LESSON PLAN

Grooming

Target audience: 12-16	*Duration: 45 mins – 1 hour*

Lesson Aims

- To help learners understand what grooming means and how it might be used.
- To help raise awareness of potential risks, especially grooming, when using communication technologies including mobile devices.
- To help learners to reflect on their own behaviours.
- To empower learners so that they are able to prevent themselves from getting into risky situations online.

Curriculum Notes and Resources

This lesson seeks to raise awareness among young people of some of the issues around grooming. Clearly children and young people are going to use the internet and mobile technologies as a means of communication. Many adults, (parents and teachers) find it difficult to understand the attraction of some of these new communication technologies, but whether we are able to feel comfortable with them or not, we have to recognise that they are the preferred method of communication for our children and young people.

When we talk to about these issues, it is important not to overreact. Professor Sonia Livingstone pointed out that:

'..the risks do not merit a moral panic, and nor do they warrant seriously restricting children's internet use because this would deny them the many benefits of the internet. Indeed, there are real costs to lacking internet access or sufficient skills to use it.'

She added:

However, the risks are nonetheless widespread, they are experienced by many children as worrying or problematic, and they do warrant serious intervention by government, educators, industry and parents.'

Definition of Grooming

"A course of conduct enacted by a suspected paedophile, which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes"

Definition of online grooming, Sexual Offences Act 2003

Pupil Opportunities

- To be able to understand the various types of online relationships that can occur from online communication
- To be able to define the terms predator, grooming process, and willing participant
- To understand the implications of the grooming process and willing participation in risky online behaviour

Desirable Outcomes:

- Learners will be independent and discriminating when using ICT.
- Learners will be able to reflect on the process of participating.
- Learners will be able to recognise and manage risk and make safer choices.
- Learners will recognise when pressure from others threatens their personal safety and well being and will develop effective ways of resisting pressure, including knowing when and where to get help.

When discussing online grooming with young people, a way of defining it can include, an adult who wants to meet young people with the purpose of abusing them.

Technical Vocabulary: grooming, predator, cybercrime

Preparation:

Grooming refers to actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, in order to lower the child's inhibitions in preparation for child sexual abuse. Child grooming is also used to lure children into sexual exploitation such as child prostitution or the production of child sexual abuse images.

A victim of abuse made the point that "a paedophile will be the nicest person that a teenager can ever meet online". This chilling declaration is true and this is why it is so important that young people stop and think, and talk to someone if they have any concerns. It is also important that friends look out for each other and report any concerns or changes in behaviour to a trusted adult.

It is important to watch the video(s) in full before showing it to pupils.

Activity:

At this age the most appropriate way to engage with children about grooming is to reinforce the message that they cannot always know who it is that they are talking to when they are online. However, it is important to recognise that predators are becoming increasingly open with young people; they may not lie about who they are, how old they are or even what they are looking for. They are skilful at manipulating situations in order to persuade young people to have a relationship with them. This may be done over different periods of time, but the important thing is that children and young people will often feel that they can trust this person. Sexualised behaviour is usually encouraged before the predator will move on to blackmail the young person. CEOP are aware of many cases where a victim has believed that he or she is in love with a predator. This is a complex area and the key message has to be that children and young people should act on their instincts and tell someone if something doesn't seem quite right. They should also look out for their peers, if a friend is engaged in an online relationship with someone that no one else has ever met; this could be a potential problem.

Ask the group to discuss what the risks and benefits are of online communication.
What do they already know about grooming?
Can they define grooming?
What can they do to minimise the risks?

There are two videos that can be used with this lesson; Claire's story and Tom's story. The films (particularly Tom's Story) can be quite hard hitting so we advise you give a health warning before playing the film. Warn that some people may find the film uncomfortable or upsetting and let them know that you are going to discuss some of the issues after playing the film. It is important to let the young people know which member of staff they can talk to if they want to discuss anything further, we recommend giving the name of your child protection lead.

Claire's Story features a girl who is abused by an older man, but interestingly, she goes willingly to meet this person, knowing that he is a lot older than she is. Claire is flattered by the man who tries to make her feel special. As viewers, we do not see why Claire went with this man, we see that he didn't drag her to his house, he didn't appear to be violent or aggressive, so why did Claire still go? Perhaps this was because she was worried about the photos that she had sent him. We are led to understand that she had sent some topless photos. Why would she have done this? What could she have done when she realised that things were getting out of hand? Claire was worried that she was going to get into trouble, but would this really have been

the case? Her parents/an adult she trusts would want to protect her from this situation. Sexting (the sending of inappropriate images using technology) may seem like a bit of fun, but the film shows the harsh reality of what can happen once this type of material is online.

Show the video to the pupils and invite discussion and comments. It may be appropriate to show Claire's story to the girls and Tom's story to the boys, but both videos have important messages that will be relevant to either group.

Tom's Story – this is slightly different as Tom actually believed he was going to meet someone of his own age "Jack" who he has met online and shares an interest in football with, (this is the main difference from Claire's story). Tom ends up going into Jack's house to wait for him and is then ultimately abused – Jack never existed.

Watch the video Tom's Story and discuss. Some pupils may think that they would never be duped into something like this – it wouldn't happen to them. It is important to emphasise that they must always trust their instincts – when Tom got to the front door of the house, you could see that he felt uneasy, yet he still went in, even though he may have realised that it wasn't a good idea.

Emphasise the fact that in many grooming cases; the victim can be blackmailed, often using images that may have been sent. It may seem like a good idea to send inappropriate images to someone that you think you "know", but this is never the case.

Use some of the questions below to initiate discussion.

Questions:
What were the things that Tom did which made him vulnerable?
What should he have said / done?
Why did Tom feel that he couldn't tell anyone about what was happening?
What would you do to prevent yourself from getting into a similar situation?

Discussion Points:
It is important to recognise and make clear to the learners that predators and paedophiles have always been in society. Technology is not at fault, it just facilitates the user.

The following may be useful as a case study.

Ashleigh Hall story - http://www.telegraph.co.uk/news/uknews/crime/6449556/Tributes-paid-to-teenager-Ashleigh-Hall-who-died-after-Facebook-date.html

Extension Activities:
Can the pupils come up with a short message or presentation aimed at raising awareness of these issues with others? Hopefully by the end of the lesson they will realise the dangers, so can they then work together in small groups to decide on the best way to get this message across to their peers? What would be most effective?

Differentiation:
By outcome. Some children and young people will be much more aware of grooming as a potential risk when using online and mobile communication. Having mixed ability groups and

possibly single gender groups will allow a more in depth and informed discussion.

Links to National Curriculum:

Online safety is relevant to three key areas of the national curriculum for Key Stage 3, citizenship, ICT and PSHE.

Citizenship:

Key Processes 2.3 Taking informed and responsible action

Pupils should be able to:

 a. explore creative approaches to taking action on problems and issues to achieve intended purposes

 b. work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately

 c. analyse the impact of their actions on communities and the wider world, now and in the future

 d. reflect on the progress they have made, evaluating what they have learnt, what went well, the difficulties encountered and what they would do differently.

Curriculum Opportunities

The curriculum should provide opportunities to:

 i. use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

ICT

Key Concepts

1.4 Impact of technology

 a. Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.

 b. Recognising issues of risk, safety and responsibility surrounding the use of ICT

Key Processes

2.3 Communicating information

Pupils should be able to:

communicate and exchange information (including digital communication) effectively, safely and responsibly. "**Safely and responsibly" is defined as:**

when using digital communication, pupils should develop an understanding of safe practices and follow them. For example, they should be cautious about sharing personal information and viewing and uploading digital content. They should also recognise the need to show respect towards others.

Range and content

The study of ICT should include

 d. developing an understanding of the need to:
- Keep information secure – for example keeping copies safe, backing up work and protecting passwords or PINs to avoid identity theft.

 e. the impact of ICT on individuals, communities and society, including the social, economical, legal and ethical implications of access to, and use of, ICT. – This could include, issues relating to ownership, copyright, plagiarism and privacy of information; effects on employment and working practices; effects on local communities; sustainability issues; the causes and implications of unequal access to ICT locally, nationally and globally; and the abuse of ICT, including the issue of cyberbullying.

PSHE
Key Concepts
1.3 Risk
  a. Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
  b. Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
Key Processes
2.1 Critical reflection
Pupils should be able to:
  a. reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
  b. develop self-awareness by reflecting critically on their behaviour and its impact on others.
2.2 Decision making and managing risk
Pupils should be able to:
  a. use knowledge and understanding to make informed choices about safety, health and wellbeing
  b. find information and support from a variety of sources
  c. assess and manage the element of risk in personal choices and situations
  d. use strategies for resisting unhelpful peer influence and pressure
  e. know when and how to get help
  f. identify how managing feelings and emotions effectively supports decision-making and risk management.
2.3 Developing relationships and working with others
Pupils should be able to:
  a. use social skills to build and maintain a range of positive relationships
  b. use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
  c. use the social skills of communication, negotiation, assertiveness and collaboration
  d. value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
  e. challenge prejudice and discrimination assertively.