



**loudmouth**  
education & training through theatre

# WORKING FOR MARCUS LESSON PLAN E-BOOK



Loudmouth Education and Training is a highly respected and innovative theatre in education company. The company has been delivering quality Personal, Social, Health and Economic (PSHE) education programmes since 1994 and has reached over three quarters of a million children, young people, professionals and parents.

Loudmouth provides a flexible and diverse range of educational programmes in a variety of formats from live sessions to blended and online that can support your safeguarding and relationship education. Loudmouth's work aims to ensure a future where all children and young people are healthy, happy, safe and resilient.

Please find below five lesson plans to support the Working For Marcus programme. Feel free to use and adapt as you see fit with your students. Do let us know at [info@loudmouth.co.uk](mailto:info@loudmouth.co.uk) if you have found any particularly useful.

# How Many Types of Exploitation?

## Age Range:

Ages 11+, Years 7+,  
KS3+

## Topics Covered:

Child Exploitation

## Time:

20-30 minutes

## Equipment needed:

Worksheets provided

**An exercise to increase awareness and understanding of the different types of exploitation.**

## Introduction

By the end of this exercise students should be able to identify and understand the different types of child exploitation that young people might get groomed into.

## Exercise

This exercise can be ran as individuals or in small teams. Begin by handing out the first page of the worksheets below.

Explain that in the wordsearch, they need to find the types of exploitation that young people might get groomed into. The words they need to find are displayed in a box underneath. Clarify that there may be some other types that are not included, but these are often the main ones.

(The answers are supplied on the second page for staff running the exercise... or have a go yourself!)

Once this has been completed, run a discussion about each one.

On the final sheet below, there are a range of definitions to go alongside the terms from the wordsearch. Print off the terms and definitions separately and ask the groups to try match the correct definitions to the terms. Alternatively, this can be ran by reading out the definitions and the group voting on which term they think it goes with. This will help to consolidate understanding for what types of child exploitation young people might get groomed into.

## Summary

Sum up by recapping the group's ideas and explore where someone might go to for help and support around child exploitation.

You may want to mention that anyone can be a victim of these types of exploitation; regardless of their age, gender, race or background; and that no one deserves to be groomed and exploited.

## Learning Outcomes:

- Young people have an increased awareness and understanding of the different types of child exploitation.
- Young people have an increased knowledge of where to get help and support around child exploitation.

This supports key topics identified in the new statutory RSE guidance, including:

- Caring friendships
- Online relationships
- Being safe
- Respectful relationships

## Finding the Right Words...

S C O N Y G L S A W Y T U I P Z  
B D O R M E Q F I O R H A L Y O  
G E X U R Z C N K J E Q T M T C  
S G I A N H D V Y P V T W B R A  
D A N O I T A S I L A C I D A R  
E I Y L N F Y X B E L T N S F G  
U R D C M F E L O P S H J C F M  
A R R A H W A A I U N V R A I Y  
L A T Z T U H N G N R L P E C O  
I M B V X C F I R K E J M O K G  
Z D Y E O G A M L F D S E Y I A  
C E S H D J C I N A O X L R N U  
P C B I S V K R G E M W A L G N  
F R E M T A Z C H X I J E F B H  
V O W J A H N K R E P Y O Q M T  
P F A N O I T A T I O L P X E U

- **Child**
- **Sexual**
- **Exploitation**
- **County Lines**
- **Criminal**
- **Radicalisation**
- **Modern Slavery**
- **Trafficking**
- **Forced Marriage**

## Finding the Answers...

	C									Y					
		O								R					
	E		U			C				E				T	
	G			N	H					V				R	
	A	N	O	I	T	A	S	I	L	A	C	I	D	A	R
	I		L			Y				L				F	
	R	D					L			S				F	
	R					A	A	I		N				I	
	A				U		N		N	R				C	
	M			X			I			E				K	
	D		E				M			D	S			I	
	E	S					I			O				N	
	C						R			M				G	
	R						C								
	O														
	F		N	O	I	T	A	T	I	O	L	P	X	E	

- **Child**
- **Sexual**
- **Exploitation**
- **County Lines**
- **Criminal**
- **Radicalisation**
- **Modern Slavery**
- **Trafficking**
- **Forced Marriage**



## Definitions:

<b>Child Exploitation (CE)</b>	The act of using a child for profit, labour, sexual gratification, or some other personal or financial advantage. Often results in cruel or harmful treatment of the child, as the activities they may be forced to take part in are detrimental to their mental health, development, physical health and education. - <i>ECPAT UK 2016</i>
<b>Child Sexual Exploitation (CSE)</b>	When an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, in exchange for something the victim needs/wants, and/or for the financial gain or increased status of the perpetrator/facilitator. This could also occur online where someone is forced to create inappropriate videos or images. - <i>NWG 2019</i>
<b>County Lines</b>	A type of criminal exploitation where people, often gangs, and organised crime networks use children to transport and sell drugs. Often these children are made to travel across to different areas and counties. They use dedicated mobile phone 'lines' to supply drugs. - <i>The Children's Society 2019</i>
<b>Child Criminal Exploitation (CCE)</b>	Common in county lines and occurs where an individual or group coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Does not always involve physical contact; it can also occur through the use of technology. Can include children forced to work on cannabis farms or to commit theft. - <i>The Home Office 2018</i>
<b>Radicalisation</b>	When someone starts to believe or support extreme views. They could be pressured to do things illegal by someone else, or they might change their behaviour and beliefs. Someone might believe that religious or racial violence is OK. They may be influenced by what they see online. And they might have links to extreme groups that preach hate like Nazi groups or Islamic extremists known as ISIS or IS. - <i>Childline 2019</i>
<b>Modern Slavery</b>	The recruitment, movement, harbouring or receiving of people, including children, using force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. It is a crime under the Modern Slavery Act 2015 and includes holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. - <i>Public Health England 2017</i>
<b>Child Trafficking</b>	Where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. It can happen when children, families and communities are groomed and threatened. They are often promised that they'll have a better future elsewhere. - <i>NSPCC 2019</i>
<b>Forced Marriage</b>	Where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights. This includes taking someone overseas to force them to marry (whether or not the forced marriage takes place). - <i>NSPCC 2019</i>

# Child Sexual Exploitation – The Grooming Line

## Age Range:

13+, Years 9 +,  
KS 3, KS 4

## Topics Covered:

Trust, Sexual Grooming,  
The Grooming Line

## Time:

30 - 40 minutes

## Equipment needed:

'Grooming Line- Quiz  
Sheets' (included in this  
document), pens.

## Learning Outcomes:

- Young people have increased awareness of how easy it can be to be groomed into child sexual exploitation and how hard it can be to get out.
- Young people have increased ability to spot the signs of exploitation or abuse of power or control in relationships.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

**An exercise to look at the grooming line and how people can get groomed into child sexual exploitation.**

## Introduction

This exercise uses team work and reflective learning to increase awareness of child sexual exploitation and how someone can get groomed into it.

## Exercise

Ask the group for their definition of what they think grooming is. Explain to the young people that a charity called Barnardo's created a model called the 'Grooming Line' which identifies how a perpetrator may groom someone. Give the young people the title of the four stages; Targeting Stage, Friendship Forming Stage, Loving Relationship Stage and Abusive Relationship Stage (without saying which behaviours fit in to each stage).

Using the Grooming Line sheets on the following pages, ask the young people (in pairs, small groups or individuals) to decide which stage each of the behaviours listed fit in to. Ensure each group/individual has a copy, and explain that each behavior in the table listed, has to be placed into a stage of the grooming line.

When everyone has finished, groups can swap sheets to mark the answers, or can mark their own. A sheet showing the correct answers is included. This exercise can be run with the group sat down, where you complete the grooming line as a whole asking the young people to vote on each behavior.

## Summary

Sum up by recapping the grooming line as a whole group. You can discuss with the group how easy it can be to be groomed into child sexual exploitation, but how difficult it can be to get out. . Ask the group what people could do if they were experiencing child sexual exploitation and who they could go to for advice and support on the issue.

You could follow this on with the 'Effects of Child Sexual Exploitation on Young People' or the 'Child Sexual Exploitation, Consent and the Law' lesson plan to look at further issues around sexual exploitation. These can be downloaded from the Loudmouth website.



# Targeting stage

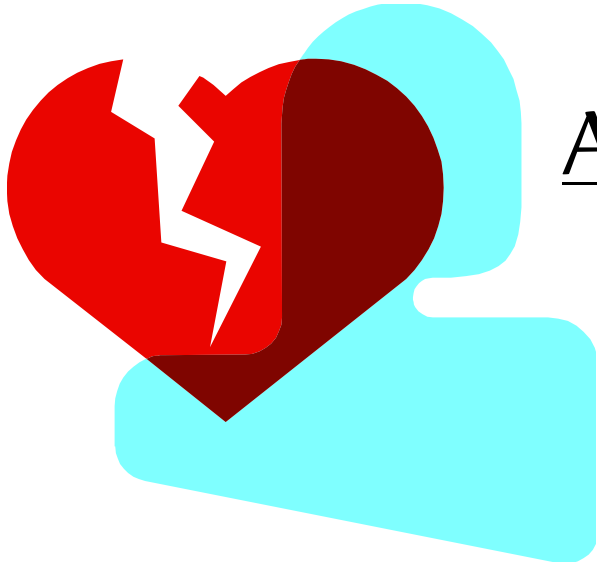




# Friendship forming stage







# Loving/Caring relationship stage



# Abusive relationship stage

Observing the child/ young person	Sexual assaults
Lowering their inhibitions – e.g. showing them pornography	Befriending – being nice, giving gifts, caring taking an interest, giving compliments etc
Giving them drugs	Giving gifts and rewards
Keeping secrets	Withdrawal of love and friendship
Being their boyfriend/girlfriend	Selection of child/ young person
Becomes an unloving sexual relationship	Offering protection
Gaining and developing trust	Threatening behaviour
Physical violence	Listening and remembering
Spending time together	Testing out physical contact – accidental touching
Making them have sex with other people	Isolation from family and friends
‘No one understands you like I do’; being their best friend	Sharing information about young people between other abusive adults
Being there for them	Playing on the young person’s feelings of guilt shame and fear
Establishing a sexual relationship	Being inconsistent – building up hope and then punishing them
Making young people feel special	Trickery and manipulation ‘you owe me’
Reinforcing dependency on them – stating that young person is ‘damaged goods’	Engaging them in forbidden activities – e.g. going to clubs, drinking, taking drugs

# ANSWER SHEET

 <h2 style="text-align: center;">Targeting Stage</h2>	<ul style="list-style-type: none"> <li>• Observing the child/ young person</li> <li>• Selection of child/ young person</li> <li>• Befriending – being nice, giving gifts, caring taking an interest, giving compliments etc</li> <li>• Gaining and developing trust</li> <li>• Sharing information about young people between other abusive adults</li> </ul>
 <h2 style="text-align: center;">Friendship Forming Stage</h2>	<ul style="list-style-type: none"> <li>• Making young people feel special</li> <li>• Giving gifts and rewards</li> <li>• Spending time together</li> <li>• Listening and remembering</li> <li>• Keeping secrets</li> <li>• Being there for them</li> <li>• 'No one understands you like I do'; being their best friend</li> <li>• Testing out physical contact – accidental touching</li> <li>• Offering protection</li> </ul>
 <h2 style="text-align: center;">Loving/ Caring Relationship Stage</h2>	<ul style="list-style-type: none"> <li>• Being their boyfriend/girlfriend</li> <li>• Establishing a sexual relationship</li> <li>• Lowering their inhibitions – e.g. showing them pornography</li> <li>• Engaging them in forbidden activities – e.g. going to clubs, drinking, taking drugs</li> <li>• Being inconsistent – building up hope and then punishing them</li> </ul>
 <h2 style="text-align: center;">Abusive Relationship Stage</h2>	<ul style="list-style-type: none"> <li>• Becomes an unloving sexual relationship</li> <li>• Withdrawal of love and friendship</li> <li>• Reinforcing dependency on them – stating that young person is 'damaged goods'</li> <li>• Isolation from family and friends</li> <li>• Trickery and manipulation 'you owe me'</li> <li>• Threatening behaviour</li> <li>• Physical violence</li> <li>• Sexual assaults</li> <li>• Making them have sex with other people</li> <li>• Giving them drugs</li> <li>• Playing on the young person's feelings of guilt shame and fear</li> </ul>



# Understanding Trafficking

## Age Range:

Age 11+, Years 7+, KS3+

## Topics Covered:

Human Trafficking

## Time:

15-30 minutes

## Equipment needed:

Handout sheet

## Learning Outcomes:

- Young people have an increased understanding and awareness of child trafficking.
- Young people have an increased knowledge and awareness of where to get help and support around trafficking.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

**An exercise to explore the meaning of child trafficking and what can often be a part of the process.**

## Introduction

This exercise uses creative thinking and team work to understand the meaning of trafficking and what it might consist of.

## Exercise

On the page below, you will find a range of different statements in two columns. On the left-hand side, you will see several statements which relate to child trafficking, on the right-hand side the statements do not relate to child trafficking. Photocopy the handout then cut the statements up individually and mix them up. *Ensure you keep an uncut copy for the answers.*

Divide the class into groups of 2s or 3s.

Hand out the statements to the groups (ensure the statements are not repeated per group). Ask the young people to divide them into two piles; the statements that they believe are a part of the child trafficking process, and the statements that are not.

Another way this could be done is to read out the statements in a random order and name one side of the room 'agree' and the opposite side 'disagree' to see if they think it is related to trafficking. Then ask the group to stand at the side they think is correct.

## Summary

Sum up by defining what child trafficking is. Use the following definition as guidance:

**Trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Traffickers often groom children, families and communities to gain their trust. They may also threaten families with violence or threats. Traffickers often promise children and families that they'll have a better future elsewhere.- NSPCC 2019**

Look at where someone can go to for help and support around these issues including Childline.

## Trafficking

Children are tricked, forced or persuaded to leave their homes.
When a young person is moved into the UK from overseas.
When a young person is moved from one part of the UK to another.
Being exploited, forced to work or sold.
Child Sexual Exploitation
Forced Marriage
Domestic labour such as cleaning, childcare, cooking
Forced labour in factories or agriculture (farming)
Criminal activity such as pickpocketing, begging, bag theft, moving drugs, working on cannabis farms and selling pirated goods e.g. DVDs.
Parents and families also being groomed and tricked.
Often a network of people are the perpetrators.
Threats of violence against them and their families

## Non-Trafficking

A young person going abroad with their parents.
Someone buying their own train ticket to another city to see a friend.
Being stuck in traffic
Being asked by parents to get a job to help pay for rent.
A young person who gets into a fight and accidentally injures someone.
A person voluntarily agrees with a smuggler to gain illegal entry into a foreign country and is moved across an international border.
Travelling in the car to go on holiday with family.
Cleaning their own house and babysitting a younger sibling.
Leaving home at 18 to go abroad
Paying off university debt

# CSE – Consent and the Law Quiz

## Age Range:

13+, Years 9 +,  
KS3, KS4

## Topics Covered:

Knowledge on the legal aspects of sexual exploitation and consent

## Time:

20 - 40 minutes

## Equipment needed:

Copies of the 'Sexual Exploitation, Consent and the Law' quiz and answers.

## Learning Outcomes:

- Young people have an increased awareness of sexual exploitation and abuse of power and control in relationships.
- Young people have an increased ability to identify when there is exploitation or abuse of power or control in a relationship.
- Young people have increased knowledge of the physical, emotional and financial implications of sexual exploitation.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

A quiz to look at the legal position around Child Sexual Exploitation and consent and how this affects young people's decisions.

## Introduction

This exercise uses team work and reflective learning to increase knowledge of the legal situation on child sexual exploitation and increase knowledge of the laws on sexual consent.

## Exercise

Hand out copies of the 'Child Sexual Exploitation, Consent and The Law' quiz found on the next page. This contains ten questions with true or false answers to help the group to understand some of the basic facts on how the law relates to sexual activity. The answers are supplied below.

The quiz can be done as a worksheet but can be more fun in teams. Teams can swap papers to mark at the end.

After the quiz ask the group to recap on the main facts they learned from the activity.

## Summary

Sum up by asking the group to recap on the main laws they have learned about sexual consent and the statistics around Child Sexual Exploitation. Ask the group what people could do if they were experiencing sexual exploitation and who they could go to for advice and support on the issue.

You could continue work on the legal aspects by using the quiz 'Sex and the Law' which can be downloaded from the Loudmouth website. This looks more at the facts around the age of consent for mixed sex and same sex relationships.

# Child Sexual Exploitation, Consent and the Law Quiz

**Please mark whether you think each statement is true or false.**

1. Child Sexual Exploitation is legal in the UK.

TRUE / FALSE

2. In a single year around 250 young people in England were assessed by Children's Services as possible victims of Child Sexual Exploitation.

TRUE / FALSE

3. If someone is 16 or 17 then they can NOT consent to Child Sexual Exploitation.

TRUE / FALSE

4. Teenage lads can be victims of Child Sexual Exploitation.

TRUE / FALSE

5. Child Sexual Exploitation only happens in 'street gangs'.

TRUE / FALSE

6. Perpetrators of child sexual exploitation always earn money from committing this crime.

TRUE / FALSE

7. A young person aged under 13 years old can NOT give consent to any sexual activity.

TRUE / FALSE

8. Most victims of Child Sexual Exploitation live in care.

TRUE / FALSE

9. The maximum sentence for sexual grooming in the UK is 10 years.

TRUE / FALSE

10. The maximum sentence for rape is a fine and 12 month prison sentence.

TRUE / FALSE

# Child Sexual Exploitation, Consent and the Law Quiz (Answers)

1. Child Sexual Exploitation is legal in the UK.

FALSE – Child Sexual Exploitation is illegal activity by people who have power over young people and use it to sexually abuse them. The Sexual Offences Act 2003 introduced a range of offences that recognised the grooming, coercion and control of children.

2. In a single year around 250 young people in England were assessed by Children's Services as possible victims of Child Sexual Exploitation.

FALSE - Statistic's released by 'Centre of Expertise on Child Sexual Abuse' stated that in one year (2015/16) 17,600 children were assessed by Children's Services believed to be at risk of Child Sexual Exploitation.

3. If someone is 16 or 17 then they can NOT consent to Child Sexual Exploitation.

TRUE – Although the legal age of consent is 16 young people are not able to consent to their own abuse even if they are 16 or 17 years old.

4. Teenage lads can be victims of Child Sexual Exploitation.

TRUE – Children and young people who are sexual exploited can be heterosexual, gay, lesbian, bisexual, they can be female, male or trans\*

5. Child Sexual Exploitation only happens in 'street gangs'.

FALSE – Reports have shown that grooming and sexual exploitation can happen in different forms. This could be online, religious environments, street gangs and by people who are in positions of authority including celebrities.

6. Perpetrators of child sexual exploitation always earn money from committing this crime.

FALSE – The current definition of child sexual exploitation states that it is still sexual exploitation if the individual or group are committing this crime for increased status.

7. A young person aged under 13 years old can NOT give consent to any sexual activity.

TRUE – The Sexual Offences Act 2003 also makes it clear that no child under 13 years of age can ever consent to sexual activity. This means that sex with a child under 13 years automatically is classified as rape and carries with it a maximum life sentence.

8. Most victims of Child Sexual Exploitation live in care.

FALSE – It is estimated that only 20-25% of victimized children and young people are 'looked after'. Children and young people who are not known to social service could be less likely to be identified as vulnerable to child sexual exploitation; potentially leaving them more vulnerable.

<https://www.nwgnetwork.org/what-is-cse/#>

9. The maximum sentence for sexual grooming in the UK is 10 years.

TRUE – The Sexual Offences Act 2003 made grooming a child for sexual activity illegal even if no meeting took place. If an adult tried to groom a child online they could still be prosecuted for sexual grooming even if they never met face to face and no sexual assault took place.

10. The maximum sentence for rape is a fine and 12 month prison sentence.

FALSE- The maximum sentence for rape is actually life imprisonment. Sentence lengths vary depending on the case but a person convicted of rape could face a life in prison.



# What Is Love?

## Age Range:

13+, Years 9 +,  
KS3, KS4

## Topics Covered:

Identifying healthy and  
unhealthy relationships

## Time:

20 - 40 minutes

## Equipment needed:

'Dominator or Friend'  
handouts and 'Loving or  
Not?' worksheets (both  
are included in this  
document).

## Learning Outcomes:

- Young people have an increased awareness of what makes a good and bad relationship.

- Young people have increased empathy for young people involved in Child Sexual Exploitation.

- Young people have an increased ability to identify when there is exploitation or abuse of power or control in a relationship.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

**An exercise to explore the attitudes and decision-making skills needed when deciding whether a relationship is loving and caring.**

## Introduction

This exercise uses creative thinking and reflective learning to look at the factors young people may need to consider before starting a relationship.

## Exercise

Ask the learners to get into pairs and for each pair to take a blank sheet of paper. A4 will work fine although if you prefer to work in larger groups then you might want to use flipchart paper.

Ask each group to write the word 'Love' in the centre of the piece of paper. Ask them to then write down as many other words that they can think of which are linked to the word love. Ask them to think about what 'love' is or means?

Bring the group back to one large group. Explain that the group are going to look at a number of scenarios and decide if they think they describe a loving relationship or not. You could use the 'Dominator or Friend' handout as extra help if needed.

Place three cards out in a line stretching across the whole length of the room. On the left of the room place a red card for 'No' and on the right a green card for 'Yes'. In the middle of these cards place an amber coloured card for 'Unsure' or 'Depends'.

Read out situations from the 'Loving or Not?' sheet included and ask the group to decide whether they think that the situation shows a loving relationship or not.

Ask them to move to the left-hand side near the red card if they think it is a 'No' and to the green card on the right if they think that 'Yes' it shows a loving relationship. If they think it is somewhere in-between or 'depends' then stand in the middle by the amber card. Use the whole length of the line, so ask learners to stand along it depending on how strongly they feel. So, if they think the situation really shows a lack of love then they should stand right by the red card, only slightly bad then stand closer to the middle and so on. Encourage the group to draw on their own definitions of love to debate their different views. Ask for volunteers to explain their choices and generate debate and discussion on the different views.

## Summary

Ask the group to feedback their thoughts on the definition of love and after running the activity if they would change anything on their original definitions.

You could have a discussion with the young people on what they feel might impact people's thoughts and beliefs on what love is? How this then may influence young people to stay in unhealthy relationships.

# Dominator or Friend?

Everyone has the right to have healthy, happy, safe and equal relationships. Unfortunately, many people get into relationships where this is not always the case. How can someone spot whether the relationship they are in or are about to start is healthy, happy, safe and equal?

One way is to notice things about the behavior of the other person. Do they dominate or do they act as a friend? Below is a list of some ways that you might be able to spot whether someone is a Mr or Miss Right!

## The Dominator      The Friend

shouts	is cheerful
sulks	is consistent
smashes things	is supportive
glares	tells you, you look good
makes you feel ugly and useless	tells you you're competent
calls you names	uses your name
cuts you off from your friends	trusts you
stops you doing what you want	trusts your judgment
never admits they are wrong	welcomes your friends and family
blames you, drugs, drink, stress etc	admits to being wrong
turns others against you	supports your learning, career choice etc.
uses others to control you	encourages you to be independent
never does their share	shares any work
controls the money	shares financial responsibility
expects sex on demand	accepts that you have a right to say "no" to sex
seduces people close to you	is faithful
expects you to be responsible for their well-being	takes responsibility for their own well-being and happiness
threatens you to get their own way	can communicate calmly what they want and make compromises

# 'Loving or Not?' - Worksheet

Read out all or some of the following situations and ask the group to decide whether they think that Marcus' behaviour showed love or not, or if they are still unsure or think it depends. Ask them to use their own definitions of love to help make their decision.

1. Marcus tells Caz that he loves being with her because he always has such a laugh when they are together.
2. Marcus constantly tells Caz that he loves her.
3. Marcus constantly tells Caz that he loves her and expects her to say it back.
4. Marcus tells Caz that they are so close and so meant for each other that they don't need anyone else.
5. Marcus asks Caz to go further sexually than she wants to.
6. Marcus demands that Caz goes further sexually than she wants to.
7. Marcus forces Caz to go further sexually than she wants to.
8. Marcus is very stressed at the moment and often says things to Caz that really hurt and upset her. Marcus always apologises afterwards and says that it is just a combination of too much alcohol, stress and that some of things that Caz says really make him angry.
9. Caz went out with one of her old school friends last night and had a great time. Marcus didn't like it when she talked about her night and went very moody and quiet.
10. Marcus compliments Caz on the way she looks and likes her taste in clothes.
11. Marcus compliments Caz on the way she looks and then suggests she would look even better in more revealing clothing.
12. Marcus likes to show Caz off to his friends and asks her to dance sexily for them.
13. Marcus expects to have sex with Caz every time they see each other.
14. Marcus suggests to Caz that they stay in and watch a romantic film together.
15. Marcus suggests to Caz that they watch a pornographic film together.
16. Marcus is taking Caz to a party at a hotel. He tells Caz that she is not allowed to tell anyone where she is going or where she has been.
17. Marcus takes a photo of Caz whilst she is naked and promises that he will never let anyone else see it.
18. Marcus wants to go out but Caz is tired. Marcus understands and says she should get some rest. Marcus asks if it is okay if he still go out as he would like to meet up with some of his friends.
19. Marcus wants to go out but Caz is tired. Marcus gets angry and says that if she cared about him then she would come out. He threatens to end the relationship unless she shows how much she cares about him by coming out for the night.
20. Marcus takes a photo of Caz whilst she is naked and shows it to a friend. Caz gets angry but he tells her to chill out as it is no big deal.