arrow, ask them to write notes on the following:
  - **What is it that gives the character their status or power, and how do they maintain it?**  
*E.g. for Marcus: he owns his own flat and is older than the others. He uses threats, gifting, compliments, orders, pretend humour to put others down, etc. For Ryan: blackmail tipping between intense attention and put-downs, threats etc.*
- Now ask YP to focus on the characters who others have power over. In a different colour, by each arrow, ask them to write notes:
  - **Why they don't challenge the person who has power over them**
  - **How the relationship might make them feel**  
*Encourage YP to consider the group dynamic whereby the younger boys echo Marcus' coercive behaviour, trying to take back control by controlling others. Emphasise the harmful impact of exploitation on self-esteem and young people's ability to speak out.*
- Give YP the opportunity to look at other groups' posters (e.g. by swapping with a group near to them, creating a 'gallery' on the wall, or circulating between tables).
- Take feedback. Emphasise:
  - The range of strategies used by Marcus to maintain control
  - How Marcus has less real status than he presents himself as

having (Ask: *What does it say about him that he's a 19-year-old spending time with 14-year-olds, and only gets what he wants through controlling behaviour?*)

- The cascading of exploitative behaviour through the group
- The harmful impact of exploitation on victims' self-esteem
- Finish the activity by asking two quick questions about the positive relationship:
  - **What is the power relationship between Sophie and Danny?**  
*Neither seeks to have more power than the other. Elicit or introduce the terms 'equality' and 'respect'.*
  - **How did Sophie and Danny get what they both wanted?**  
*By being open and honest with each other.*

## Summing up

### 5 minutes

- *Tweet it!* Ask YP to compose a 'tweet' (140 characters or less) about what they have learnt about exploitation. Write it on a post-it note and stick it on the board. Read some examples.
- Return to the session aims and elicit key learning points in relation to each.
- Tell YP that in the next session we will talk in detail about how to get help and support. In the meantime remind them who they can go to with any concerns the session has raised.
- Distribute *Protect Yourself*, *Protect Your Friends* handouts and wallet cards if available. Point out contact details for Childline and CEOP.

---

## Disassociation Game

### 5 minutes

See Appendix B for ideas

---

## Session 2 Making Choices, Getting Help (60 minutes)

# 2

### Aims

In this session, we will learn:

- How exploitation can make young people feel
- Ways to make positive choices in exploitative situations
- About open communication in healthy relationships
- How to get help if you are worried about exploitation

### Key Skills

- Teamwork
- Drawing and defending conclusions using evidence
- Reviewing progress against objectives

### Resources

- *Exploited* Powerpoint presentation, with film embedded in four parts (download at: [thinkuknow.co.uk/teachers](http://thinkuknow.co.uk/teachers))
- *Choices* worksheet, one for each small group
- *Protect Yourself, Protect Your Friends* handout
- Wallet cards if available (order from: [thinkuknow.co.uk/teachers](http://thinkuknow.co.uk/teachers) and photocopy)
- Memo notes, glue or tack

### Activities Introduction / 2 minutes

- Remind YP about *Exploited*, and the last session.
- Read through session aims. Check in with YP about the meaning of the term 'exploitation'.
- Recap on the group contract and put it up in a prominent place.
- Remind YP who they can talk to if this session raises any concerns at all for them.

### Starter: Healthy and Exploitative Relationships / 8 minutes

- Organise YP into small groups and give out sets of memo notes.
- Recap the definition of 'exploitation' (page 4).
- Ask YP to write as many features of healthy and exploitative relationships as they can.
- Take feedback by asking YP to stick memo notes on board/wall and reading out key words.
- Optional challenge: ask YP to rank words in order of importance, and justify their opinions.

**Groupwork: Choices / 20 minutes**

- Ask YP to think back to the film. Which scenes were especially memorable? Why?
- Give out the Choices worksheet. Explain that it shows two moments in the film where someone was exploited. For each situation, ask YP to recall:
  - *how* one person exploited the other
  - *why* the exploited character didn't challenge them
- Allocate each pair/group with moment A or B. On the sheet, ask them to list as many different choices available to the exploited person at that moment as they can think of.
- Ask YP to circle the most positive choice they identified. Take brief feedback. Elicit positive strategies for taking control in exploitative situations. These should include:
  - *Saying no*
  - *Telling people that you expect respect*
  - *Drawing attention to/challenging exploitative behaviour*
  - *Being prepared to walk away from an exploitative situation*
  - *Being prepared to give up an exploitative friendship or relationship, as hard as it may feel*
  - *Seeking help and support elsewhere*
- Ask YP to script or role-play an alternative situation where their character makes the positive choice. They should start from the dialogue on the worksheet, and then write or improvise their own dialogue. They can include other characters if they wish. Circulate and monitor/give feedback as YP work.
- Take feedback: ask some YP to read or act out their alternative scenes to the group. Refer back to the positive strategies identified earlier.
- Remind YP that so far in the film, characters have not made these choices. Ask them why. Remind them of the negative impact of exploitation on self-esteem, and the impact of normalisation of exploitative behaviour in groups.

**Watch and Discuss *Exploited*: Part Three / 16 minutes**

- Play Part Three.
- Display the questions slide to guide discussion (whole group, pairs or small groups).

**1 Why is Lauren worried about Chloe?**

- She is concerned that she is in a relationship with two boys at the same time.
- Chloe is only 14.
- Lauren could tell from Chloe's body language that she didn't want to have sex with Marcus.

### Consent in the Law: Key Facts

- It is always a crime to have sexual activity with someone without their consent.
- The age of consent is 16. So sexual activity with an under-16 year old is illegal.
- Regardless of age, if someone does not feel free to make a choice (e.g. because they were pressured or threatened) then **they have not consented**, even if they don't say no.

— *Explain: Marcus' behaviour is criminal on several counts. First, Chloe has been pressured or threatened into having sex with him: this means she could not give consent. Second, in any case Chloe is under 16.*

— She saw Chloe in a car with older men, one of whom hit Marcus. Chloe is at risk of being sexually exploited by the men who have status over Marcus.

*Development: Ask YP if Chloe said/did anything that concerned them. Draw attention to some of Chloe's comments in the park. Do YP believe she meant what she said? Why/why not? Ask YP to imagine how Chloe might have got into this situation over time.*

### 2 Where does Lauren find help?

- She talks to Sophie. See page 10 for advice for you to pass on to YP about what to do if their friends disclose to them.
- She reads information online ([thinkuknow.co.uk](http://thinkuknow.co.uk)).
- She could also get help from 'CHILDLINE' (phone number in bus shelter) (0800 1111).

*Development: who else could Lauren turn to for support? E.g. trusted adult, local service.*

### 3 Why is Sophie angry with Danny?

- He is disrespectful by dropping her hand when his friend comes over.

*Development: how does Sophie insist on respect? Does she use any of the strategies YP identified in the 'Choices' activity earlier on?*

### 4 Why does Sophie forgive Danny?

- He admits he was wrong and apologises.
- He is open and honest about why it happened.
- Both characters clearly like each other and care about how each other feels.

### Exploited: Part Four / 5 minutes

- Ask, 'What do you hope will happen next for Chloe? What support could help her?'
- Play Part Four.
- Answer any questions YP might have about reporting, using information on page 13.
- Reiterate the key message: 'You can report to CEOP online. They will put you first and help you. You are not to blame.'



**Summing up****Thumbs up? / 5 minutes**

- Describe the following situations. YP indicate whether these are healthy or exploitative relationships by putting thumbs up or down. For exploitative situations, ask what exploited characters could say back, and where they could get help and support.
  - Alex tells Sam that if he doesn't do what he tells him to, he will get him in trouble.
  - Ben gives Louise a gift and asks for a kiss in return.
  - Mark gives Emma a gift and doesn't expect anything in return.
  - Kelly tells Joe if he really cared about her, he would sleep with her.
- Remind them to talk to you or another appropriate adult if they have any worries.
- Give out more *Protect Yourself*, *Protect Your Friends* handouts and wallet cards if necessary, and point out contact details for Childline and CEOP.

---

**Disassociation Game****5 minutes****See Appendix B for ideas**

---

## Alternative Single Session Plan (60 minutes)

**We strongly recommend that *Exploited* is viewed across two sessions. However, if necessary, it is possible to deliver it through this single session. Activities and discussion must be brief, and elicit clear learning points.**

**There is not time to end the session with a Disassociation Game.**

### Aims

In this session, we will learn:

- The features of a healthy relationship
- How to tell if someone is being exploited (used) by their boyfriend, girlfriend or friend
- Where to get help if you are worried that you or your friend is being exploited

### Key Skills

- Empathy
- Communication
- Drawing and defending conclusions

### Resources

- *Exploited* Powerpoint presentation, with film embedded in four parts (download at: [thinkuknow.co.uk/teachers](http://thinkuknow.co.uk/teachers))
- Pre-prepared group contract
- Whiteboard or flipchart paper and pens
- *Protect Yourself, Protect Your Friends* handout
- Wallet cards if available (order from: [thinkuknow.co.uk/teachers](http://thinkuknow.co.uk/teachers) and photocopy)

### Activities

#### Introduction / 2 minutes

- Read out session aims and elicit the meaning of 'exploited' by asking young people what they understand by the word 'used', in phrases like "She's using him", or "He's using her."
- Explain that you will be watching and discussing a film about a sensitive topic. Introduce a simple, pre prepared group contract. Keep it prominently displayed through the session.
- Make it clear how young people can disclose any concerns that the session might raise.

## **Starter: What makes a good/bad relationship or friendship?**

### **6 minutes**

- Write the question on the board/flipchart, and divide into two columns: 'good' and 'bad'.
- Divide the group into two teams, with one team focusing on 'good' and the other on 'bad'. Give them one minute in advance to think of as many words as possible, e.g. 'respect', 'lying'.
- Take feedback as appropriate depending on the size of the group e.g.:
  - Relay: YP pass on marker pen and 'race' to the board one at a time to add a word
  - Group: YP gather round board/paper and add as many words as possible
  - Verbal: you take quick-fire feedback, alternating between teams
- Identify emerging patterns or themes. Tell YP to look out for these in the film.

## **View and Discuss *Exploited*: Part One / 15 minutes**

- Play Part One.
- Show students the next slide to familiarise them with names and ages.
- Display the questions slide to guide discussion (whole group, pairs or small groups). Seek to elicit responses along the following lines:

### **1 Why does Lauren decide to go with them?**

- She has nothing else to do.
- The people she meets seem fun and are nice to her.
- Ryan pays her compliments and gives her a can of drink.

### **2 What's not right about the way Ryan treats Lauren?**

- He touches her inappropriately ('Nervous' game) and takes her belongings.
- He tries to blackmail her by offering to trade her phone for a kiss.
- He uses compliments to pressurise her.

### **3 What does Chloe mean by "Just play the game?"**

#### **Should Lauren be worried?**

- Chloe has got used to this kind of behaviour – it seems normal to her.
- This is exploitative behaviour and Lauren should be worried.



**4. Why do Sophie and Danny enjoy spending time together?**

- They have things in common.
- They enjoy each other's company.
- They find each other attractive and want to get together.

**View and Discuss *Exploited*: Part Two / 15 minutes**

- Play Part Two.
- Display the next questions slide to guide discussion. Consider varying the discussion style (whole group, pairs etc).

**1 Why does Marcus have the highest status in the group?****How does he keep it?**

- He is older.
- He has his own flat.
- He gives them things (playing computer games, drink, phone credit).
- He uses flattery 'like a lady'; 'you manned up'.
- He orders the others to do things they don't want to do.
- He speaks threateningly: they are afraid of him.

**2 Why does Ryan eat the salsa? Does he have a choice?**

- He feels threatened and controlled by Marcus.
- He does have a choice, but feels he doesn't: he doesn't want to lose Marcus' favour, or his place in the group.
- No-one else in the group backs him up.

**3 How is Chloe feeling in this scene?**

- Chloe looks anxious and uncomfortable when Marcus gives her the credit, and when he tells her to go to his room.
- Marcus has power over her and she is afraid.

**4 What stops Ash from challenging Marcus?**

- Ash did not want Chloe to go with Marcus.
- However Marcus put him down quickly when he tried to challenge him about Ryan eating the salsa.
- Ash is coerced by Marcus. He doesn't think he has a choice.

**5 Why does Lauren decide to leave?**

- Ryan and Ash echo Marcus' behaviour by trying to coerce Lauren.
- Ryan threatens her verbally, and together Ash and Ryan blackmail her for a kiss.
- She gives in to the blackmail but realises she is in danger and gets away.

## 6 How do Sophie and Danny both get what they wanted?

- By being open and honest with each other.

### View and Discuss *Exploited: Part Three* / 12 minutes

- Play Part Three.
- Display the next questions slide to guide discussion.

## 1 Why is Lauren worried about Chloe?

- She is concerned that she is in a relationship with two boys at the same time.
- Chloe is only 14.
- Lauren could tell from Chloe's body language that she didn't want to have sex with Marcus.
- *Explain: Marcus' behaviour is criminal on several counts. First, Chloe has been pressured or threatened into having sex with him: this means she could not give consent. Second, in any case Chloe is under 16.*
- She saw Chloe in a car with older men, one of whom hit Marcus. Chloe is at risk of being sexually exploited by the men who have status over Marcus.

### Consent in the Law: Key Facts

- It is always a crime to have sexual activity with someone without their consent.
- The age of consent is 16. So sexual activity with an under-16 year old is illegal.
- Regardless of age, if someone does not feel free to make a choice (e.g. because they were pressured or threatened) then **they have not consented**, even if they don't say no.

## 2 Where does Lauren find help?

- She seeks advice from Sophie. See page 10 for advice to pass on to YP about what to do if their friends disclose to them.
- She reads information online ([thinkuknow.co.uk](http://thinkuknow.co.uk)).
- She could also get help from 'CHILDLINE' (phone number in bus shelter) (0800 1111).

## 3 Why is Sophie angry with Danny? Why does she forgive him?

- He is disrespectful by dropping her hand when his friend comes over.
- She forgives him because he apologises, and is open and honest about why it happened.

### *Exploited: Part Four* / 5 minutes

- Ask, 'What do you hope will happen next for Chloe? What support could help her?'
- Play Part Four.
- Answer any questions YP might have about reporting, using information on page 13.
- Reiterate the key message: 'You can report to CEOP online. They will put you first and help you. You are not to blame.'



**Summing up 5 minutes**

- Return to the lesson aims and ask YP to identify key learning under each point.
- Remind them to talk to you or another appropriate adult if they have any worries.
- Distribute Protect Yourself, Protect Your Friends handouts and wallet cards if available.

Point contact details for Childline and CEOP.

## Extension Sessions

The following sessions and activities have been designed to follow the initial viewing sessions (either over two sessions or a single session) detailed above.

### Session **Grooming in *Exploited*: 60 minutes**

# 1

#### Learning aims

In this session, we will learn:

- What 'grooming' means
- Warning signs: how to tell if someone is grooming someone else
- The different stages of grooming
- How to stay safe from grooming
- Where to get help if you are worried about grooming

#### Skills

- Teamwork
- Identification, assessment and management of risk
- Empathy

#### Preparation

- Before delivering this activity you should familiarise yourself with *Barnardo's About the Grooming Line* resource

#### Resources

- A3 copies of the *Barnardo's Grooming Line Poster* (enough for one between two)
- Sets of *Scenario Cards* for use by pairs/small groups
- Set of *Chloe's Diary Cards* for use by pairs/small groups
- The 4-part version of the film  
(download at [thinkuknow.co.uk/teachers](http://thinkuknow.co.uk/teachers))

### Activities **Introduction / 5 minutes**

- Remind young people (YP) of the moment in *Exploited* where Marcus offers Chloe phone credit. Ask them why they think he wanted to give her a gift. What did he want from her?
- Use this to introduce the term 'grooming': when an adult tries to befriend a young person in order to sexually exploit them. Giving someone gifts might be one way of doing this.
- Introduce the aims of the activity.

**Understanding the Barnardo's Grooming Line / 25 minutes**

- Explain that grooming often follows a process with different stages. Hand out A3 copies of the *Grooming Line*. Introduce the grooming line. Using background information from *About the Grooming Line*, talk through the four stages. As you do so, ask young people if they can think of any examples of any of these behaviours from the film.
- Hand out sets of *Scenario Cards* to YP in pairs or small groups. Ask them to discuss each scenario, and place it where they think it belongs on the *Grooming Line*.
- Introduce the *Chloe's Diary Cards*. They give us an insight into what happened between Marcus and Chloe before the events in the film. Ask students to place these cards on the *Grooming Line*.
- Take feedback and discuss findings. Emphasise that the grooming process can be fast, or slow, and can move back and forth between stages.
- Emphasise that it is a crime to engage in sexual activity with someone under 16, or anyone who has not given consent.
- Stress that while in *Exploited* we see two girls being groomed, young men are also victims of grooming for child sexual exploitation in exactly the same way. For an excellent set of resources which tackles the grooming of young men as well as young women, we recommend the *Barnardo's BeWise2 Sexual Exploitation Pack*.

**Grooming others in the environment / 15 minutes**

- Ask YP if they witnessed any of the behaviours described in the grooming line being used towards characters other than Chloe and Lauren. Encourage them to think about the way Marcus treats the other boys.
- Watch Part 2 of *Exploited* again, to identify ways in which Marcus uses elements of grooming behaviour in his treatment of Ash and Ryan (e.g. gifting, orders, threats, put-downs)
- Discuss the impact of this on Ash and Ryan. Focus on:
  - the effect on their self-esteem and failure to challenge Marcus in his treatment of Chloe
  - how they echo Marcus' exploitative behaviour in their treatment of Lauren
- Highlight how grooming behaviour can be used to manipulate people even where sexual contact is not the objective. Explain that individuals who groom young people for child sexual exploitation often also groom those around them – for example, friends and family – to ensure that they are not challenged.

**Staying safe and getting help / 10 minutes**

- After Part 2, Lauren decided to stay safe by not seeing Marcus, Ash and Ryan again. Ask YP to write a list, from Lauren's point of view, of all the grooming behaviour that contributed to her choice.
- Ask YP to remind you about where they can get help if they are worried that they, or a friend, are being sexually exploited. Prompt with a reminder of details at the end of the film.

**Summing up****5 minutes**

- Return to the learning aims and ask students to recap on what they have learnt for each.

---

**Disassociation Game****5 minutes****See Appendix B for ideas**

---

## Session 2 Power and control in *Exploited*: 60 minutes

# 2

### Aims

In this session, we will learn:

- Different ways some people gain power and control over other people
- What impact this has on young people who are exploited
- What 'consent' means, and when someone cannot consent to having sex
- Where to get help if you are worried about power and control in a relationship

### Skills

- Analysis
- Communication
- Empathy

### Resources

- A3 sized copies of the Barnardo's *Wheel of Power and Control* Poster – enough for pairs or small groups
- *Thoughts and Feelings* worksheet

### Activity Introduction 5 minutes

- Introduce the theme of power and control. Ask YP to recall one moment from the film in which one character had power over another. Ask for feedback and discuss findings. Did YP all recall similar moments? Was there any variation?
- Introduce the activity aims.

### Wheel of Power and Control / 20 minutes

- Hand out copies of the *Wheel of Power and Control* to pairs/small groups.
- Talk through each segment. Ask YP to stop you every time you read out a behaviour that they think they have seen in the film. Each time the group identifies a relevant moment from the film, ask them to annotate the wheel with a note about it.
- Now watch Parts 1 and 2 of the film again. Ask YP to annotate the poster with any further moments they notice. Take feedback.
- Of course, we do not witness all of these controlling behaviours in the film. Together, look at the segments on the Wheel which have no annotations. Ask YP things which you could imagine the character of Marcus doing? Why/why not?



### Consent / 5 minutes

- Ask: when Marcus wants sex with Chloe, does she feel like she has any choice? Remind them of how she flinched when he touched her neck, the look on her face when he told her to go to his room, and how we saw him in the corridor pulling her into the bedroom.
- Explain: This is about consent. Consent means to be willing to do something, and to understand the full implications and consequences of this action. *If Chloe didn't want to have sex, but she felt she had no choice, then she **has not** consented to sex.* This is the case even if she did not say no. This means that Marcus has committed a serious crime.
- Ask YP to think of different situations when someone may not be able to consent to sex. Elicit the following:
  - If they are scared because they have been threatened or pressured
  - If they are drunk or on drugs
  - If they are asleep
  - If they have serious mental health problems
- It is even more serious because Chloe is under 16, the age of consent. If you're under 16, sex is illegal, even if you give permission.

### The impact of exploitation / 10 minutes

- Use the *Thoughts and Feelings* worksheet (See page 49 for activity details)

#### Further activity freeze-frames

In a hall or drama studio, organise YP into groups of five. Give each group two chairs but no other props.

Ask them to take on the roles Marcus, Chloe, Ash, Ryan and Lauren.

Explain that they will be creating 'freeze-frames' – 3D still images which symbolise the relationships between the characters, and how each character feels.

Give them 10 minutes to discuss and experiment with their freeze-frames. Circulate and challenge them to explore the complexities in power relationships between different characters in the group.

In turn, ask each group to present their freeze-frame to the others. Take photographs for future use as a learning resource.

As viewers circulate and consider each freeze-frame, elicit feedback. Steer discussion towards the complexities of power relations, and the impact on those who are 'controlled'.

Bring the whole group back together. Identify similarities and differences between the different groups' interpretations. Ask YP to identify new insights into the nature of power and control in friendship groups, and the impact on those who are subject to power and control by others.

---

### **Staying safe and getting help / 10 minutes**

- Ask YP to focus on Chloe. Ask them to look back at the moments they have noted on the Wheel poster in which someone tries to exert power and control over her.
- In small groups, ask YP to discuss what advice they would give Chloe about how she could combat some of the power and control techniques that have been used against her. Ask them to write down their five top pieces of advice.
- Take feedback. If they have not already identified telling a trusted adult, calling Childline and reporting to CEOP, draw this out and ask them to add these to their list.

### **Summing up**

#### **5 minutes**

Return to the session aims and ask YP to identify key learning under each point.

---

## **Disassociation Game**

#### **5 minutes**

**See Appendix B for ideas**

---

## Session 3 Healthy relationships: setting expectations, solving problems: 60 minutes

### 3

#### Learning aims

In this session, we will learn:

- What to expect in a healthy relationship
- Ways to resolve tensions in a healthy relationship

#### Skills

- Self-reflection
- Recalling and applying knowledge creatively
- Communication

#### Resources

- *Sophie and Danny* worksheet
- A3 copies of the Barnardo's *Wheel of Equal, Consensual and Respectful Relationships* (enough for one between two)

#### Activities Introduction / 5 minutes

- Introduce the session aims.
- Ask YP to work on their own to write down the TOP TEN things they expect from a boyfriend/girlfriend. Tell students to keep their lists private for now, but to be prepared to share them later in the session.

#### Storyboarding / 15 minutes

- Hand out the *Sophie and Danny* worksheet. Ask YP to copy the quotes at the bottom of the sheet into the correct speech bubbles.
- Ask YP if they think Sophie and Danny have a healthy relationship. If so, what is good about it? Elicit: openness, honesty, shared interests, respect.
- If YP express reservations/concerns related to the tension depicted between Danny and Sophie in the film, tell them that we will go on to explore this later in the session.

#### The Wheel of Equal, Consensual and Respectful Relationships / 10 minutes

- Hand out copies of the Barnardo's *Wheel of Equal, Consensual and Respectful Relationships*. Give YP five minutes to read through and tick all the behaviours which they think apply to Sophie and Danny.
- Briefly talk YP through each segment of the wheel, and discuss which behaviours are demonstrated by Sophie and Danny.

**Resolving tensions in a healthy relationship / 15 minutes**

- Ask YP if they think that a healthy relationship needs to be a 'perfect' relationship. Elicit that it is realistic to expect misunderstandings, mistakes, and conflicting needs to crop up in relationships. What is important is how you deal with them together.
- **The mistake** Refer YP to the storyboard image in which Danny drops Sophie's hand. Ask YP why Sophie is upset about this. If helpful, refer them back to the Wheel to see which behaviours it 'breaks'. Elicit: as a gesture it is disrespectful; withdraws affection; makes her feel insecure; is dishonest; shows lack of commitment.
- **Setting expectations** Refer YP to the image of Sophie talking to Danny outside the school gate. What does she tell him she expects in a boyfriend? Ask YP in groups to identify at least three words to complete the following sentence paraphrasing her expectations: "I will ONLY go out with someone who is ..." [Example answers: honest; respectful; there for me; supportive; committed]"
- **Making amends** Refer YP to the image of Danny talking to Sophie at the front door. Ask YP: why does she forgive him? Referring to the Wheel, elicit: he is *honest, communicates openly, admits he has made a mistake; tries to make things work even though it's hard; shares his thoughts and feelings.*

**Summing up****10 minutes**

- Ask YP to return to their personal Top Ten expectations of a boyfriend/girlfriend. Give them 3 minutes to rewrite the list, making any changes they'd like to following on from discussion in this session.
- Take feedback from a few YP who are willing to share their lists OR take in lists and read out the top three priorities from a few, anonymously.
- Ask YP to tell you the best ways to resolve mistakes, misunderstandings or differences of need or opinion.

---

**Disassociation Game****5 minutes**

**See Appendix B for ideas**

---

## Session 4 The impact of exploitation: 35 minute activity

# 4

**This activity is designed to be adapted and incorporated into sessions based on *Exploited* as appropriate. It can be extended to make up a full 60 minute session, or activities can be pulled out and used in other sessions as appropriate.**

### Learning aims

In this session, we will learn:

- To understand how exploitation makes young people feel
- To gain insight into how this might affect their behaviour

### Skills

- Empathy
- Drawing and defending conclusions using evidence
- Communication

### Resources

- The 4-part version of the film  
(download at [thinkuknow.co.uk/teachers](http://thinkuknow.co.uk/teachers))
- *Thoughts and Feelings* worksheet

## Activities Introduction: Draw and write / 10 minutes

- Ask YP to think back to their first impression of Chloe, in the opening scenes of the film. To remind them, play the film from 3:30 to 4:28. Ask them to draw a quick picture which represents their first impressions of Chloe, and to write words around it to describe what they thought she was like.
- Share some of the images/words and identify any patterns emerging. Be non-judgemental. Remind YP that we later find out Chloe is being exploited.
- Explain that this activity will help develop our understanding of how sexual exploitation makes people feel, and how it might influence what they say and do.

### • Thoughts and Feelings 15 minutes

- Hand out the *Thoughts and Feelings* worksheet.
- Ask YP to remind you what happened in the previous scene in Marcus' flat... a) to Lauren; b) to Chloe.
- Ask two YP to read out the dialogue. Ask YP if they think that what is said reflects what the characters are actually thinking and feeling.

- Ask YP to spend five minutes in pairs/small groups discussing what the two characters might be thinking and feeling during this conversation, and to complete the sheet in detail.
- Take feedback from YP. Ensure that the following points are elicited/discussed:
  - Lauren is worried about Chloe because she could tell she did not want to sleep with Marcus, and she knows she is under the age of consent. She may also feel uncertain of herself, unconfident in her own judgement and nervous about the choices which she has made or may need to make in future.
  - Chloe does not mean what she says. She feels judged and is judgemental of herself. She feels bad about herself/has low self-esteem. She does not feel in control. In the previous scene she was made to do something she did not want to do. She did it because she was afraid. Exploitative behaviour has become 'normalised' for her.
- Focus on Chloe. Ask YP what impact her thoughts and feelings have had on her behaviour. Elicit that it may have led to her: feeling unable to take control and get out of the exploitative situation; behaving defensively; speaking judgementally to Lauren; trying to draw Lauren into an exploitative situation (perhaps to reduce her own isolation, and also as a strategy to convince herself that what is happening to her is normal.)

---

**Further activity  
hotseating**

- Ask two YP to volunteer to take the roles of Lauren and Chloe.
  - Ask them to act out the dialogue at the front of the class. As they read, choose a moment and call 'freeze' to freeze the action. Then call the name of a character. The actor should step forward and talk directly to the audience, improvising a monologue about how they are feeling and what they are thinking. Once they have finished, return to the action.
  - Repeat as appropriate.
  - Applaud the actors.
  - Ask the whole group to reflect on what they have just seen. What have they learned about the impact of exploitation on those it happens to?
-



**Summing up****Draw and Write / 10 minutes**

- Return to the Draw and Write Task. Ask YP to look at their images and say if their thoughts about Chloe have changed since their very first impressions.
- Ask them to create another picture of Chloe, and add new words, based on the ideas and insights they gained from the previous activity.
- Take feedback on how their images/words have developed and changed.

## Session 5 Sexual health and exploitation: 35 minute activity

# 5

*This brief activity highlights the risks to sexual health of sexual exploitation, and the importance of seeking support. It is not intended to give details of specific health risks.*

*It is intended for use with young people who have already taken part in learning sessions on sexually transmitted diseases and different forms of contraception.*

*We recommend it is delivered after the activity on the Impact of Exploitation, above, to help YP consider sexual health issues from a position of empathy with exploited young people.*

### Learning Aims

In this activity we will learn about:

- The risks to sexual health of sexual exploitation
- How to get help if you are worried about sexual health

### Skills

- Identification, assessment and management of risk
- Communication

### Resources

- Young people's completed *Thoughts and Feelings* worksheets

### Activities Introduction 2 minutes

- Introduce the aims of the activity.

### Understanding the Risks / 10 minutes

- Refer YP to the *Thoughts and Feelings* worksheet. Ask YP specifically what it is about Chloe's sexual behaviour that may be worrying Lauren. Elicit the following points:
  - Chloe is under the age of consent.
  - She is being sexually exploited by an adult (Marcus); it was clear from her body language in the previous scene that she did not want to have sex with him.
  - Marcus has power over Chloe, and in the same way as she feels she can't say no to sex with him, she may also feel she can't insist on using contraception. This means she is at risk of contracting a sexually transmitted infection (STI) and of pregnancy.

- Chloe may also be having sex with more than one partner (although we have no evidence that she has had sex with Ash). This increases her risk of contracting an STI.

**Getting help / 8 minutes**

- Ask YP where Chloe could get help in relation to sexual health. Highlight the following points by writing them up:
  - All young people have a legal entitlement to confidential sexual health support and advice. For more information they can visit [brook.org.uk](https://brook.org.uk)
  - Chloe could access this support from a range of different sources, including a school nurse, a doctor, a sexual health clinic.
  - Chloe should talk to an adult she trusts (e.g. a teacher) as soon as possible, or call Childline for confidential support. She can report the sexual exploitation to CEOP, the police, a teacher or social worker.
  - She should seek help to get out of the sexually exploitative situation as soon as possible. She should not have unprotected sex.

**Summing up****Consolidating learning / 15 minutes**

- Ask YPs to work in pairs to write a Facebook message from Lauren to Chloe, explaining why she is worried about her and giving her advice about how to get support with sexual health.
- Collect the messages and read a few extracts. Use this to highlight key learning in relation to the aims of the activity.

## Session 6 Alcohol and drugs in sexual exploitation: 35 minute activity

# 6

*This brief activity highlights the role which alcohol and drugs sometimes play in sexual exploitation, and the importance of seeking support with this.*

*It is intended for use with young people who have already taken part in learning sessions on the impact of alcohol and drug abuse.*

*We recommend it is delivered after the activity on the Impact of Exploitation, above, to help YP consider issues around alcohol and drugs from a position of empathy with exploited young people.*

### Learning Aims

In this activity we will learn about:

- How alcohol and drugs are sometimes used in exploitation
- The negative impact of alcohol and drugs on exploited young people
- How to get help if you are worried about alcohol and drugs

### Skills

- Communication
- Empathy

### Resources

- Young People's completed *Thoughts and Feelings* worksheets
- *What if?* worksheet: enough for pairs/small groups
- Internet access

### Activities Introduction / 2 minutes

- Introduce the aims of the activity.

### Understanding the Risks / 15 minutes

- Hand out the *What If?* worksheet. Ask YP if we ever see Lauren drinking alcohol with the group (we don't). Ask them if they think that Lauren might have been offered alcohol at Marcus' flat. Elicit: probably, as Marcus tells Ryan to get some drinks; later on, Ash calls out to Chloe to 'bring the drinks'.

- Ask YP to work in pairs or small groups to answer the first question on the worksheet: how would events at Marcus' flat have been different if: Ryan had given her a stolen can of alcohol instead of soft drink; she had accepted offers of alcohol and/or drugs at the flat?

Following group work, take feedback. Highlight the following points:

- her judgement would have been impaired
  - she might not have noticed the worrying things that were happening (e.g. the sexual exploitation of Chloe)
  - she might not have had control over her own behaviour
  - she might have taken part in risky behaviour (e.g. sexual activity with the boys)
  - she might not have been able to defend herself if threatened or assaulted
  - she might not have been able to leave the flat when she did
- Ask YP to work in pairs/small groups to answer the second question on the worksheet: what additional power would Marcus and Ryan gain over Lauren through alcohol and drugs? Take feedback. Highlight the following points:
    - it would be easier to make her do what they wanted
    - she would be more likely to get involved in sexual activity
    - she might say and do things that they could use to pressure or blackmail her into further sexual activity in future
    - she might become addicted
    - it would reduce her self-esteem and ability to resist exploitation in the future

### Getting help / 13 minutes

- Ask YP if they have any ideas about where an exploited young person could get help in relation to alcohol and drugs.
- Show YP the 'Talk to Frank' website. Explore it together, or if they have access to the internet themselves, give them time to explore it.
- Emphasise that they should always talk to an adult they trust, or that they can call Childline for confidential support.  
Sexual exploitation can be reported to CEOP, who will help.

### Summing up 5 minutes

Return to the session aims and ask YP to identify key learning under each point.

**Recommended Resources for Further Learning Sessions**

*Exploited* is an introductory resource on child sexual exploitation. Should you wish to build on learning outcomes from this resource by providing further, or more targeted, learning opportunities, we strongly recommend the following:

- Barnardo's Bewise2 Sexual Exploitation Pack ([barnardos.org.uk](https://www.barnardos.org.uk))
- Barnardo's Risky Biz Session Plans ([barnardos.org.uk](https://www.barnardos.org.uk))
- NSPCC Protect and Respect Animations and Session ([nspcc.org.uk](https://www.nspcc.org.uk))
- This Is Abuse Session Plans and Discussion Guide ([thisisabuse.direct.gov.uk](https://thisisabuse.direct.gov.uk))



# 6

## Further sources of support on child sexual exploitation

### Local specialist services for young people

The National Working Group Network for Sexually Exploited Children and Young People (NWG) maintains an up-to-date directory of local support services.

Click on the UK map at [nationalworkinggroup.org](http://nationalworkinggroup.org)

*More directories of local services run by national organisations:*

- Barnardos ([barnardos.org.uk](http://barnardos.org.uk) > what we do > our projects > service search)
- NSPCC ([nspcc.org.uk](http://nspcc.org.uk) > what we do > NSPCC in your area)
- The Children's Society: ([childrenssociety.org.uk](http://childrenssociety.org.uk) > in your area)
- Brook ([brook.org.uk](http://brook.org.uk) > more > useful links > find your nearest service)

### Support for parents

Parents Against Child Sexual Exploitation ([paceuk.info](http://paceuk.info))

### Support for education and youth work professionals

- NWG ([nationalworkinggroup.org](http://nationalworkinggroup.org))
- NSPCC ([nspcc.org.uk](http://nspcc.org.uk))
- PSHE Association ([pshe-association.org.uk](http://pshe-association.org.uk))
- Sex Education Forum ([sexeducationforum.org.uk](http://sexeducationforum.org.uk))
- The Safe Network ([safenetwork.org.uk](http://safenetwork.org.uk))

Trim out each character card to create your Power Map



Ash 15



Ryan 15



Lauren 14



Chloe 14



Marcus 19

Create a Power Map

1

Arrange the cards on a big piece of paper to show who has power over who.

2

Stick them down.

3

Draw arrows from powerful people to those they have power over.

4

Next to each arrow, write notes:

- What gives this person their power?
- What do they do to maintain their power?

5

Focus on the less powerful characters. In a different colour, write notes next to each arrow:

- Why don't they challenge the person who has power over them?
- How do you think they feel?

6

Share your ideas with others in the group.





Ryan 15



Chloe 14



Ash 15



Lauren 14



Marcus 19

Create a Power Map

1

Arrange the cards on a big piece of paper to show who has power over who.

2

Stick them down.

3

Draw arrows from powerful people to those they have power over.

4

Next to each arrow, write notes:

- What gives this person their power?
- What do they do to maintain their power?

5

Focus on the less powerful characters. In a different colour, write notes next to each arrow:

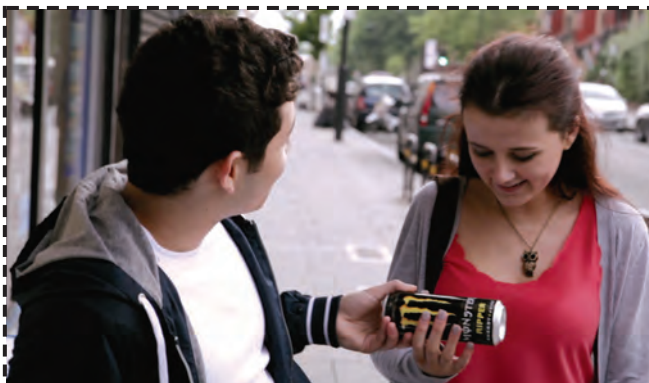
- Why don't they challenge the person who has power over them?
- How do you think they feel?

6

Share your ideas with others in the group.

Trim out each character card to create your Power Map





**Lauren:** Unbelievable!  
**Ryan:** Couldn't have done it without you.  
 What's your name again?



**Ryan:** Nervous?  
**Lauren:** No  
**Ryan:** Nervous?  
**Lauren:** What are you doing?  
**Ryan:** Nervous?  
**Lauren:** Yes, nervous... what is your problem?  
**Ryan:** It's just a game.

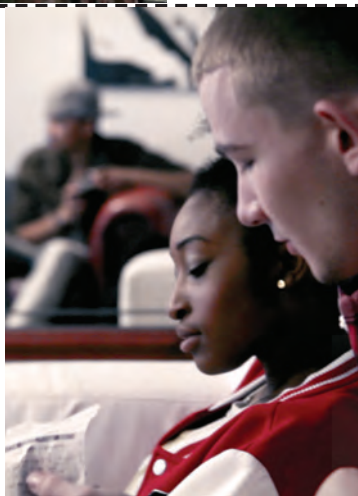


**Ryan:** You're no fun are you? I just can't help myself. You don't know how beautiful you are!

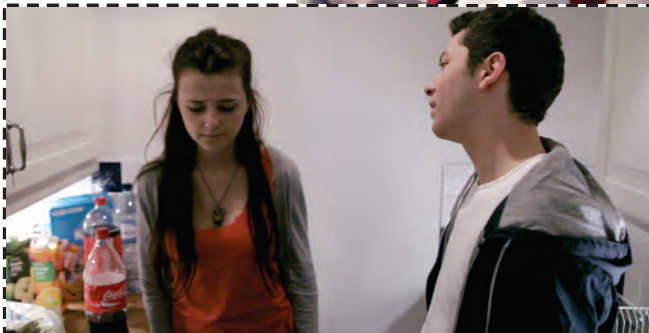


**Marcus:** Alright ladies? Who's this?  
**Lauren:** I'm Lauren.  
**Marcus:** Come in Lauren, nice to meet you.

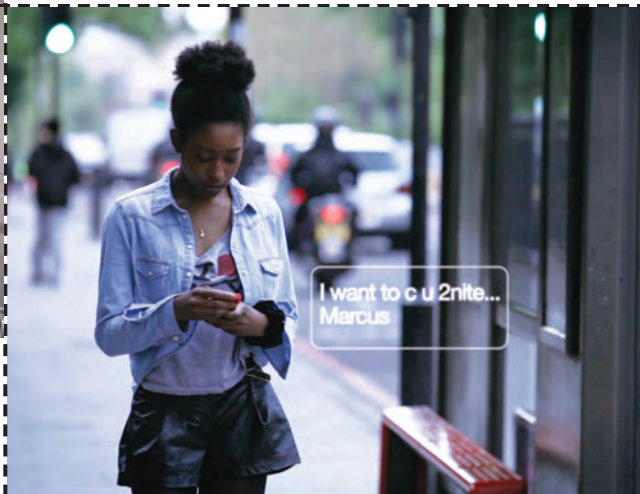
**Marcus:** So you said you was out of credit yeah?  
**Chloe:** Oh, I've sorted it thanks.  
**Marcus:** So you don't want this? I've got you £20 so you can call me next.  
**Chloe:** Like I said, it's sorted... give it to her  
**Marcus:** You know how to accept a gift like a lady, don't you Lauren?



**Marcus:** Go and wait in my room.



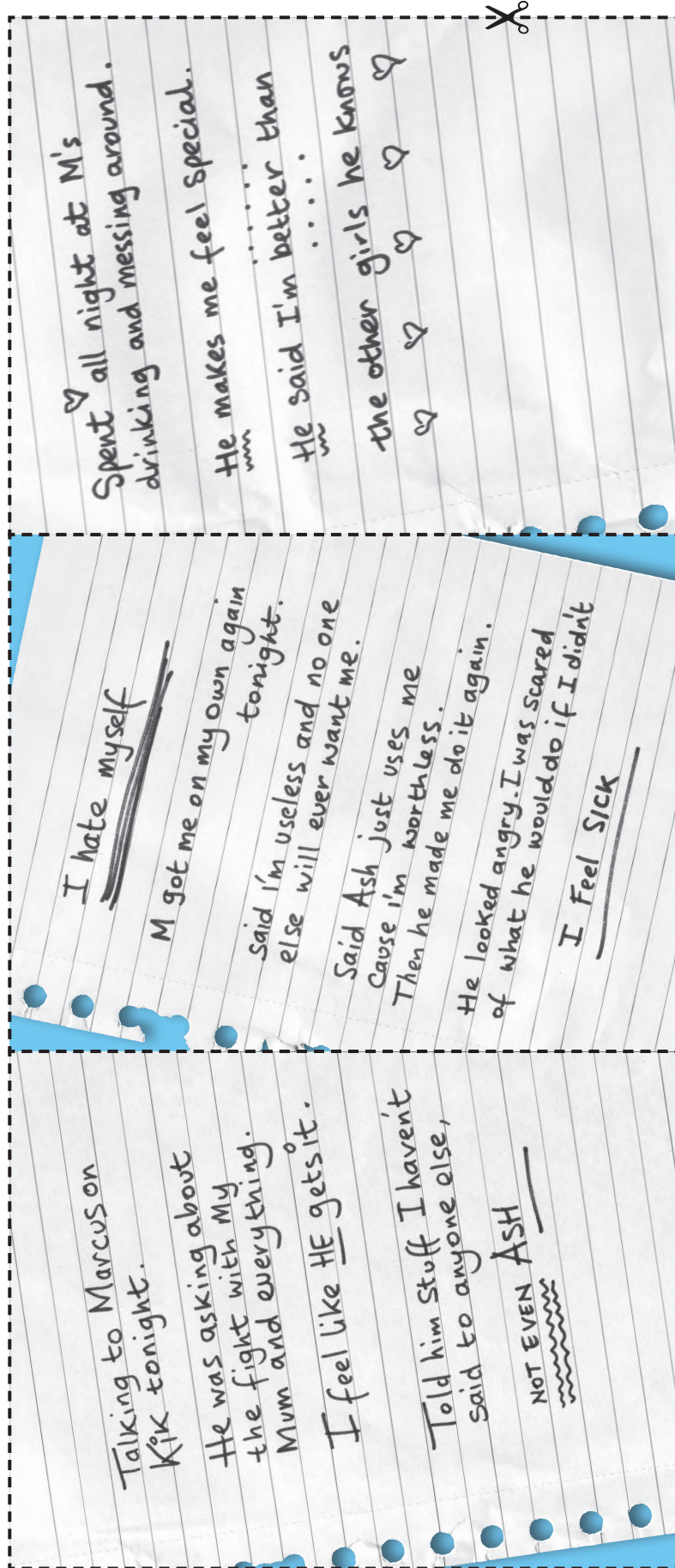
**Ryan:** Maybe it's time you were nice to us. 'Cause I bet I know your friends. Just saying, do they really know about you?  
**Lauren:** Know about me what?  
**Ryan:** Maybe if you make an effort, they won't find out.



I want to c u 2nite...  
 Marcus



# Chloe's Diary cards





## A

### Scene A: The Gift

**Marcus:** So you said you was out of credit yeah?

**Chloe:** Erm, I've sorted it thanks.

**Marcus:** So you don't want it? It's £20 so you can call me next.

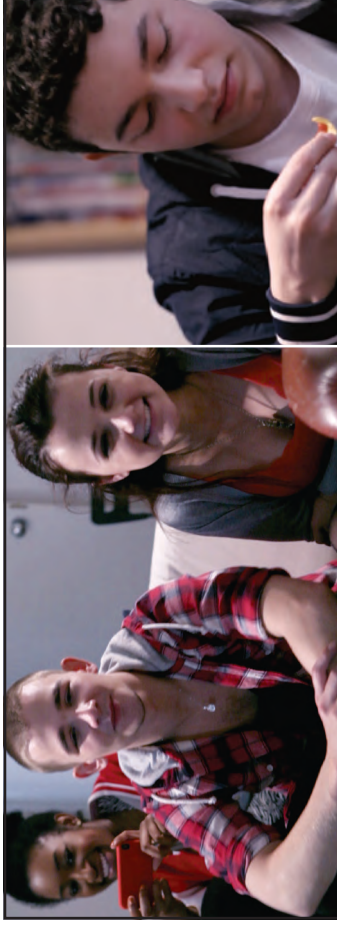
**Chloe:** Like I said, it's sorted...give it to her.

**Marcus:** You know how to accept a gift like a lady, don't you Lauren?

**Lauren:** Yeah, I'll take it...oh, wrong network

**Marcus:** So you don't want it then? You never know when you might need it!

*Chloe takes the credit*



## B

### Scene B: Salsa

**Ryan:** Whatever, I just don't like that.

**Marcus:** Eat it!

**Ryan:** No way man, don't be silly.

**Marcus:** Eat it! You've got to learn some manners Ryan.

Stop treating the place like you own it when you don't, I do.

**Ryan:** You can't be serious man.

**Marcus:** It's all about the little things, so don't disrespect, yeah...finish it.

**Ash:** Marcus man.

**Marcus:** You've got something to say? Come on, the girls are waiting.

**Lauren and Chloe:** EAT IT, EAT IT, EAT IT

*Ryan eats the salsa*

**Ryan:** Happy?

**Marcus:** Who doesn't like tomatoes huh? You manned up...bruv, you did what was needed to be done.



## Who said what, and when?

Copy each quote into a speech bubble in the storyboard.

Pizza, film... do I need another reason?

Do you want to say it first?

Sophie's my girlfriend! If she'll forgive me.

Well, it's new for me too.

Why did you come over?

I don't want a boyfriend who can't even admit that he's with me.

I didn't know what to do. It's my first...

Haven't we got to go to do that thing?

We like the same things....It's nice to be close to someone.

# Sophie and Danny

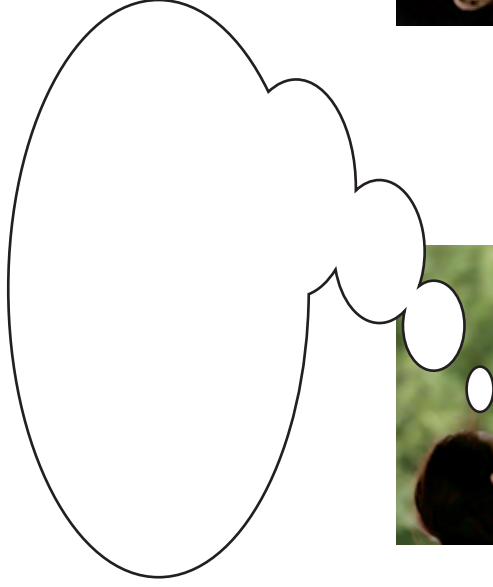


Learning resources / appendix A



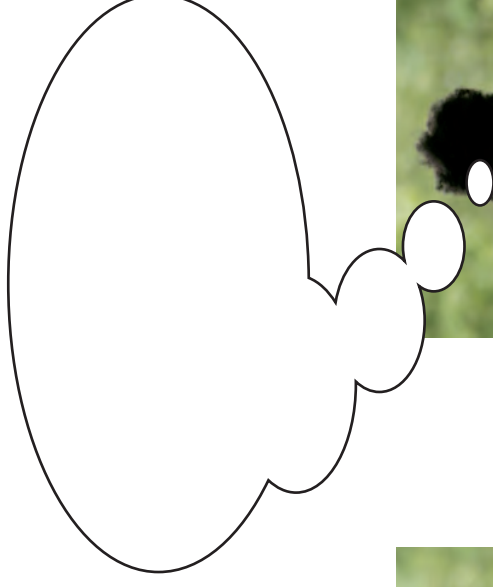
# Thoughts and Feelings

What is Lauren thinking?



What is Lauren feeling?

What is Chloe thinking?



What is Chloe feeling?

**Lauren:** “So you’re with Marcus and Ash at the same time?”

**Chloe:** “What’s it to you?...Are you judging me for it?”

**Lauren:** “No, it’s just...”

**Chloe:** “I can handle myself, even if you can’t alright...I’m not a little girl...Anyway, we had fun that night....And Ryan still fancies you, so you should fancy him back.”

**Lauren:** “He’s not my type”

**Chloe:** “Oh, you’ll get used to that”

*BOYS WHISTLE.*

**Chloe:** “Are you coming then?”

# What if...?

...Ryan had given Lauren a stolen can of alcohol instead of a soft drink?

---

...Lauren had accepted offers of drink and drugs at Marcus' flat?

---



What additional power would Ryan and Marcus have gained over Lauren?

---

# Protect Yourself, Protect Your Friends

Remember:

- Everyone deserves a relationship that is equal, respectful, honest and happy.
- Know the warning signs of exploitation, such as gifts, flattery, pressure, power games, threats.
- If someone tries to use you for sex, they are committing a crime. It is **NOT** your fault.
- If you are worried, talk to an adult you trust, like a teacher or your parent or carer.
- There are many people and organisations that can help you.

**If you are worried that you or a friend are being sexually exploited, we can help:**



To make a report, go to [thinkuknow.co.uk](https://www.thinkuknow.co.uk) and press this button.



Call Childline to talk to someone at any time of day and night.



Visit [thinkuknow.co.uk](https://www.thinkuknow.co.uk) for more advice about how to stay safe in sex, relationships and the internet.

# Protect Yourself, Protect Your Friends

Remember:

- Everyone deserves a relationship that is equal, respectful, honest and happy.
- Know the warning signs of exploitation, such as gifts, flattery, pressure, power games, threats.
- If someone tries to use you for sex, they are committing a crime. It is **NOT** your fault.
- If you are worried, talk to an adult you trust, like a teacher or your parent or carer.
- There are many people and organisations that can help you.

**If you are worried that you or a friend are being sexually exploited, we can help:**



To make a report, go to [thinkuknow.co.uk](https://www.thinkuknow.co.uk) and press this button.



Call Childline to talk to someone at any time of day and night.



Visit [thinkuknow.co.uk](https://www.thinkuknow.co.uk) for more advice about how to stay safe in sex, relationships and the internet.





## Targeting stage

- Observing the child/ young person
- Selection of child/ young person
- Befriending – being nice, giving gifts, caring, taking an interest, giving compliments, etc
- Gaining and developing trust
- Sharing information about young people between other abusive adults

## Friendship forming stage

- Making young people feel special
- Giving gifts and rewards
- Spending time together
- Listening and remembering
- Keeping secrets
- Being there for them
- 'No-one understands you like I do'; being their best friend
- Testing out physical contact – accidental touching
- Offering protection

## Loving relationship stage

- Being their boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering their inhibitions – eg showing them pornography
- Engaging them in forbidden activities – eg going to clubs, drinking, taking drugs
- Being inconsistent – building up hope and then punishing them

## Abusive relationship stage

- Becomes an 'unloving' sexual relationship
- Withdrawal of love and friendship
- Reinforcing dependency on them – stating young person is 'damaged goods'
- Isolation from family and friends
- Trickery and manipulation – 'you owe me'
- Threatening behaviour
- Physical violence
- Sexual assaults
- Making them have sex with other people
- Giving them drugs
- Playing on the young person's feeling of guilt, shame and fear

# The Grooming Line

## Definition

The word ***grooming*** is used to describe the process that abusive adults use to trick a child or young person into believing they are trustworthy so that they can sexually exploit the young person.

The grooming line is based on Barnardo's experience from work with children and young people who have been victims of sexual exploitation as well as theoretical work from other experts in this field.

By being aware of the whole pattern of these behaviours you will be able to quickly spot things that you might need to be suspicious of if they happen. This will mean you are better able to look out for yourself and other young people around you.

**Targeting stage** At this stage the abusive adult is choosing which child or young person to work on and beginning to manoeuvre them into a situation where they can increase contact with the child.

### Observing

This means the adult is watching a child or young person, without them necessarily realising. It may happen quickly, or over some time; maybe in a public place where the young person often is, for example, outside a local shop.

### Selecting

We know abusive adults are more likely to approach a child who looks vulnerable: they may be on their own, look unhappy, or not be in school. Abusive adults also choose young people who are sexualised in their behaviour, looking for signs like giving lots of eye contact and smiles to strangers of the opposite sex or being boisterous and drawing lots of attention to themselves.

### Initiating contact and gaining trust

This can be done quite simply, by saying 'Hi', being friendly or keeping a promise. This is what is confusing about telling grooming from just being nice. But if a person is older than you and you don't know them, question why they are doing this.

### Sharing a child/young person's information

Adults involved in grooming children often work together, as well as alone. A very common targeting behaviour is adults asking young people for their mobile numbers and then sharing this information so that the young person can be contacted by their associates without anyone else knowing.

**Friendship forming stage** In this phase an abusive adult puts a lot of effort into becoming important to the child or young person; someone they rely on. In this way the adult develops a strong influence. At this stage there still may not appear to be anything obviously wrong, but there will be signs that you can look out for.

### **Making a child/young person feel special**

This is often done just by giving lots of compliments or noticing little things. An adult who is grooming might pay special attention to what music you like or what you were wearing the last time they saw you.

### **Giving gifts and rewards**

These may be presents or given in return for doing a favour. Things like mobile phones, jewellery, drugs, alcohol, money and clothes are commonly used.

### **Spending time together**

Spending time with people you like is normal, but an adult spending an unusually large amount of time with a young person or child can make them dependent and miss the adult a lot when they are apart. This could include spending time in an adult's home with them.

### **Listening and remembering**

The adult will listen carefully to any personal details shared and remember them. This makes anyone feel listened to and valued and is a simple way of making someone feel understood. However, an abuser can use this later especially if it is personal or embarrassing. Think very carefully about what you share. After all, information is power.

### **Keeping secrets**

An abusive adult may not want others to know about their friendship with a child or young person, or that they even see each other. If an adult says not to tell anyone else what you are doing or where you are going with them you should be very careful and ask yourself why the need for secrecy.

### **Being there**

Giving a child or young person the message that if they need anything, the adult will be there for them, can be part of grooming. This is especially likely if the child or young person has shared problems they are having. It can be another way of encouraging them to rely on the adult.

### **Understanding better than anyone else**

The adult makes the young person believe that they understand them and know them like no one else. If this happens it could include bad mouthing or putting down parents or carers. Be aware that this can be part of making you dependent on someone.

### **Testing out physical contact**

It could be just an 'accidental' light touch to the knee or face but the adult is probably testing your reaction to physical contact. If this happens and you flinch and don't know what to do, would they carry on? What if you said 'No', would they carry on then?

### **Offering protection**

An abusive adult will often offer a young person protection. This technique is particularly used with children who are being bullied, for example.



**Loving relationship stage**

The most common grooming method used with young people is to become their 'boyfriend' or 'girlfriend'. However, this stage can also be a close, protective, non-sexual relationship. What the methods have in common is that from inside, it looks and feels like a very caring and genuine relationship. But, while developing this illusion of intimacy and love, the abusive adult is gaining full control of the young person and making them very vulnerable. It is a calculated technique and it works.

**Being a boyfriend or girlfriend**

They may simply describe the young person as their boyfriend or girlfriend and introduce them as, for example, their 'girl'.

**Establishing a sexual relationship**

An abusive adult may offer to teach a young person how to have sex or 'make love', or even have sex with them. Online, this can be teaching sexual things in private chat rooms or via a webcam.

**Lowering inhibitions**

Young people and children have been shown child abuse images to get them used to thinking it is normal for an adult to have sex with a child. Remember, this sort of picture is not 'pornography', it is child abuse and it is illegal to make, share or view.

**Involving in forbidden activities**

The adult may offer alcohol, drugs or entry to adult venues, such as clubs, pubs and parties. While this might seem exciting or fun, the danger is that you become increasingly involved in things that you cannot easily tell another adult about, which could make you vulnerable.

**Being inconsistent**

An abusive adult may make a child or young person insecure about their affection for them. One minute an abusive adult builds up their victim's hopes and the next they punish them. For example, they may promise something but later claim they didn't mean it. This can build dependency.

**Abusive relationship stage**

By this stage it is clear that something bad is happening. Techniques of control and isolation become obvious, but because the adult has made the young person dependent, it is very hard for them to get away. The more trapped and isolated the young person is, the more cruel the adult can afford to be.

**Withdrawing friendship and love**

The abuser no longer acts as if they care about the young person's feelings.

**Using for sex**

Sex is demanded by the adult, but it is not loving or romantic.

**Reinforcing dependency**

The adult lowers the young person's self esteem further, maybe by calling them 'damaged goods'. This may be linked to information they shared in the past, or it may be because the adult has made the young person do humiliating things.

# About the Grooming Line

**Isolating from family and friends**

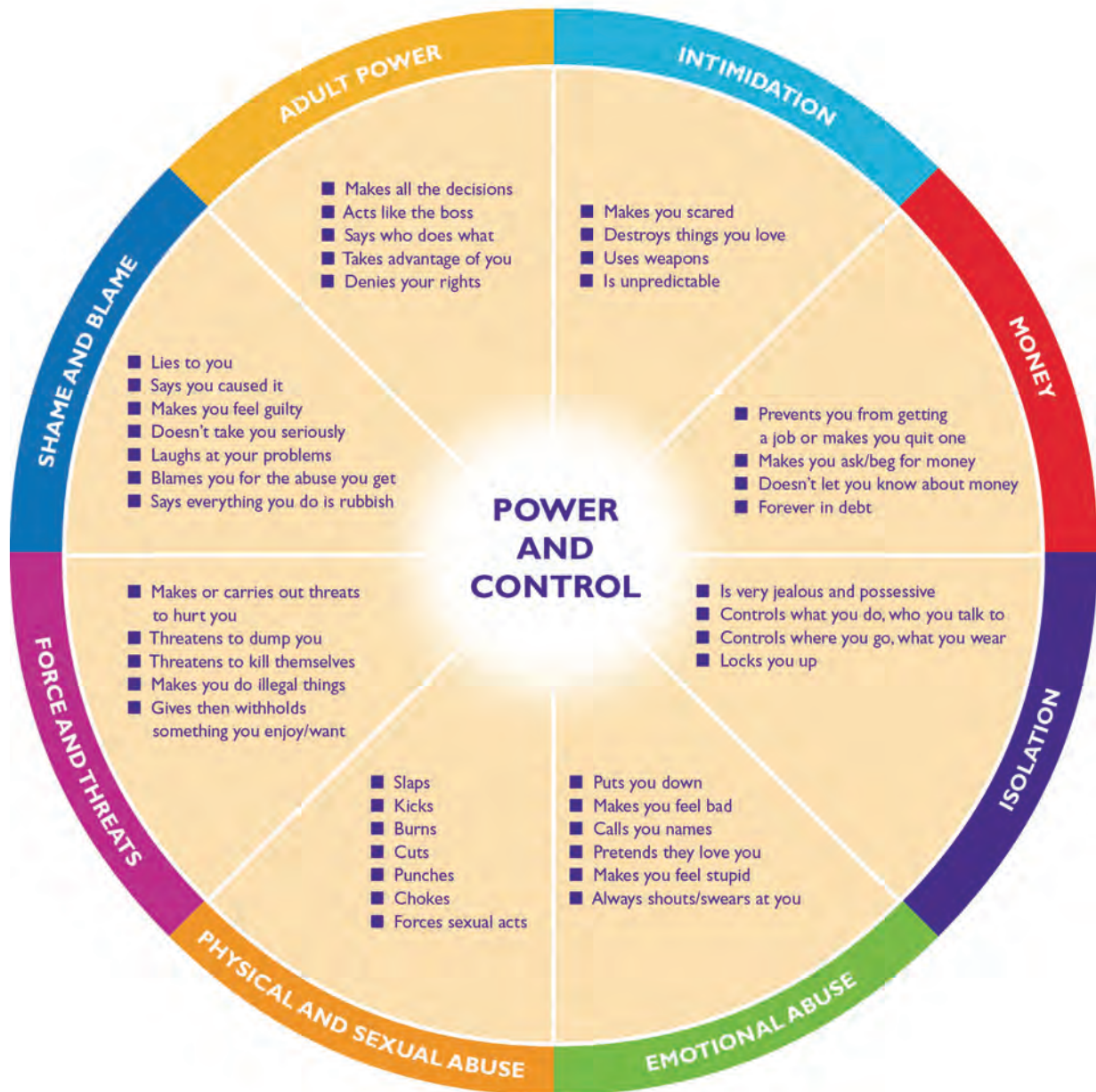
This could include not allowing any contact at all with family and friends and taking away photos or reminders of life before the abuser.

**Tricking and manipulating**

An abusive adult will claim they are owed for clothes, drugs or anything they gave the young person. They may say the payment is doing something the young person doesn't want to do, usually something sexual and/or illegal.

**Using violence and assault**

Abusive adults will frequently use violence or threats of violence to keep a young person frightened and in their control. If this ever happens to you it is vital that you find a way to confide in a trustworthy adult and get help to leave the situation quickly. Violence will almost always get more serious over time.





# Barnardo's Wheel of Equal, Consensual and Respectful Relationships



## 1 Giants, Wizards and Elves

Divide the group into two equal teams a couple of metres apart.

*Explain: The teams are 'in battle'. Giants always beat wizards by stamping on them, wizards beat elves by casting spells on them, and elves beat giants by tickling their ankles. Your team must decide which of the three beings you are. Everyone in the team must agree to be the same and you must keep your decision secret.*

The teams huddle together to make their decisions and then line up to face each other.

*Tell them: On the count of three you will all display what you've decided to become. Giant's will stand on tiptoes with their hands stretched above their heads, wizards step forward with their hand out stretched in front of them 'casting spells', and elves crouch down and 'tickle ankles'.*

Count down; YP display their 'characters'. Two points are awarded for a win and one each for a draw. The first team to ten points is the winner.

## 2 The sun shines on...

Arrange chairs in a large circle making sure that there is one less chair than young people (e.g. if there are 20 YP, then arrange 19 chairs).

Each YP sits on a chair and the YP without a chair stands in the middle of the circle. They say, 'The sun shines on...' then completes the statement with something which applies to some people in the group (for example, 'The sun shines on people wearing blue').

As quickly as they can, everyone to whom the statement applies must move to another seat (NB They can't choose the seat next to them). The person standing in the middle also needs to find a seat.

One person left standing and it is then their turn to go into the middle of the circle and make a new statement.

## 3 Heads down thumbs up

Select three YP and ask them to come to the front of the room.

YP close their eyes, put their heads down on tables and put their thumbs up. The 3 selected YP then walk around the room and the classroom and choose one YP each by squeezing their thumb.

The three selected students then guess who squeezed their thumb. If they get this correct they swap places, if not, the 'squeezer' stays in for another round.

## 4 Mrs. Brown went to town...

Choose a theme (for example musicians).

One YP begins by saying "Mrs. Brown went to town and bought...", and completes the sentence with something beginning with 'A' (e.g. "...a CD by Arctic Monkeys).

The next YP continues this by saying "Mrs. Brown went to town and bought a CD by Arctic Monkeys and a CD by Beyonce". This then continues with each student repeating each of the 'purchases' and introducing a new one as per the next letter of the alphabet.

## 5 Two truths, one lie

Each YP thinks of two truths and one lie about themselves. In turn, they stand up and make their three statements. The rest of the group tries to guess which is the lie.

# Five tried-and-tested disassociation games

KEY STAGE 3									
	Pupils have the opportunity to learn:								
		Exploited: Two Session Plan	Exploited: Single Session Plan	Extension 1: Grooming in Exploited	Extension 2: Power and Control in Exploited	Extension 3: Healthy Relationships	Extension 4: Impact of exploitation	Extension 5: Sexual health and exploitation	Extension 6: Alcohol and drugs in sexual exploitation
Core Theme 2: Relationships	the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships.	●	D		D	●			
	to explore the range of positive qualities people bring to relationships	D	D		D	●			
	that relationships can cause strong feelings and emotions (including sexual attraction)	D	D			●	●		
	the features of positive and stable relationships (including trust, mutual respect and honesty)	D	D			●			
	to consider different levels of intimacy and their consequences	D	D			D		●	
	to acknowledge the right not to have intimate relationships until ready	●	●	●	●		D	D	
	to understand what expectations might be of having a girl/boyfriend	D	D	D		●	D	D	
	that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent'.	●	●	D	●		D		D
	what laws exist to protect their right to withhold their consent (including the legal age for sexual activity)	●	●	D	D		D	D	
	to recognise when others are using inappropriate persuasion, and coercion and how to respond.	●	●	●	●		D	D	D
	about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond what an individual feels comfortable)	D	D	D	D		D	D	
	about the emotional aspects of relationships, influence and choices related to the risks of unprotected sex	●	D	●	●	●	●	●	
	to understand the feelings and pressure that the need for peer approval (including in relation to the use of tobacco, alcohol, drugs and other risky behaviours) can generate, to recognise peer pressure and have strategies to manage both.	●	D	●	●		D		●
	to recognise bullying and abuse in all its forms (including exploitation) and to have the skills and strategies to manage being targeted or witnessing others being targeted.	●	D	●	●			D	D
Core Theme 1: Health and Wellbeing	that self-esteem can change with personal circumstances	D	D	D	D	D	●		
	that certain infections can be spread through sexual activity.							D	
	ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations	●	●	●	●		D	D	D
	the positive and negative roles played by drugs in society (including alcohol)								D




















































Fully meets the criteria



Partially meets the criteria

# Personal, Social and Health Education Curriculum Links

KEY STAGE 4									
Core Theme 2: Relationships	Building on Key Stage 3, pupils have the opportunity to learn:	Exploited : Two Session Plan	Exploited : Single Session Plan	Extension 1: Grooming in Exploited	Extension 2: Power and Control in Exploited	Extension 3: Healthy Relationships	Extension 4: Impact of exploitation	Extension 5: Sexual health and exploitation	Extension 6: Alcohol and drugs in sexual exploitation
		the characteristics and benefits of positive, strong, supportive, equal relationships							
		to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence, including rape) and strategies to manage this or get help managing changes in personal relationships.							
		to develop an awareness of exploitation, bullying and harassment in relationships (including the unacceptability of violence and emotional abuse in all types of teenage relationship) and how to respond							
		about the concept of consent in relevant, age-appropriate contexts							
		how to negotiate the agreement, or withholding of consent to engage in different degrees of sexual activity.							
		to recognise the impact of drugs and alcohol on choices and sexual activity.							
		to assess readiness for sex							
		the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support).							
Core Theme 1: Health and Wellbeing		about STIs... And how to respond if they feel they or others are at risk							
		about personal safety and protection, reducing risk and minimising harm in different settings							
		the wider risks and consequences of legal and illegal substance use							



Fully meets the criteria.

Partially meets the criteria.

# Personal, Social and Health Education Curriculum Links



**The following are typical vulnerabilities in children prior to abuse:**

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only).
- Attending school with young people who are sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homelessness.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in residential care.
- Living in hostel, bed and breakfast accommodation or a foyer.
- Low self-esteem or self-confidence.
- Young carers.

**The following signs and behaviour are generally seen in children who are already being sexually exploited:**

- Missing from home or care.
- Physical injuries.
- Drug or alcohol misuse.
- Offending.
- Repeat sexually-transmitted infections, pregnancy and terminations.
- Absence from school.
- Change in physical appearance.
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Estranged from their family.
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations.
- Poor mental health.
- Self-harm.
- Thoughts of or attempts at suicide.

**Child Sexual Exploitation:**

# **OCC Warning Signs and Vulnerabilities Checklist**

**Dear Parent/Carer**

**[Organisation]** is committed to educating young people about healthy relationships. We also know it is crucial to alert them to the risks of exploitative relationships, and ensure they know where to get help if they need it.

Today, your child watched and discussed a film called *Exploited*, which has been produced by CEOP. CEOP is part of the National Crime Agency, and its role is to protect children from sexual exploitation and abuse.

If you would like to watch *Exploited* yourself, you can find it at [youtube.com/CEOP](https://www.youtube.com/CEOP)

**The film aims to help young people learn:**

- That in a good relationship, both people want what's best for each other.
- That some people make you think they are your friend, boyfriend or girlfriend, but really they are using you e.g. for money, status or sex.
- That some people make young people feel special (e.g. giving them gifts or paying them compliments) in order to gain control over them.
- That some people use pressure and threats to try to gain control over others.
- How to tell when a situation is unsafe, and set boundaries about what you do and don't want to do.
- How to tell if someone wants a relationship with you for the right or wrong reasons.
- That there are many people who can support you if you feel at risk, including teachers, parents/carers, and organisations like CEOP and Childline.

**Help keep your child safe from exploitative relationships**

As a parent/carers, you have a vital part to play in helping your child stay safe in relationships. We would encourage you to discuss this film and its key messages with your child to keep them safer in future.

*Conversation starters*

- Ask your child what they thought of the film and what they thought its main messages were.
- Emphasise that if someone is treated badly in a friendship or relationship, it is NEVER their fault.
- Tell them that they can always talk to you about any worries they have.

For more support with helping your child stay safe in relationships, sex and the internet, visit CEOP's website: [thinkuknow.co.uk/parents](https://thinkuknow.co.uk/parents)

**If you are concerned about your child's safety...**

If you are worried that your child is in a harmful relationship, please consider contacting their **[tutor/teacher/youth worker/Safeguarding Officer]** at **[your organisation]** to share your concerns.

If your child is at direct risk of being sexually exploited, you should report this to the police, or report to CEOP by visiting [thinkuknow.co.uk](https://thinkuknow.co.uk) and clicking on the ClickCEOP button, pictured.

Best wishes,

[SIGNATURE AND CONTACT DETAILS]



# Template letter to parents

(also available to download in Word)

## Sample Self-Assessment Questionnaire: *Exploited* – Two Session Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Before

Complete the two tables. It's not a test! When you look back at your answers after the sessions, it will help you see what you have learned from taking part.

1

Using a blue or black pen, tick a box in each row to show how much you agree or disagree.	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
I can explain what the word 'exploitation' means					
I can describe 3 signs of a 'healthy relationship'					
I can describe 3 signs of an 'unhealthy relationship'					
I can explain how being used might make someone feel					
I can explain how someone might try to control somebody else in a relationship					
I can explain what support is available to help young people who are exploited					
I know how I can report my worries					

2

Tick a box in each row to predict how well you will show these skills in the learning sessions:	I really need to improve this	I could be better at this	I am good at this	I am very good at this
<b>Empathy:</b> understanding the feelings, thoughts and needs of other people				
<b>Communication:</b> putting my ideas across clearly in discussions and writing				
<b>Teamwork:</b> working well with other people in the group				
<b>Using evidence:</b> backing up my opinions convincingly				
<b>Reviewing my own progress:</b> understanding what I have learned from doing an activity				

### After

Now use a different pen to complete the tables again.

What are the top three things you have learnt in these sessions?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

# *Exploited:* Personal Learning Log

(also available to download in Word)