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LESSON PLAN E-BOOK FOR KS3 & KS4

Safeguarding, Relationships, Grooming & Child Sexual Exploitation



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EQUALITY – YOUR RIGHTS!

Age Range:

12+, Years 7 +,
KS3, KS4

Programmes to use with:

Bully 4 U Secondary

Topics Covered:

Rights and Responsibilities

Time:

20 - 40 minutes

Equipment needed:

Copies of the Rights and
Responsibilities Sheets
(included in this exercise)

Learning Outcomes:

- Young people have an increased understanding about equality.
- Young people have an increased awareness of their right to respect regardless of the gender they identify with.
- Young people have an increased awareness of their responsibility regardless of the gender they identify with.
- Young people have increased awareness that everyone has a right to feel safe all the time.

An exercise to raise awareness and develop skills in identifying rights and responsibilities.

Introduction

This exercise uses creative thinking and group work to help young people to match their rights and responsibilities that they have to others.

Exercise

Start by running a first thought exercise on 'what is equality?'. You could record these on the board or keep as a general discussion. Keep the definition and examples as broad as you can.

Explain to young people that often incidents of sexual and sexist bullying can happen as a result of people believing that males and females are not equal and one gender has a right of power against the other.

Run a short discussion to clarify the difference between rights and responsibilities to ensure that the group understand that to have rights they also have responsibilities. e.g. *I have a right to be heard and so I have a responsibility to listen so others can be heard.*

This exercise can be done individually or in small groups. Hand out copies of the 'Rights and Responsibilities Sheet' to each individual or group.

Ask the learners to really think about their friendships and what they think is most important to ensure they show equality within their peer groups.

The sheet is broken down into two areas.

- **In my friendships I have a right to ...**
- **And so to make sure that my friends have the same rights, I have a responsibility to...**

Ask for the learners in their groups or on their own to complete the sheet marking up to ten rights and responsibilities to ensure equality.

You could explore with the group if people's rights and responsibilities would change in they were in an intimate relationship? If one person should have power because of their gender?

Summary

Sum up by exploring the main rights and responsibilities the learners identified and clarify that no matter what gender someone identifies as they have the right to feel safe and free from discrimination.

Rights and Responsibilities Sheet

In my friendships I have a right to ...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

And so to make sure that my friends have the same rights, I have a responsibility to...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SEXUAL AND SEXIST BULLYING

Age Range:

12+, Years 7 +,
KS3, KS4

Programmes to use with:

Bully 4 U Secondary

Topics Covered:

Sexual and Sexist bullying,
Gender, Inappropriate
touching

Time:

20 – 30 minutes

Equipment needed:

A clear space to work in.

Learning Outcomes:

- Young people have increased awareness that everyone has a right to feel safe all the time.
- Young people have increased awareness of the importance of telling a trusted adult if they have any worries or concerns or don't feel safe.
- Young people have an increased understanding about equality for males and females.
- Young people have increased knowledge of how sexist or sexual bullying could affect someone.

An exercise to look at sexist and sexual bullying, and gender in schools.

Introduction

This exercise uses creative thinking and reflective learning to look at different attitudes to gender and the role that this can have on incidents of unwanted and inappropriate touching.

Exercise

Ask the group to form a circle with their chairs. Read out the extract below and ask the group to imagine the scene.

This scene takes place at school. Eva is 15 and is telling a boy in her class about the football team she plays for winning the league. The boy, Bradley, laughs and makes a sexist comment about women playing football. He then strokes Eva's face, grabs her and says, 'maybe you should spend more time putting make up on than playing football.' There were no teachers around however a lot of other young people in their year group heard what happened.

Ask the group to imagine that they are in that corridor and can see and hear what is going on. Ask them to think about what other people in the room might be saying about the incident as it is happening. They can overhear what the others in the room are saying such as males, females, older or younger pupils.

Go round the circle and ask each person to say what they heard. Ask each person to start by saying **"I heard someone say..."** as it should be very clear that it is not necessarily their own opinion. You can also give the opportunity to pass or to repeat a comment. Discuss the different attitudes or views that came through from the overheard conversations?

- Why might Eva be upset?
- Why might Bradley have done this?
- Is it acceptable for him to touch Eva in a way that she didn't want/like? [Take a vote and then explore the responses]
- Would it make a difference if we had swapped the gender of the characters?
- What should the people who saw this happening do?
- Why might have Bradley's friends not stopped him from doing this?
- Who could Eva talk to?

Summary

Sum up by recapping that, no matter what people believe about comments such as these, they are not acceptable and would be classed as sexist bullying. Also, touching someone in this manner without their consent could be seen as sexual bullying. Men and women have equality in the UK and everyone has the right to feel safe.

GOOD AND BAD RELATIONSHIPS

Age Range:

12+, Years 8 +,
KS3, KS4

Topics Covered:

Identifying healthy and
unhealthy relationships

Time:

20 - 40 minutes

Equipment needed:

Sets of 'Relationship
Cards' (included in this
document).

Learning Outcomes:

- Young people have increased empathy for people affected by abusive relationships including Domestic Abuse and Teenage Partner Abuse.
- Young people have an increased awareness of what makes a good and bad relationship.
- Young people have increased knowledge of the definitions of abusive relationships including Teenage Partner Abuse and Domestic Abuse.

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

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

An exercise to raise awareness of the qualities needed to make a good relationship.

Introduction

This exercise uses creative thinking and team work to help groups to identify and agree on the most important qualities needed in a healthy relationship.

Exercise

This exercise uses a set of 'Relationship Cards' which are included in this document and can be photocopied onto paper or card and cut out for groups to use.

The cards are a set of 30 words that are qualities you might find in a relationship. These are a mix of good, bad qualities (and some in-between) and the group use these to try and profile the combination that they think would make the best and most healthy relationship (remember that this focuses on intimate relationships i.e. relationships with boyfriends or girlfriends).

This exercise can be run with individuals, pairs or small groups. Ask the learners to look at the 30 cards and choose the top ten qualities that they think they would want in a healthy relationship and to grade these from one to ten (with one being the most important quality). Working in pairs or groups can work well here as this generates a lot of debate and discussion during the grading.

The basic exercise finishes here with each person or group feeding back on their order and explaining their choice.

A more advanced version that carries on from this exercise called 'Good and Bad Relationships #3' is also available on the Loudmouth website www.loudmouth.co.uk.

Summary

You could get a class top ten list here by each person or group giving a score of 1 to 10 for each quality (10 points for their top quality and so on). The ten qualities with the most points are the class' combined favourite.

It is likely that the list will be generally positive and healthy qualities. Explain to the group that many young people do not have relationships like this. In a NSPCC survey 25% girls and 18% boys reported physical partner violence and a staggering 75% girls and 50% boys experienced emotional partner violence. Recap that this is often referred to as 'teenage partner abuse'.

Ask why the group think that although young people want healthy relationships many find themselves getting into relationships that are unhealthy and dangerous?

Relationship Cards

Good looking	Has a sexy body
Someone your family will like / approve of	Put you down in front of your friends or family
Is emotionally violent (deliberately says hurtful things to you)	Popular
Kind	Faithful
Would be a good parent	Would also be a good friend
Shares the responsibilities and work	Is romantic
Has a good sense of humour	Stops you seeing your friends
Puts down your dreams or ideas	Communicates well
Is physically violent towards you	Compliments you
Supports you	Is sexually violent towards you
Has the same values / beliefs as you	Similar age
Makes you feel special or wanted	Is affectionate / shows that they care about you
Rich	Trustworthy
Compliments you	Does whatever you say
Someone your friends will like / approve of	Lets you do whatever you want to do

SEXTING – HOW TO SAY NO.

Age Range:

13+, Years 9 +,
KS3, KS4

Topics Covered:

Sexting

Time:

30-40 minutes.

Equipment needed:

Speech bubble exercise
(included in this
document).

Learning Outcomes:

- Young people have an increased confidence in saying no to sexting.
- Young people have an increased understanding of the potential risks of sexting.
- Young people have increased knowledge of relevant and appropriate services that can help around sexting.

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

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

An exercise to explore the attitudes and skills around sexting and how to say no.

Introduction

This exercise uses creative thinking and reflective learning to look at appropriate ways that people can say no to their partner or other person if they are asking for an inappropriate photo.

Exercise

Ask the group the following questions:

- How might someone feel if their partner asks for an inappropriate photo?
- How might someone feel if someone they really like (fancy) asks them for an inappropriate photo?
- Why might someone not want to send an inappropriate photo?
- What might happen if someone does send an inappropriate photo?

In pairs take one of the speech bubble exercise handouts (found below), work through the different ways in which people might try to get someone to send a photo and create responses that could be used for each one.

Share the responses as a whole group.

Look at who someone could talk to if they felt unsafe in their relationship. You could also explore who someone could talk to if they did send an inappropriate photo and how they could get help.

The link below is advice for young people about sexting; the legalities and dangers. There is also a link to help file a report to try and get an inappropriate photo deleted off a website.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>

Summary

You could explore with the young people the support they have in school including the safeguarding team.

1. "If you loved me then you would send the photo."

1.

2. "You can trust me not to show other people."

2.

3. "I read on a blog that it helps keep your sex life exciting."

3.

4. "Well 'X' sent their partner one, why can't you do it?"

4.

5. "If you don't then you must be frigid!"

5.

6. "I'm not asking for sex! It's just a photo."

6.

7. "I miss you and just want to see you!"

7.

8. "You have been flirting with me for ages, surely I deserve one after you've been teasing me."

8.

9. "It's only a photo!"

9.

10. "After everything I have done for you, why can't you just do this?"

10.

WHAT IS LOVE?

Age Range:

13+, Years 9 +,
KS3, KS4

Topics Covered:

Identifying healthy and
unhealthy relationships

Time:

20 - 40 minutes

Equipment needed:

'Dominant 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 women 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 decided 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 'Dominant 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 colored 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 you 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 peoples 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.

CHILD SEXUAL EXPLOITATION – DIFFERENT PERSPECTIVES #1

Age Range:

13+, Years 9 +,
KS3, KS4

Topics Covered:

Different perspectives on
Child Sexual Exploitation

Time:

20 - 40 minutes

Equipment needed:

Paper, pens.

Learning Outcomes:

- Young people have increased awareness of how easy it could be for someone to be groomed and sexually exploited and how hard it can be for them to get out.
- Young people have increased knowledge of relevant and appropriate services that can offer help or support to young people around Child Sexual Exploitation. E.g. Banardo's Brook.
- Young people have increased knowledge of the physical, emotional and financial implications of Child Sexual Exploitation.

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

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

An exercise to look at different perspectives on Child Sexual Exploitation.

Introduction

This exercise uses team work and reflective learning to increase awareness of the effects of Child Sexual Exploitation.

Exercise

Ask the group where they think Child Sexual Exploitation happens. Explain that in recent years there has been a shift to a more hidden form of child sexual exploitation. In many areas it is now more common for the exploitation to be arranged online or young people are sexually exploited at parties in exchange for money or drugs.

Split the group into 3 smaller groups. Each group will look at the same situation but from a different perspective.

Read out the following paragraph.

'Marcus and Caz have been together a few months. Marcus takes Caz and some of her friends to a party at one of his friend's houses. There are a lot of different people at the party. Marcus asks Caz to have sex with some of his friends for money. Caz does not want to. Marcus becomes quite angry and agitated.'

Group 1 – Imagine you are Caz and are seeing this situation from her point of view.

Group 2 – Imagine that you are one of Caz's friends and are seeing this situation from their point of view.

Group 3 – Imagine you are a stranger who does not know Caz and are seeing this situation from their point of view.

Ask the learners to discuss in their groups - **How do you feel about yourself (if Caz) / How do you feel about Caz?** Ask the group to record their ideas onto a piece of paper and write the perspective they are focusing on at the top of the paper. Then ask the group to rotate the pieces of paper so they are now looking at the situation from a different point of view. Now ask them to jot down **'How do you feel about the situation that is happening at the party?'**, rotate again and finally discuss and write down **'What could you do to prevent the situation from getting worse?'** Each group should explore a different question from a different perspective.

Summary

Share the responses the group have given and explore the different perspectives especially those of the bystanders. Explore what people thought the different people could do and any barriers there may be to using these approaches. You could even explore the question of 'Should anyone intervene or help Caz?'

WHO CAN YOU TRUST? SPOTTING SIGNS OF CHILD SEXUAL EXPLOITATION

Age Range:

13+, Years 9 +,
KS3, KS4

Topics Covered:

Trust, Sexual Grooming,
Masks

Time:

20 - 40 minutes

Equipment needed:

Clear Space

Learning Outcomes:

- Young people have increased empathy for young women involved in Child Sexual Exploitation.
- Young people have increased awareness of how easy it could be for someone to be groomed and sexually exploited and how hard it can be for them to get out.
- 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

Introduction

This exercise uses creative thinking and reflective learning to explore grooming and spotting the early warning signs.

Exercise

Ask the group to work individually or in pairs and ask them to think of 5 people that they think they can completely trust. They don't have to say who these people are, but should write down or discuss the reasons why they trust these people.

Bring the group together and make a list on the board of different qualities or reasons that make someone trustworthy. Ask the question –

How do you know you can trust someone when you first meet them?

Read this small statement about a relationship:

"A 14 year old girl called Jas has been in a relationship with this 18 year old guy called Tom for over 8 months. At the start things went really well, Tom seemed to really trust Jas, gave her presents like a new iPhone and they increasingly spent most of their time together – which sometimes meant Jas didn't go to school. In the last month Tom has said he is struggling for money and suggested to Jas that she could go on webcam and do sexual things in order for them to get money. Jas is unsure what to do and whenever she mentions to Tom about not wanting to do it he gets angry, abusive and doesn't speak to Jas for days."

Ask the question –

Do you feel that Tom really loves Jas or is it fake?

Hand out copies of the 'Mask Exercise' handout.

In small groups ask the learners to discuss and complete the forms.

Focus them on thinking about what the intention might have been behind what might at first seem quite innocent phrases.

Ask the group to feedback their ideas and suggest any other phrases or actions that might seem innocent but could be ways to manipulate or control someone.

Summary

Ensure that the group understand that not everybody who uses the phrases in the exercise is out to manipulate or 'groom' them but that hearing these phrases when with someone new or in an unusual situation could be useful warning bells. Think about whether you can trust them and what the intention behind their words or actions could be.

Mask Exercise

GROOMING: The criminal activity of becoming friends with a child, especially over the Internet, in order to try to persuade the child to have a sexual relationship.

Grooming is a criminal offence and carries a maximum sentence of 10 years. People who groom children and young people can be very clever and manipulate their victims into sexual exploitation.

Imagine that the Tom that Jas knows and sees is really a mask and behind the mask he is trying to control and manipulate her. Have a look at the list below and write down why you think he said this or how he used this to control or groom Jas.

WHAT TOM MIGHT SAY	WHY TOM MIGHT SAY THIS
I get lonely and I miss you when you're not with me.	
You can move in with me.	
It's dangerous and I'm going to keep you safe.	
People don't understand you. I do.	
If you loved me, you'd do this for me.	
Put this hoody on. I don't want people looking at you.	
I don't like it when we see your friends / family.	
Your family make me feel uncomfortable.	
This is what adults do.	
I'd only ask if I didn't have any choice.	
You're more fun when you have had a drink or a smoke.	
You don't need anyone else.	
You are special.	
I can't live without you.	
You love me don't you?	
I'm in danger. I need your help.	
Wear this outfit. I want you to look nice / sexy.	
You're with me now and that's better isn't it?	
I don't like it when you hang around with your old friends. You're more mature than that now.	
It is only the once.	
It's just a bit of fun. You look sexy and everyone likes you when you're like this.	
Give me your phone and take this one. It's a better phone and it's easier this way.	
I'm only asking you because I know you are mature enough	

GANG MEMBER OR GIRLFRIEND?

Age Range:

13+, KS3, KS4

Topics Covered:

Gang culture

Time:

20 minutes

Equipment needed:

Flipchart paper, pens.

Learning Outcomes:

- Young people have an increased understanding of the effects of gang culture on young women
- Young people have increased empathy for people affected by gang culture
- Young people have an increased awareness of the importance of voicing worries about gang culture

An exercise to explore how gang culture can affect young people and relationships.

Introduction

This exercise uses creative thinking and reflective learning to explore issues around gang culture and relationships.

Exercise

Use the instructions in the next sheet on 'Create a Character' and create a character with the group called Lou who is female and 15.

Before allowing the young people to 'create Lou' read out the following text she has sent to her best friend recently about her relationship with a young man called Jay. Then when creating the character they can also draw out facts from this text.

Lou's text to her friend: "Things are going really well with Jay. He is so much more mature than the lads in our year and it feels like he will always take care of me. Plus, his mates are well protective and say I am one of them. He smokes a lot of weed which I don't really like but I suppose everyone has bad habits, right?"

Once you have created the character of Lou display it visually so the group can see. Then add the following information:

Jay has asked Lou to keep his and his mates' cannabis at her house for a while. When Lou refused he said she had to because she was 'one of them'.

Run a discussion using the questions below.

- How might Lou be feeling about Jay asking her to hide his drugs?
- Why might Lou agree to hide it for them?
- Why might she not want to?
- How might Lou feel about Jay saying she was part of the gang?
- If she was to hide it for the gang, what might that affect?

You can also look at what else Lou may have to do if she was part of the gang. If the group do not know then you can give the following information: Many young women (often girlfriends of male gang members) are used to carry weapons and drugs. They may also be used in retaliation against other gangs; putting them at risk of violence and sexual violence.

Summary

Recap on the main feelings and effects of gang culture. You can continue with Lou's story with the follow-on exercise 'I don't need a gang, I need support' or here you could briefly explore where Lou could go for support or who would be the best person she could tell about being asked to join a gang.

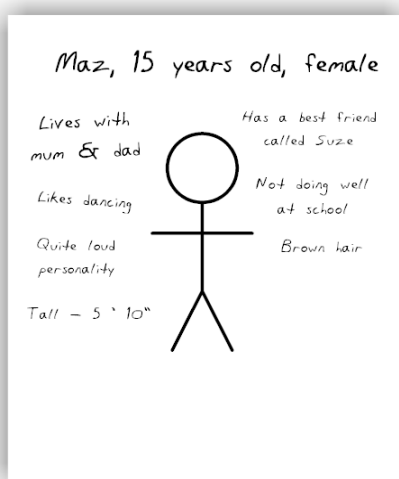
Create a Character

This very simple technique is a great way to engage learners into talking and thinking about an issue.

The learners work together to create a realistic character by each providing a suggestion on the character's appearance, interests, family etc. The aim is to work together to build a realistic and consistent character that can be used to discuss and explore issues.

On a sheet of flipchart paper or on the board, draw a stick figure. Draw this in the middle of the sheet with plenty of room around to write the groups' suggestions. Give the stick figure a name (not the name of anyone in the group!), age and gender and write these at the top of the sheet. Usually the character is similar in age and background to the group to allow them to connect quickly and relate to the character's situation and feelings.

This works best when the learners are in a circle. Go round the circle asking each person to give one fact about the character. The two rules are that the suggestions must be realistic and consistent. They must all follow on from what is already written so if someone has said that the character is very tall then someone else can't say that the character is short. The aim is to build and develop the character as a group. You should have something that looks a bit like the illustration below.



Once everyone has had a chance to contribute (and you are happy that the character is realistic and there are no contradictions) then you can use the character to explore a situation. You could pick up on any issues that the group have added or simply add a new piece of information that places the character in a situation that focuses on the issue you want to cover. If we were using the character above we could add 'Maz's period is late, how might she be feeling and why?' and then explore the different feelings and reasons etc. You could follow a character's journey as they face decisions exploring different feelings the character might have and the different options and strategies available to them.

This technique can be adapted to work with many, many different issues and provides a safe and creative way to engage young people on an issue. Loudmouth run training courses that go into more depth and build confidence in using this and other interactive PSHE techniques. Ring 0121 446 4880 for more details.

CSE - CONSENT AND THE LAW QUIZ

Age Range:

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

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.

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.

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

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. There are around 250 young people in England who are confirmed to be victims of Child Sexual Exploitation.

TRUE / FALSE

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

TRUE / FALSE

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

TRUE / FALSE

5. Girls with older partners are more likely to be victims of physical or sexual violence.

TRUE / FALSE

6. There is currently no law that prevents a perpetrator from earning money by sexually exploiting their victims.

TRUE / FALSE

7. A young person aged under 13 years old can NOT give consent to sex.

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. There are around 250 young people in England who are confirmed to be victims of Child Sexual Exploitation.

FALSE – It is a lot higher! According to www.local.gov.uk 2,409 children and young people in England were confirmed victims of Child Sexual Exploitation in gangs and groups in 2011-2012. This is equivalent of every pupil in three medium sized secondary schools being subjected to sexual violence on a routine basis. On top of this there were 16,500 children in England who were at high risk of Child Sexual Exploitation – the equivalent of 20 medium sized secondary schools! It is generally agreed that the true number of victims is higher.

3. If someone is 16 or 17 then they can NOT consent to 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 – Although most children who are sexually exploited are female, in 2008 a report (Published by UCL supported by Barnardo's) stated that 1 in 3 victims of child sexual exploitation were males. Young men can be sexually exploited in many different ways and may be groomed online or through gaming networks.

5. Girls with older partners are more likely to be victims of physical or sexual violence.

TRUE – Girls with older partners are much more likely to be victims of abuse by their partner. In a NSPCC study, **all** of the girls they interviewed who had a partner who was at least two years older, had experienced some form of violence. All acts of severe physical and sexual violence were instigated by older partners.

6. There is currently no law that prevents a perpetrator from earning money by sexually exploiting their victims.

FALSE – The Sexual Offences Act, 2003 states in simple terms that "it is an offence to cause or incite prostitution or control it for personal gain". This means that it is illegal to advertise sexual services or to live off money earned through sexual exploitation.

7. A young person aged under 13 years old can NOT give consent to sex.

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 – 21% of victims were living in care according to www.local.gov.uk in 2011 – 212. The majority of children that have suffered Child Sexual Exploitation do not live in care.

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.

UNSAFE RELATIONSHIP - WHERE CAN SOMEONE GET HELP OR SUPPORT?

Age Range:

13+, Years 9 +,
KS3, KS4

Topics Covered:

Support for people in
unsafe relationships.

Time:

20 - 40 minutes

Equipment needed:

Pens, paper, internet
access

An exercise to look at support for someone in an unsafe relationship.

Introduction

This exercise uses creative thinking and reflective learning to explore where someone can access help and support if they are in an unsafe relationship.

Exercise

Split the group into 5 smaller groups. Give each group a character from the list below.

- Daz (15 years old) who is in a controlling relationship with his boyfriend. Last night his boyfriend hit him.
- Caz (14 years old) who is being sexually exploited by Marcus (21 years old). She has been living in his flat for the last 2 months.
- Sash (18 years old) who is in a controlling relationship with her boyfriend. They have been together for 4 years.
- Mason (15 years old) who sent a naked picture of himself to someone he met online. They are now threatening to put it on social media if he doesn't send another one.
- Jas (19 years old) has realised she is being controlling towards her partner and wants help.

Now allow each group access time to the internet to explore support services local and national for each character.

Ask each group to research a few different agencies for their character and list what the main Pros and Cons are for each. Ask them to think about things like cost, confidentiality, ease of access and opening times.

An alternative version of this activity could be set as a homework project, or where young people have to create a presentation about the services that they find.

Summary

Sum up the findings and focus on the key benefits of each service or agency. You could hand out information on key local services including any relevant school-based drop in clinics, websites or phone lines. If there is a local agency that offers free school visits or talks then you could include these into the summary of this session.

A few national organisations that you may want to ensure are brought out:

- **ChildLine**
- **Barnardo's (Children's charity that supports victims)**
- **Women's Aid (Domestic Abuse support for females)**
- **Respect (Domestic Abuse support for male victims and perpetrators)**
- **Galop (LGBT+ Anti violence charity)**
- **Child Exploitation and Online Protection Centre (CEOP)**

Learning Outcomes:

• Young people have an **increased confidence in seeking help and support about power and control in relationships.**

• Young people have **increased knowledge of relevant and appropriate services that can offer help or support to young people.**

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

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

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 half a million children, young people, professionals and parents.

Loudmouth provides a flexible and diverse range of educational programmes 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.