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| [Gloucestershire Healthy Living and Learning](http://www.ghll.org.uk/) |  |  | |
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| **Teaching Plan ‘*Exploitation’*** | |
| Learning Outcomes: **What:**  **To understand the different forms of sexual exploitation.**  **The different ways the abuser can manipulate.**  **Be more aware of risky situations and the sly grooming process.**  **How:**  **By listening to real life stories.**  **Consider different situations that could help you identify risks.**    **Why:**  **Raise your awareness of sexual exploitation. Know how to keep yourself safe.** |  | **What preparation do you need to do before covering this sensitive topic?**  **Resources:**  Power-point  Video clip – Children in need  Risk Activity cards  Green, amber red cards  Who will be exploited sheet  **Teacher Notes:**  Negotiate agreed ground rules. Please note that these activities may lead to young people revealing that they are experiencing abuse or exploitation.  A safe learning environment is one that does not encourage young people to publically reveal they are being exploited but ensure that they know how, where and when to access someone to talk to if they need to.  Explain that in this lesson, we are going to explore some issues relating to Child Sexual Exploitation.  Plenary can be extended –  Students write a poem  Produce a newspaper article  A leaflet warning young people of ‘grooming’ process | **Teachers need to be prepared before it is delivered to young people so that they can support young people effectively**  **Be clear about procedures at your establishment if a young person confides**  **Teacher prompt:** Ground Rules – see teachers notes  **Starter:** What do these images have in common? (Power-point)  **Teacher prompt:**  This activity can be completed as whole group question and answer activity or in pairs.  The aim of this activity is for the students to look at what the images have in common:  All are children  Children doing things that are usually done by adults  Children are all vulnerable  Children are being use to do things  Encourage questions/answers that enable the students to establish the children are being ‘exploited’.  **Activity 1:** What does exploitation mean?  Students come up with a definition of this word, individually, in pairs or as whole class discussion.  Show them dictionary definition.   * Unfair treatment of someone, or the use of a situation in a way that is wrong, in order to get some benefit for yourself * The process of making use of something so that you gain as much as possible from it * Manipulation, forced into taking part in something   So, what does Child Sexual Exploitation mean?  Students come up with a definition of this, individually, in pairs or as whole class discussion.  Definition: Sexual exploitation is a form of sexual abuse in which young people up to 18 years old are manipulated or forced into taking part in sexual activity.  This could be part of what looks like a consenting relationship, or in return for attention, money, food, alcohol or somewhere to stay.  The young person may think their abuser is their friend or even a boyfriend or girlfriend.  But the abuser will put them in dangerous situations forcing them to do things they don’t want to do.  The abuser may physically or verbally threaten them or be violent towards them.  They will be controlling and manipulative.  They will try to isolate them from friends and family.  **Objectives:** read through these with class  What: To understand the different forms of sexual exploitation  The different ways the abuser can manipulate  Be more aware of risky situations and the sly grooming process  How: By listening to real life stories  Consider different situations that could help you identify risks  Why: Raise your awareness of sexual exploitation  Know how to keep yourself safe  **Activity 2:** Who will be exploited?  Students will be shown several different photos of young people, male and female. Asked to identify who is more likely to be sexually exploited? The aim of this exercise is to establish it can happen to anyone. Most common age is around 13 – 15 years old.  **Activity 3:** Students watch the Children In Need video clip. You may need to show this twice. They need to listen carefully as they will be asked questions after watching it.  How did the abuser make the girl feel so special?  Gave her presents; He was older; He listened to her; Exciting; Had alcohol; Made her feel grown-up; Said she looked lovely – flattered her  Why did he make her feel so special?  Gain her trust; Gain her friendship; Exploit and use her; To isolate and distance her from friends and family; To control her…  From this establish and emphasise the term – to Groom.  In what other situations can young people be groomed?  Internet – online – face book, games, chat rooms….  How do abusers groom young people on –line?  **Activity 4**: Risk Activity Cards How risky are these?  Students decide on level of risk for each situation on the card.  Red = very risky  Amber = medium risk  Green= low risk  Work in pairs sort situations and place on the relevant colour – red, amber, green  Or Work in groups  Or Put red, green and amber card on three chairs – students place their situations on the chair that they think matches the risk.  Or Human continuum – teacher reads statement s – student goes to the colour they think represent the risk.  This activity should create plenty of discussion and debate around each of the situations risk level.  **Barnardo’s -** [**http://www.barnardos.org.uk/what\_we\_do/who\_we\_are/contact\_us.htm**](http://www.barnardos.org.uk/what_we_do/who_we_are/contact_us.htm)  **NSPCC -** [**http://www.nspcc.org.uk/help-and-advice/worried-about-a-child/are-you-worried-hub\_wdh72939.html**](http://www.nspcc.org.uk/help-and-advice/worried-about-a-child/are-you-worried-hub_wdh72939.html)  . |