Lesson plan 1

Introduction to sexual exploitation: ‘Hidden’ 45 mins

Aims

• Raise the awareness of young people around sexual exploitation and the grooming process
• Explore healthy and unhealthy relationships
• Encourage young people to develop strategies to enable them to deal appropriately with risky situations and accept personal responsibility for their safety.

Learning Outcomes

By the end of this session the young people will be able to:

• Understand the links between choice and consequences. e.g. how easy it is to be drawn into sexual exploitation and how difficult it is to get out of
• Recognise and identify risky situations and factors that make young people more vulnerable to sexual exploitation
• Talk about the emotional and physical impact of sexual exploitation and empathise with others’ feelings
• Identify key people they could turn to for support, find ways of minimising risks and plan strategies to help keep themselves safe.

Warm up activity

Explain to learners that they are going to listen to a short extract of music. Ask them to think about who the artist is and what images come to mind whilst they listen.

Discuss the lyrics. What do you think the musician is saying? What messages are they giving?

Pimp, punter (customer), prostitute/rent boy

Divide group into three smaller groups. Give each group a flipchart with one of the terms. Using the flipchart ask them to jot down their ideas around what comes to their mind when they hear the terms pimp, punter, and prostitute/rent boy.

Discuss the reality. Pimps, punters and prostitutes could be anyone from any background, male or female of any age.

Reflect on the music exercise— who would be the pimp? punter? prostitute/rent boy?
<table>
<thead>
<tr>
<th>Task</th>
<th>Groupings</th>
<th>Resources</th>
<th>Timings</th>
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| **What is sexual exploitation?**  
Show definition of sexual exploitation.  
Discuss the following questions and feedback:  
What is sexual exploitation?  
Where does it happen?  
Who does it happen to? | Small group or whole class discussion depending on the size of the group | Flipchart/whiteboard (appendix 4)  
Slide 7 | 5 mins |
| **Grooming process**  
Briefly explain grooming stages.  
Ask young people to think about the grooming stages when they watch the video. | Classroom discussion | Flipchart/whiteboard and marker (appendix 2)  
Slide 9 | 3 mins |
| **Hidden Video**  
Play the video from start to finish without stopping to ask questions.  
*Note: Some young people may find some of the scenes disturbing and permission needs to be given beforehand to allow young people the option to leave if they feel distressed.* | Video, link on slide, or movie file on pen drive | 12 mins to play video |
| **Hidden storyboard**  
Following the video ask learners to break off into three groups. Each group has one of the names of the characters in the film, Gemma, Martin, Kirsty. Ask each group to draw four scenes to illustrate the four stages of the grooming process on a flipchart. Discuss the shift from friendship forming to sexual exploitation. | Class activity | Flipchart/whiteboard (see appendix 5 for storyboard and questions)  
Slide 11 | 10 mins |
| **Safe planning activity**  
Ask young people to think about safety and what it means to them? How do they look out for each other? How do they keep safe when online? Using the worksheet or an outline of their hand, ask them to list five people they could talk to if they had worries. | Group or classroom activity | Flipchart paper and coloured markers (appendix 10)  
Print off exercise from appendix 11 | 3 mins |
| **Plenary activity**  
What is sexual exploitation?  
How do you keep safe? | Classroom discussion | Flip chart/whiteboard | 2 mins |
| **Extension activities**  
The activities below can be used to create opportunities for additional learning or discussion.  
*Question and answer reflections for ‘Hidden’*  
Steps to safety worksheet.  
This exercise helps young people to think about steps that can increase or decrease risks of sexual exploitation.  
*Agony Aunt exercise worksheet*  
In small groups, ask young people to think about what reply they would give to a letter sent by a young person to an ‘agony aunt’. This activity provides the opportunity for young people to give good advice to someone else, even if they themselves are involved in risky behaviour. | Paired working | Question and answer discussion (appendix 6 for ‘Hidden’)  
Slide 15  
(appendix 12 and 13 for Steps to safety)  
Slide 16  
(appendix 14 for Agony Aunt)  
Slide 17 | 3 mins |
We have included this activity in the pack to introduce the subject of sexual exploitation in a way that is non-threatening to young people. The purpose of this activity is to encourage consideration of the language of popular music, how it objectifies people and how this impacts on our culture and values.

We hope it will encourage young people to think about whether people and their bodies are commodities to be bought and sold.

**Definition of objectivity:** the action of degrading someone to the status of a mere object – Oxford dictionary

**Songs for discussion**

These songs are used to help young people think about the lyrics and the meanings behind the lyrics associated with sexual objectification. Young people can be encouraged to come up with their own songs.

**Rihanna:** ‘Bitch better have my money’ uses lyrics to justify violence in relationships.

**Jason Derulo:** ‘Talk Dirty’ lyrics include; ‘Been around the world, don’t speak your language/but your booty don’t need explaining/all I really need to understand is/when you talk dirty to me’. Jason depicts himself as the punter who is looking for any woman from any nationality to ‘talk dirty’.

**50 Cent:** ‘Candy Shop’ is set in a brothel with women being portrayed as sex objects.

**Maroon 5:** ‘Animals’ lyrics include; ‘baby, I’m preying on you tonight/hunt you down eat you alive’. ‘Maybe you think that you can hide/I can smell your scent for miles’ illustrating rape as some sort of sexual game.

**Ludacris & ICE-T:** Rap artists that use sexual objectification, homophobia and violence in their songs.

**Robin Thicke:** ‘Blurred Lines’, lyrics include: ‘you’re an animal’ and ‘I hate these blurred lines / I know you want it’/you the hottest bitch in this place/but you’re a good girl/the way you grab me/must want to get nasty’/not many women can resist this pimping’. Rather than viewing women as actual human beings, Thicke portrays them as animals starved for sexual gratification. This song seems to imply that there are blurred lines between consent and rape. The video also clearly demonstrates a power dynamic, in which men are dominant and women are treated as sex objects.

**Rihanna:** ‘Bitch better have my money’ uses lyrics to justify violence in relationships.
This activity has been developed to encourage young people to think about stereotypes associated with the terms pimp, punter and prostitute/rent boy. We usually get a lot of interesting comments from young people, which allows us to challenge some of the stereotypes they may have.

In 2003, it became illegal for anyone to pay for sex with a child under 18 years of age. As a result of the campaigning work of charities, such as Barnardo’s, the words ‘child prostitution’ were changed to ‘child sexual exploitation’. Child sexual exploitation has since been re-defined as abuse rather than choice.

Appendix 2: Pimp, punter, prostitute/rent boy

Students from Fitzalan High School explore stereotypes.

A pimp wears bling, a furry coat, drives flashy cars, has lots of money and girls.

A punter is called a John, he’s lonely, fat, ugly, and has no sex.

A prostitute/rent boy is called a hooker, they trade or turn tricks and may need money or drugs.
Appendix 4: Explanation of the grooming stages

1. Targeting/contacting
The groomer, could be a male or female and will be looking for a young person or a group of young people in places such as schools, parks or by creating false profiles on the internet. They will show an interest in you and perhaps offer you something, for example, a cigarette, a drink or someone to talk to for support.

2. Relationship building/sharing activities
The groomer will want to keep contact with you and may give you a mobile phone. They may compliment you on your looks and maturity; do favours for you, such as giving you a lift; do fun things with you. You may begin to spend less time with your friends and family.

3. Fake loving relationship/friendship
You may enter a sexual relationship with the groomer. Within the fake friendship you may be introduced to sex through, for example, porn or watching sexual acts. You may think everything is fine and that you are in control, but the groomer is slowly gaining more control.

4. Abusive relationship/sexual exploitation
This is when you may be forced into having sex with others for something you need or want, by either force or persuasion. Groomers can persuade you to do sexual things like being filmed performing sexual acts by using emotional blackmail and making it sound normal.
Appendix 5:
‘Hidden’ storyboard activity worksheet

Targeting                      Relationship building/sharing activities

Fake loving relationship/friendship  Sexual exploitation
Appendix 5: ‘Hidden’ storyboard activity

Following the video, ask young people to draw four scenes to illustrate the four stages of grooming from ‘Hidden’.

Appendix 6: Extension activity: question, answers and reflections

Discuss the following questions:

- How do you feel after watching the video?
- What are your thoughts about the film?
- Who does sexual exploitation happen to?
- Where are Martin, Gemma or Kirsty in the grooming process and how did they get there?
- How do you think Martin, Gemma or Kirsty could have kept themselves safe?
- How could Martin, Gemma or Kirsty get out of the situation they are in now and get help?
Appendix 11:
Safe planning worksheet
**Appendix 12:**

**Steps to safety worksheet**

<table>
<thead>
<tr>
<th>Step 1: Danger zone. You are at risk.</th>
<th>Your thoughts...</th>
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<tbody>
<tr>
<td>Your step closer to safety:</td>
<td></td>
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<table>
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<tr>
<th>Step 2: You’re still in lots of danger.</th>
<th>Your thoughts...</th>
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<tbody>
<tr>
<td>Your step closer to safety:</td>
<td></td>
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<table>
<thead>
<tr>
<th>Step 3: You’re still in some danger.</th>
<th>Your thoughts...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your step closer to safety:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Step 4: You’re out of danger &amp; you’re safe.</th>
<th>Your thoughts...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your last step to safety:</td>
<td></td>
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Appendix 13:  
Steps to safety scenarios worksheet

Harry is 15 years old and hates his step-father, who has been assaulting him since he moved in with Harry and his mum. Harry takes refuge by hanging out with his family friend ‘uncle Jim’ at his house. He treats him like a grown-up and lets him drink alcohol and watch porn.

Hannah is 13 years old and always walks home at night after seeing her friends. She also always takes the shortcut through the park. It’s now getting dark as it’s winter and the park has no lights and there aren’t as many people around as there were in the summer.

Becky is 14 years old and has a boyfriend Chris. They have been together for several weeks now and Chris wants to have sex with Becky so organises a hotel room for them this Saturday. Becky wants to make Chris happy and lies to her foster carer about staying at a friend’s house so she can meet Chris.

Dave likes hanging out with his mates and smoking cannabis. Dave hasn’t been to school for months and hasn’t told anyone where he goes. Dave spends most of his time round the flat of his 18 year old mate, Alan, because he lives on his own.

Sam is 16 years old and is at an older friend’s house party. There are lots of older people in their 30s and everyone is drinking, smoking cannabis and being offered cocaine. No one knows Sam is at the party.

Owen is 11 years old and hates school. He bunks off lessons because he finds reading and writing hard and doesn’t have many friends. Owen is thinking of running away from home and school; he thinks no one cares about him and no one would miss him.

Jenny is 17 years old and her friend Stacy is 32 years old. Stacy looked after Jenny when she found her sleeping rough, after she had been thrown out of her home. They’ve become friends but now Stacy wants Jenny to have sex with people for money as she says she owes her for looking after her.
Dear Agony Aunt,

I’m really worried about my friend. She has been going out with this bloke who is much older than her. She says she’s really happy because he’s good looking, has a car and spends loads of money on her. She gets to do things that I’d never be allowed to do, like miss school and stay away from home. I am worried about her though. We used to be really close but she doesn’t talk to me anymore.

She reckons I’m jealous but I’m not. I think it’s a bit weird. I just get cross ‘coz she’s really secretive and she only does what he wants her to do; I never see her now. The worst time was when she went missing for two weeks and didn’t tell anyone where she’d been.

I just want my mate back, what should I do?

Please help...

Jody