

Teacher's Supplementary Resource

**Section 1: Teacher's CSE
Information Pack**

**Section 2: Session Plans
for Key Stage 3 Students**

**Section 3: Session Plans
for Key Stage 4 Students**

**Section 4: CSE Training for
Education Professionals**

Written by

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JUSTWHISTLE
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TRAINING



**CHELSEA'S
CHOICE**



*Raising Awareness of
Child Sexual Exploitation*

www.alteregocreativesolutions.co.uk

Introduction

This booklet is a supplementary resource for teachers and other professionals working with children who have seen or are due to see the theatre production 'Chelsea's Choice' on the subject of child sexual exploitation (CSE).

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What is Child Sexual Exploitation and Trafficking?

A form of child abuse

The most important part of defining CSE and Trafficking is ensuring that these issues are categorised as a form of child abuse. Child sexual exploitation encompasses many forms of child abuse including physical, psychological, economic and sexual abuse, often occurring simultaneously.

Breaking down the official definition of Child Sexual Exploitation

The first part of the definition from the HM Government (2009)¹ sets out the acts of child sexual exploitation, using exchange as the defining feature:

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Commonly, professionals are taught to look for the tangible items of exchange, such as food, accommodation, alcohol and gifts. However, it is important to note that more often than not, perpetrators will use intangible items in exchange for sexual acts with the child, such as love, the feeling of belonging, acceptance, friendship, trust and safety. Overall, most children who experience CSE tend to experience both the tangible and intangible exchange for performing sexual acts, whilst not recognising it as an exchange or as exploitation.

The next paragraph in the definition talks about the internet and technology-based nature of CSE to ensure that professionals are aware that CSE can occur online and never has to include physical contact with the child for it to be a crime. Online CSE now takes up the majority of caseloads of CSE and unfortunately, can be seen as less harmful and less urgent than contact CSE.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/their mobile phones without immediate payment or gain.

As with all forms of abuse, the central factor is the imbalance of power, biased towards the perpetrator. The next paragraph in the definition discusses power. Power imbalances can be pre-existing (a wealthy person exploiting someone in poverty) or can be created by the perpetrator (a person purposely intoxicating a child so they can overpower them physically). It is important to remember that although age can be seen as the most obvious power imbalance, there does not need to be an age difference between perpetrator and child for there to be a power imbalance. The perpetrator's power can come from different a source which means that children can sexually exploit other children of their own age.

In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and /or economic or other resources.

The final paragraph of the definition states that their victimisation and involvement in child sexual exploitation is characterised by their limited availability of choice. This is an important statement because it provides professionals with the narrative that even when children appear to be making choices, consenting or deciding to go back to a perpetrator or continue in their abuse – these ‘choices’ need to be seen in the wider context of the abuse and grooming process.

Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice resulting from their social/economic and /or emotional vulnerability

For example, if a child knows that if they do not perform a sexual act, the perpetrator will tell them that they are worthless and physically attack them, are they really making a free choice? If a child is hungry and has nowhere to stay and no other options, and a perpetrator offers them food and shelter in return for sexual acts, are they really making a free choice? For more information on constrained choices and consent, turn to page 9.

Understanding trafficking in the context of child sexual exploitation

Trafficking is often seen as an international issue and narrowly defined as the movement of people across borders and countries by people traffickers. Whilst this is a form of human trafficking around the globe, there are also more localised movements of children and young people for the purposes of child sexual exploitation that professionals need awareness of in order to feel informed enough to be able to protect children.

A basic definition of trafficking for a sexual offence in this context is:

‘A person commits an offence if they intentionally arrange or facilitate the travel of another person with the intent to commit a relevant offence.’ Sexual Offences Act (2003, p.38)²

This means that anyone who arranges, supports, helps or conducts the movement of a child or young person to a place where they are sexually assaulted is committing the crime of trafficking. There is no minimum distance that the child must be moved, it could be from one house on the street to the next door neighbour, it could be a couple of streets away, it could be from one town to another town. The child could have been moved in a car, a taxi, a bus, a train or even on foot. This is known as internal domestic trafficking.

The child does not have to have been ‘abducted’ to have been trafficked and may not even realise that they were trafficked at all. For example, a child is invited to a party with some other children and they get in an older friend’s car. They drive to the party where they are given alcohol and drugs and are sexually assaulted. If the person knew what would happen to them at the party, the person who took the children in their car has trafficked them for a sexual offence. It becomes more obvious how common the trafficking of children in CSE is when we consider the fact that the large majority of children who are sexually exploited are abused away from their own homes and have been taken to areas, residences or businesses by a perpetrator.

Understanding vulnerabilities to child sexual exploitation

It has become commonplace to see lists of vulnerabilities that would increase a child's risk of being sexually exploited. Whilst this is not refuted, Safe and Sound argue that every child is at risk of child sexual exploitation and that there does not need to be any additional, excessive or obvious vulnerabilities for them to be targeted by a perpetrator. To add to this standpoint, it is also known that during the grooming process, if a perpetrator cannot identify any pre-existing vulnerabilities in that particular child, they can create vulnerabilities and opportunities to sexually exploit them. Some examples of natural and additional vulnerabilities are below. Due to the argument taken up by Safe and Sound that all children can be vulnerable to CSE, we split vulnerabilities into naturally occurring vulnerabilities that all children are exposed to (such as the experience of peer pressure in the adolescent years) and additional vulnerabilities, that only some children will experience (such as bereavement or witnessing domestic abuse). General advice only focusses on the additional vulnerabilities, meaning that children who seemingly have none can receive a slower response to their abuse and exploitation because they do not appear 'vulnerable'. It is therefore imperative that professionals understand the natural vulnerabilities that all children possess, simply because they are children.

Additional vulnerabilities

Examples of additional vulnerabilities include being bullied at school or at home, having previous experience of abuse, having a learning disability and going missing a lot. Whether it is experiencing bullying or going missing, the key to additional vulnerabilities is that they present an opportunity for a perpetrator to be a rescuer, a supportive friend, a protector, a confidante or a sounding board. Vulnerabilities such as these have been shown to increase the risk of experiencing CSE.

For a full breakdown of the vulnerabilities that are considered relevant in child sexual exploitation in your area, please consult your Local Safeguarding Children Board (LSCB) procedures and documents in CSE.

Natural vulnerabilities

Examples of natural vulnerabilities include all of the commonly occurring developmental events that children and young people experience as they grow up. This could include peer pressure to try something that they are scared of trying (smoking, sexual acts, drinking, skipping school, staying out later etc.) or other common issues such as the uncertainty around puberty, the curiosity around sex and pornography, the widening of the social network in the adolescent years and the heavy access to the internet and technology as a way of communication and a way of life. These vulnerabilities can occur in any child and all of them present opportunities to a perpetrator who is looking to target a child for sexual exploitation and abuse. The perpetrator could be an older friend who supplies the alcohol and pressures a group of children into trying it. The perpetrator could be the person online that talks to them about their deepest worries and answers their most embarrassing questions about sex and puberty.

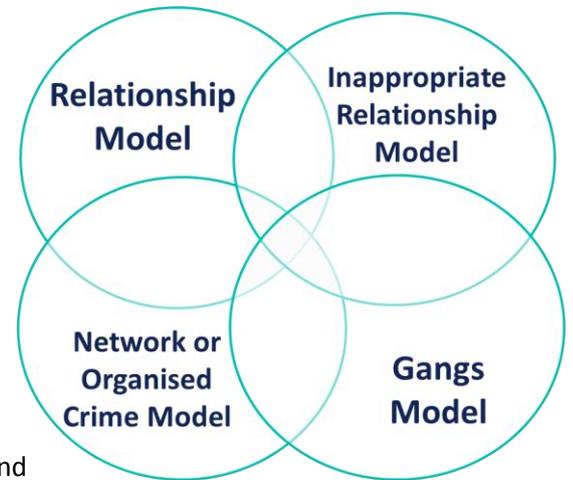
Due to the many opportunities presented by natural and additional vulnerabilities of children of all ages, perpetrators are able to select and groom children from any age and any background with many or no additional vulnerabilities.

Models and methods in child sexual exploitation

Safe and Sound, 2016

Models of CSE

Note that the models often overlap – they all overlap to some extent. Models are theoretical constructs to help professionals to identify and understand the experience of the child and the structure of the abuse. A child may experience one or all of these dynamic constructs.



Explanation of models:

Relationship model – Still commonly known as ‘the boyfriend model’ this theoretical form of CSE represents the traditional and widespread understanding of grooming in which a perpetrator carefully grooms the child, poses as their girlfriend or boyfriend and mimics a relationship. The process will then begin to encompass more and more abusive elements and the child may be forced, asked or manipulated into sexual exploitation and trafficking. The reason we no longer use the term ‘boyfriend model’ is because it instantly biases the understanding of the abuse as heterosexual, perpetrated by a male and many professionals and academics argue that it affects the perception of the nature of the abuse if we continue to call the perpetrator ‘their boyfriend’ or ‘their girlfriend’.

Inappropriate relationship model – This form of exploitation is where a person in a position of trust or power (e.g. teacher, police officer, support worker, doctor) has any form of sexual or intimate contact with a child under 18 years old. This is classed as exploitation because the professional is exploiting the power, trust and responsibility they have been given in a role that has access to children.

Organised/Network Model – This theoretical form of CSE represents the larger groups of perpetrators who form loose networks or more organised crime groups in order to sexually exploit and traffick children (whom are often connected). Networks of perpetrators will not necessarily be involved in other crimes but some may be involved in trafficking and the sale of drugs or children or money laundering and violent crime. Young people who are involved may be used as agents to recruit others into the network. Generally speaking, organised crime models tend to have a clearer hierarchy, structure and motive whereas the network model of perpetrators may have no structure, hierarchy or clear motive. The majority of large CSE cases that are in the media are network models.

Gangs Model – This form of CSE was added when professionals realised that there were cases in which children were being exploited by peers in groups and gangs. The group or gang model can encompass anything from sexual bullying and peer pressure to gang initiation processes in which a new member must perform a sexual act, or retaliation and punishment processes in which a member is raped, sexually assaulted and/or filmed performing a sexual act used for blackmail and power.

Methods of CSE can include online grooming, parties in houses or hotels, trafficking, posing as a child modelling agency, gaming platforms and so on. A method can occur in any of the models above.

Understanding Diversity in CSE

Boys and young men

All guidance in child sexual exploitation advocates for an equal and non-biased service for all genders. However, it has become increasingly clear over the years that, whilst boys and young men are equally as likely to be targeted for sexual exploitation, the response they receive from professionals and society at large is significantly different from the response experienced by females.

- Boys are less likely to disclose due to the pressure upon them to 'man up' and to be emotionless. Professionals have a limited understanding and awareness of boys as victims of sexual abuse.
- Boys are more likely to be concerned about disclosing abuse due to homophobia and questions about their sexual identity after abuse.
- Services for men and boys who have been abused are in short supply.
- Boys' risk of sexual exploitation peaks between 8 and 12 years old (Cockbain et al., 2015)³ and they are twice as likely to be referred to and identified by criminal justice agencies as girls. This means that we are more likely to identify boys as victims once they have already been convicted or charged with a crime.
- 25% of girls versus 7% of boys are referred to CSE teams because CSE is actually suspected; boys are three times more likely to be referred due to repeat missing episodes but will not be flagged up for CSE.

These findings come from a thorough meta-analysis of over 9000 children (Cockbain et al., 2015)³ who have been sexually exploited and show us that boys and young men are not being treated equally when responding to CSE. It is important that we do not allow gender and gender stereotypes to affect judgement in safeguarding and child protection issues such as this.

Children with learning disabilities

In 2015, 'Overprotected, Unprotected'⁴ was released by the Children's Society and was the most thorough and focussed report about the responses to children with learning disabilities who are targeted for sexual exploitation. The findings of the report revealed a series of assumptions and problems in the way that professionals respond to children with learning disabilities. The whole report is available from the Children's Society website but here are some of the findings:

- The difficulties children have with being able to recognise exploitation and the way they can be manipulated to believe they are in a relationship and not to tell others
- Societal treatment of young people with learning disabilities, including not seeing them as sexual beings, leading to little attention being given to informing them about healthy sexual relationships

The report provides practice guidance for professionals on how to identify and work with children with learning disabilities who have been sexually exploited (or are at risk). The strongest message in this report is that professionals and society at large can either overprotect children with learning disabilities or can fail to protect them at all, usually due to assumptions made about the child and their capacity to make decisions and understand concepts of sex and relationships.

Black and Minority Ethnic (BME) Children

In 2016, the first piece of research was published that solely focussed on the experiences of parents and children in BME communities who had experienced child sexual exploitation. 'It's not on the radar'⁵ by Barnardo's presented experiences and recommendations for ensuring the equal and effective response to BME children who are at risk of or who have experienced CSE.

Some of the key findings:

- Community and faith groups are not homogenous and there can be a diversity of cultural and religious practices within communities. We must remain aware of the assumptions and widely held stereotypes of particular ethnicities, cultures and religions and ensure that these constructs are not guiding the way we work with children and families.
- Victims of sexual exploitation come from all ethnic backgrounds, regardless of how conservative or 'protected' children may appear.
- Cultural and religious views and practices, particularly those that prize a female's virginity or a male's heterosexuality, may prevent victims from speaking out due to a fear of retribution or rejection from families.
- Access to communities should be via a broad range of stakeholders, rather than solely through male religious leaders, and particularly through those with child-centred perspectives.
- Working with groups that are committed to child protection and to opposing violence and abuse, such as women's organisations, could enable better identification of victims.

Lesbian, Gay, Bisexual, Trans and Questioning + (LGBTQ+) children (findings taken from 'It's Not On The Radar', 2016⁵)

LGBTQ+ young people may feel isolated and believe there will be a lack of acceptance by other people regarding their sexuality and gender identity. They may seek support via adult orientated groups, online or, in the case of boys and young men, in public sex environments such as 'cottages' or 'cruising grounds', which presents ample opportunities for perpetrators to groom and exploit them.

Other findings included:

- There is little in the way of educational resources or general information that provides advice to LGBTQ+ young people about what a healthy relationship is.
- Societal attitudes towards sexual relationships among lesbian, gay, bisexual and trans people can result in unhealthy or unsafe sexual relationships being accepted as 'normal'.
- Possible sexual exploitation in lesbian and trans relationships should be given equal consideration as sexual exploitation within male gay relationships.
- LGBTQ+ communities might be reluctant to talk about or acknowledge CSE for fear of exacerbating homo/bi/transphobia.

Myths and Misconceptions in CSE

Myth	Reality
Victims of CSE are usually girls	Unfortunately, even statistics will back this myth up. The reality is that boys are just as likely to be exploited as girls but they are much less likely to disclose or be identified by professionals, leading to skewed statistics.
Victims of CSE are highly sexualised, promiscuous and sell themselves as child prostitutes	Children cannot and should never be described as promiscuous, highly sexualised, selling themselves or a child prostitute. They are being groomed, abused or forced to behave in that way.
Most victims of CSE are teenagers between 13 - 16 years old	Any child of any age can be sexually exploited and there have been many cases from around the UK with very young children (4 and 5 years old) right up to 18 years old.
The majority of children who are sexually exploited are looked after children	Whilst children in care are known to be disproportionately likely to be targeted for child sexual exploitation, the majority of children who are exploited are not in care, but living with their families at home. Fewer than 20% of CSE cases are children who live in care.
Perpetrators of CSE are mainly men	Again, the statistics back this myth up. However, this is more to do with the fact that men are more likely to be perceived as a threat to children, more likely to be arrested and more likely to be convicted of a sexual offence. Women can be sex offenders and are commonly used as recruiters and groomers in CSE because children are less likely to see them as a risk because of their gender.
Most perpetrators of CSE are Asian	This is a myth based on the widespread media coverage of Asian perpetrators in CSE. These large cases have created and perpetuated the myth that CSE is mainly perpetrated by Asian men. In actual fact, 70-80% of all CSE perpetrators are white British males (CEOP, 2011) ⁶ . It is important that we challenge and break down this myth.
Perpetrators of CSE are older men, over 40 years of age	The reality is that perpetrators of CSE can be male or female of any age, even children. The peak age of perpetrators of CSE is between 18-25 years old. This myth tends to come from the commonly held beliefs about perpetrators of sexual abuse being 'dirty old men' which is still being passed down through the generations as the archetypal sex offender.

Consent and Constrained Choices Factsheet

This page will present a series of short and straightforward facts about consent and 'choice' in child sexual exploitation.

1. 'Consent' is a central and important concept and word in CSE. If we use it incorrectly, we can impact on the responses a child receives to their abuse. The word 'consent' can only be used if you are certain that the child is aged 16 years or above, has the mental capacity to consider the sexual act and make an informed decision and was free to make that choice to engage in the sexual act without any form of manipulation, coercion, threat, fear, abuse or deception.
2. A child aged under 16 years may be having sex, agreeing to the sex and the sex may appear to be non-abusive in nature, but by law, they are not having 'consensual' sex and they did not 'consent' to the sex because they are unable to do so, using the definition of consent above. If the child is aged less than 13 years old, it is classified as statutory rape regardless of the defence or circumstances.
3. If a child or an adult is being abused, trafficked or exploited in any way, this contravenes the right to a free choice which means that their consent is completely irrelevant and must not be offered as an explanation or reason for their abuse.
4. Even if the child tells you that they consented during their exploitation or abuse, that does not mean that they did consent and it is more likely that effective grooming has led them to believe that they caused or wanted the sexual act.
5. A constrained choice is a choice made by a child under certain circumstances such as duress, threat, fear, deception, economic pressure and psychological grooming. This means that sometimes, children may be forced into a decision or choice to perform a sexual act during abuse or exploitation due to them having the knowledge about what will happen if they do not perform the sexual act.
6. Even when a child is over the age of 16 years old, it is illegal for someone in a position of power or trust above them to have a relationship or sexual contact with them. This means that a 16-18 year old child who is rumoured to be in a 'relationship' with their teacher or support worker would be considered.

For further information about consent and constrained choices in CSE, see *The Social Model of Consent* by Jenny Pearce, 2015⁷.

How to respond to a disclosure of child sexual exploitation

If a child says something that arouses your suspicion or says something that clearly indicates that they are being sexually abused and exploited, your immediate response may be to talk with the child.

This could be difficult because he or she may be afraid to disclose due to fear of repercussions, fear of not being believed, fear that something will happen to them (they will be taken into care or put in prison) or due to the loyalty they have for the perpetrator following the grooming process. Abused and neglected children may be unaware that their situation is unusual and will almost certainly not relate to the term 'child sexual exploitation'. For some children, being able to talk to a trusted adult is the outlet they have always needed, but for some children, disclosure is incredibly scary.

On average a child who has been abused attempts to tell adults on seven different occasions before any action is taken (NSPCC, 2014)⁸.

Do:

- Actively listen to the child
- Control your expression of panic, shock or horror
- Express your belief that the child is telling the truth
- Use the child's language and vocabulary
- Tell the child that this has happened to other children and that they are not unusual
- Reassure the child that to disclose was the right thing to do, emphasising that, whatever happened, it was not their fault and they are not bad
- Tell the child that you will do your best to support and protect them
- Indicate that you will have to make a report of the incident to the head teacher/designated safeguarding officer (DSO)
- If the child does disclose, listen carefully and immediately make notes once the child has left your company. The notes should be verbatim.

Don't:

- Look or act shocked/disgusted or become angry or distressed yourself
- Make any judgmental statement about the alleged perpetrator. The child may well love this person and only want the abuse to stop
- Make promises you cannot keep, such as promising not to tell anyone
- Seek details beyond those the child freely wants to tell you. Your role is to listen to the child, not to conduct an investigation
- Ask any direct questions or name behaviour and body parts in language different to that of the child (this may prejudice a subsequent investigation).
- When you ask questions, do not pressure the child to respond as this may induce guilt and shame
- Make assumptions or 'fill in the gaps'
- Record your opinion or re-word the way a child has explained something to you

Creative Education (2016)⁹

How to report your concerns about child sexual exploitation

As a teacher or staff member working in education settings with children of all ages, you are in a very privileged position to be able to identify and report concerns of child sexual exploitation, especially as you may have known that particular child for a number of years and therefore have a good knowledge of their behaviour, performance and character.

If you suspect that a child or young person is in danger or at immediate risk of significant harm, you must call the police on 999 and make a report to your local children's social care team.

You must ensure you report your concerns to your designated safeguarding lead/officer and follow your organisation's own internal safeguarding policies and procedures which should be made readily available to you. Please familiarise yourself with your school/organisation policy and procedures and keep checking that this policy/procedure is in line with the larger structures in your local authority.

When it comes to recording your concerns, make sure you record your concerns in writing as soon as you can and do not rely on verbal reports as your concerns and words can change as people discuss the issues in conversation. Make a note of who you told and when and what action they agreed to take. If you call a different department or organisation, record their name and the date of your call and make a note of what was discussed.

Your Local Safeguarding Children Board (LSCB) website should be your first port of call for all other information, guidance and contacts if you're a professional worried that a child or young person is being sexually exploited.

In many cases, you may be asked to complete or contribute to a 'CSE risk indicator toolkit' or 'CSE risk assessment matrix'. These documents provide potential signs, indicators and vulnerabilities from which you can consider the information you already have about the child and explore their risk level. If you are not asked or invited to complete these documents, download one from your LSCB website and fill it in. Contact the social care team or the named social worker and ensure that your voice is heard and your knowledge of the child is utilised to protect them and to influence strategies and plans.

If you have scraps of information that do not amount to a police complaint or a safeguarding referral, you are still able to pass this information to your policing teams for them to consider whether it is relevant intelligence to add to the CSE picture in your area. You can report hearsay, overheard conversations between children, nicknames of potential perpetrators, cars that turn up at school, registration plates, names, accents, premises that you know the children are frequently visiting and any other information you may have about children or CSE activity. You do not need to be certain, it could just be a suspicion. This information can be invaluable to police and social care so please do pass it on.

You can also report online abuse with the Child Exploitation and Online Protection Centre run by the National Crime Agency if you suspect someone has been acting inappropriately towards a child online.

Key Stage 3

Child Sexual Exploitation

Session Plans for

Chelsea's Choice



These session plans contain discussion and materials about sexual abuse, rape, exploitation, violence and related topics. Please ensure that you announce a trigger warning at the beginning of each session and talk to any students that you know have personal experience before the session.

Session Plan 1 – Gender in Child Sexual Exploitation

It is very difficult for one resource to represent all experiences of child sexual exploitation and many of the films, pieces of drama, leaflets and posters show female children being abused by a male perpetrator. This can sometimes lead to boys feeling disengaged from the topic and assuming that sexual violence is a 'female issue'. This session plan provides the space for students to consider the differences and similarities between male and female victims of child sexual exploitation in addition to the differences and similarities between male and female sex offenders.

Objectives:

- To explore the way gender changes the experience and perceptions of victims and perpetrators of child sexual exploitation.
- To ensure that boys are treated equally as potential victims of CSE and that female sex offenders are taken as seriously as male sex offenders.
- To encourage critical discussion about the role of gender and stereotypes in child sexual exploitation.

Instructions:

1. Split the students into two groups (or if a very large class, more groups may be required). Try to ensure that the groups are mixed gender.
2. Name the groups 'A' and 'B'.
3. Group A will concentrate on females and Group B will concentrate on males, ask them to nominate two people per group to do the drawing and writing.
4. Ask each group to take their large flipchart paper and to work together to draw a victim of child sexual exploitation on one side and a perpetrator of child sexual exploitation on the other side. So group A will draw a female victim and a female perpetrator, group B will draw a male victim and a male perpetrator.
5. Once their drawings are complete, ask them to imagine the answers and then label the perpetrators and victims with the following information:
 - How do they behave?
 - What sort of life have they lived?
 - What are their friendships and relationships with others like?
 - What sort of personality do they have?
 - What sort of things do they say to people about themselves?
6. Once they have completed their pictures of victims and perpetrators, they have had large group discussions about the topics above and they have labelled their pictures with their answers, ask two new people from each group to come to the front with their flipchart paper to present their pictures and ideas.
7. Start with Group A – ask them to talk through their female victim first, then flip the paper over and ask them to talk through their female perpetrator. Then do the same for Group B. The pictures and labels may be highly stereotypical or may be more neutral depending on the knowledge of the children in the class.

Session 1 – Gender in Child Sexual Exploitation Continued

Discussion:

Encourage critical thinking about gender by asking some of the following questions or using some of the following prompts when looking at the pictures and labels:

- What do you think the main differences are between the experiences of being a boy who has been sexually exploited and a girl who has been sexually exploited? Why?
- Do you think people treat boys who have been sexually exploited differently to girls? Why?
- What do you think about female sex offenders? Are they different from male sex offenders? Why?
- When a teenage boy is sexually abused by an older female, do you think that provokes a different reaction to when a teenage girl is sexually abused by an older male? Why is this?
- Boys are much less likely to tell anyone that they have been abused, why do you think this is?
- How do you think the girls or boys feel when they have been sexually exploited by someone of the same gender as them?
- Do you think there are any stereotypes of victims or perpetrators of sexual exploitation? What do the general public think a victim of sexual exploitation looks and behaves like? What about sex offenders?

Plenary:

Boys and girls can be victims of sexual abuse or exploitation. Males and females can be sex offenders and perpetrators of sexual abuse or exploitation.

- What can we all do to make sure that boys and girls who are experiencing sexual abuse or exploitation feel like they can talk to us about it and seek support?
- What can we all do to make sure that the people around us realise that women can be sex offenders too?

Session 2 – Grooming Chelsea

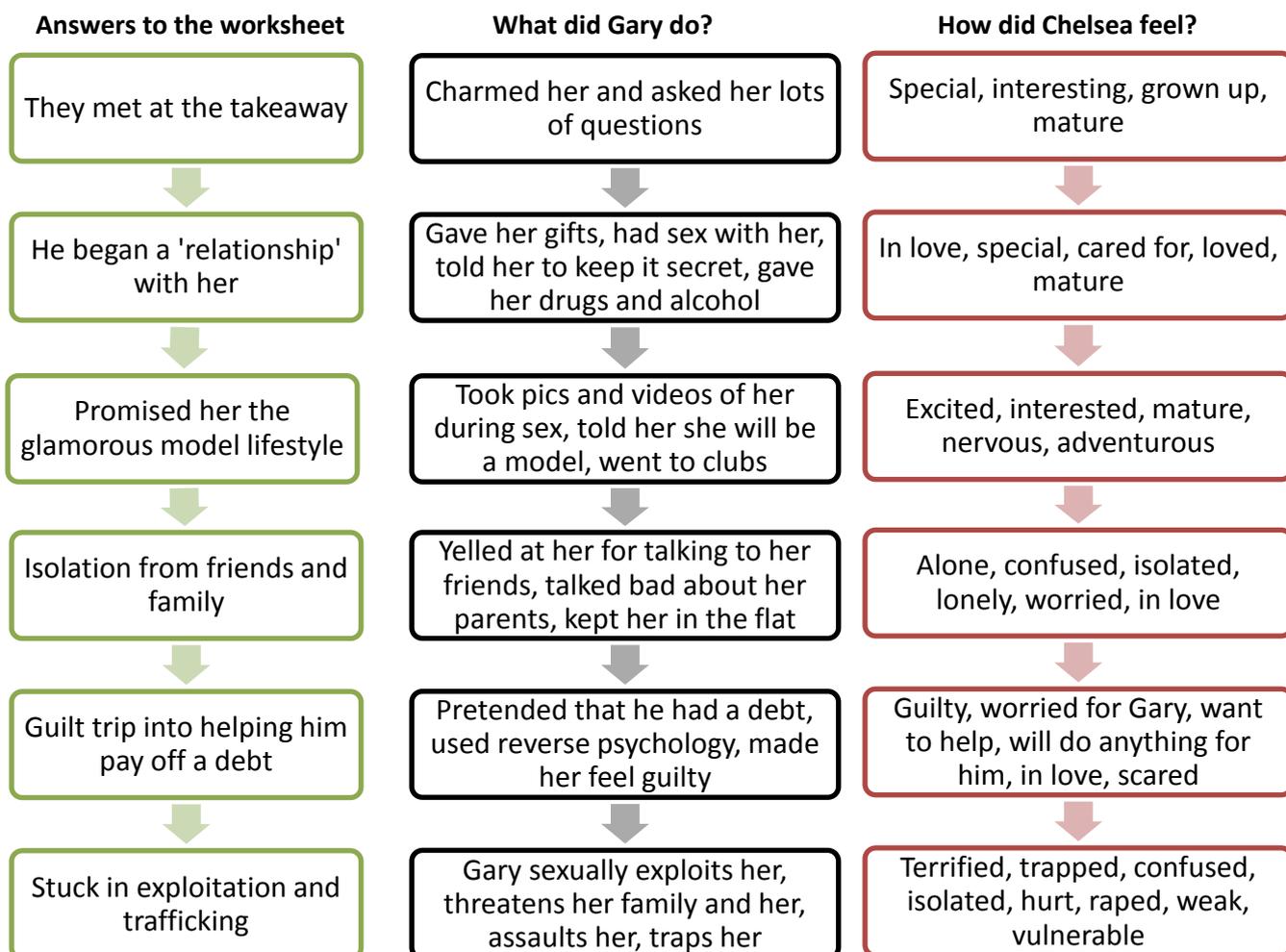
This exercise looks at the process Chelsea was taken through by Gary, right from the moment they first met, to the end of the piece of drama. For this reason, it is a good idea to do this session fairly soon after Alter Ego has been in to perform 'Chelsea's Choice' so the scenes are fresh in the minds of students.

Using the worksheet on the next page, ask students to discuss and write down the grooming process that Chelsea was taken through. Don't give too much more instruction here, allow them to discuss this and debate with each other facilitating only when you need to.

To begin this session, conduct a warm-up in which students are asked to write on the whiteboard, flipchart or post-it notes what 'grooming' means.

If they get stuck ask the following prompts:

- When do you think the grooming actually started for Chelsea?
- Why did Gary behave in that way?
- How long did it seem to take to groom Chelsea?
- Why did she trust him?
- How did he make her feel?
- What happened after they first met?

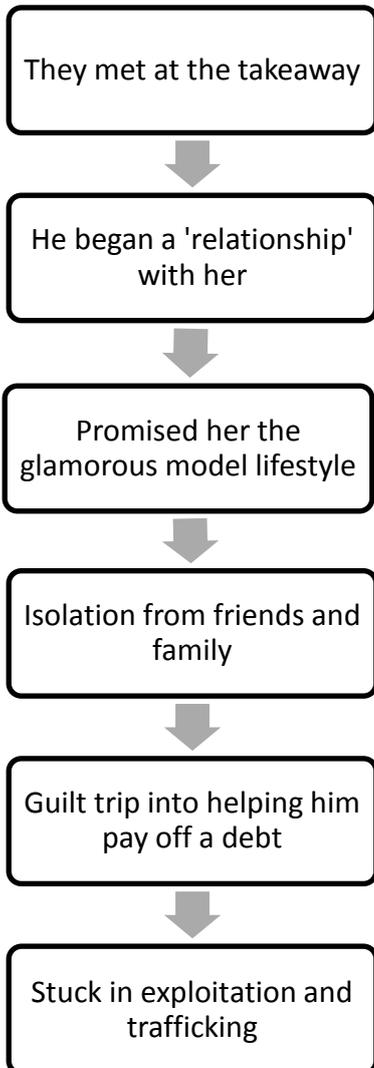


Session 2 - Grooming Chelsea Worksheet

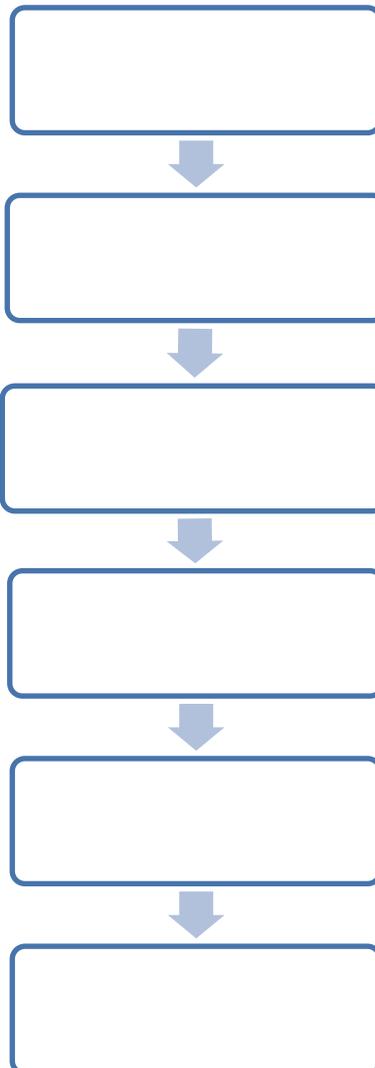
Think about the piece of drama you have seen, in which Gary grooms Chelsea into sexual exploitation. It might seem as though it all happened very quickly, in a matter of weeks – but what did Gary do to ensure that Chelsea would do everything he said?

Use the flow chart boxes to discuss and write down what Gary did step-by-step, from the first moment he met Chelsea, to groom her into sexual exploitation. There is also a second column called 'What did Gary do?' in which you can consider the things he said or did to groom her. The third column is about how you think each thing that Gary did would have made Chelsea feel. Feel free to discuss with those around you.

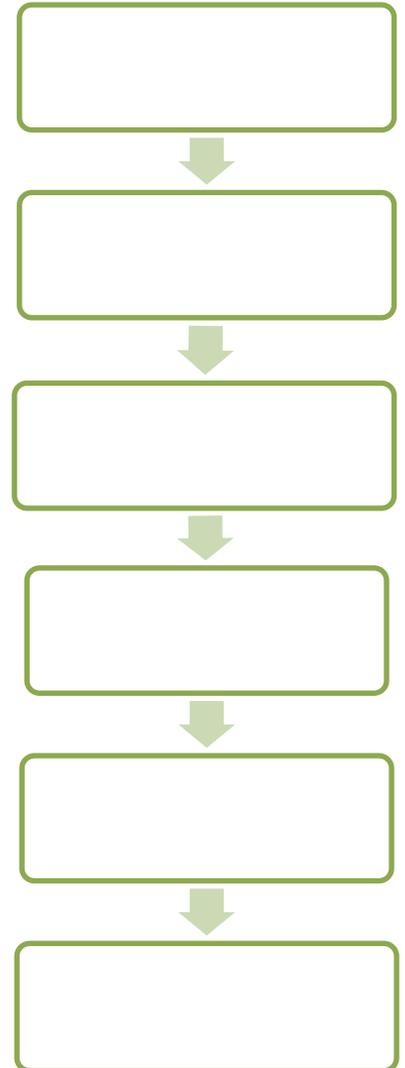
The 6 stages of grooming in 'Chelsea's Choice'



What did Gary do or say to Chelsea in this stage?



How did these things make Chelsea feel?



Session 3 - Chelsea's Choices: True or False Quiz

This session is a great way to get your students thinking about the choices Chelsea made in the run up to her sexual exploitation. This can be a very complex concept and so this session has been built into a True or False Quiz in which students could be asked to stand or sit for true or false, hold up paper saying TRUE or FALSE on them or hold up coloured card symbolising true or false.

Objective:

To help students to think critically about whether Chelsea made any free choices, whether her choices were really choices at all and whether she could have made any other choices in those circumstances.

Instructions:

1. To warm up for this session, ask students to spend a few moments thinking about the choices Chelsea made during the piece of drama. This is a silent exercise for them to think about the piece of drama and to remember what they watched. Try not to give anything else away. The true or false quiz items are designed to cause discussion and disagreement and will challenge their working definitions of 'choice' so do not define this yet.
2. Decide on your interactive strategy and get the students ready to begin the 'Chelsea's Choices True or False Quiz. Read out each statement or make a PowerPoint/write the statements from the quiz on the board for students to respond to.
3. Your items, answers and explanations sheet is overleaf.
4. Go through the quiz item by item and encourage students to get involved and have their opinion. When everyone is showing their answer, invite some students with opposite answers to explain their thoughts and opinions.
5. Facilitate debate and discussion for a few minutes per item
6. When ready, explain the answer to the students using the sheet overleaf
7. Provide a 'comments and questions box' at the end of the session for students to ask you about the exercise or request further information or support

Plenary:

Complete this session by asking students to reflect on what they have learned about 'choices'. When do we know that we are making a completely free choice? When do we know that we are making a constrained choice? How will they know the difference? What would they say to a friend that seemed to be making constrained choices in their lives?

Ensure that students leave your session understanding that Chelsea's Choices did not lead to her sexual exploitation and abuse. Gary led her to sexual exploitation and abuse. He manipulated her choices using deception, charm, grooming, threats, violence and blackmail.

Chelsea's Choice True or False Quiz

Answers & Explanation for Teachers

Quiz Item	Answer	Explanation
Chelsea's first boyfriend, Shane, felt free to make his own decision about whether he wanted sex or not	False	Tommy, his 'friend' ridiculed him for wanting his first time to be special and Chelsea put him under a lot of pressure to have sex before he was ready which led to her becoming very angry, calling him a little boy and dumping him. This was not a free decision. He was being ridiculed, mocked and pushed into sex. He was actually very brave to stick to his guns despite the bullying.
It was Chelsea's choice to talk to Gary in the takeaway, she could have just walked away and ignored him	True	Chelsea did make a choice to talk to the man at the takeaway. She could have ignored him. However, has an adult ever engaged you in small talk or conversation? We are brought up to be polite and to talk back. This was a natural reaction for a child to talk to an adult who is asking how they are.
Chelsea made a choice to put her semi-naked pictures on the internet, so she deserves whatever happens to her	False	Chelsea did make a choice to do that and it would have attracted sex offenders and dangerous people who are interested in children, but whatever they choose to do, she never deserved any of it. She made a mistake.
Chelsea made a free choice to go out for a drink with Gary and to lie to her parents about being at Laura's	False	This one is false because Gary actually mocked her, coerced her and manipulated her into lying and into going out for a drink with him. This was not a free choice.
Gary made a choice to groom Chelsea right from the first moment he met her	True	This is true. Perpetrators do not groom children by chance. They plan every bit of what they are doing. He even tells her in the first conversation that he has noticed her hanging around there before. He has been watching her.
Chelsea could choose to leave Gary's flat whenever she wanted but she chose to stay	False	What would have happened if she left? Would she have been safe? What would he have done or said? If she was scared or worried or threatened, she couldn't really choose to leave of her own accord.
Gary made Chelsea feel like she was making choices about trying new drugs and watching porn, but actually, she was always being manipulated by him	True	This is part of his plan. It is so much harder for a child to talk to someone about the things they are being made to do if they think they <i>chose</i> to do it themselves. She felt like she was grown up, like she was making these choices, but Gary was controlling her the whole time.
Chelsea made a choice to sleep with those men to pay off the debts, she freely offered to do it	False	She did offer but only because Gary lied to her about being in a lot of debt, and Chelsea loved him so much that she wanted to help. This was not a free choice, it was deceit.
Chelsea couldn't make her own choices because she was scared about what would happen to her if she didn't do as Gary told her to	True	This is absolutely right. She couldn't possibly make her own free choices because she was not free to make the decision without fear, threat, violence, consequences, manipulation or abuse.
Gary used threats against Chelsea and her family to make sure that she made the choices he wanted her to make	True	This is true – Chelsea was so scared that he would attack her parents that she did whatever he said. Therefore, they were not free choices.

Key Stage 4

Child Sexual Exploitation

Session Plans for Chelsea's Choice



These session plans contain discussion and materials about sexual abuse, rape, exploitation, violence and related topics. Please ensure that you announce a trigger warning at the beginning of each session and talk to any students that you know have personal experience before the session.

Session 4 – What do they really mean?

This session has been developed to support KS4 students in recognising manipulation, pressure and threats in their personal lives with friends and associates. Very often, children and even adults who are groomed for sexual exploitation do not realise that the things they were told or promised were in fact pre-planned and untrue with the ultimate goal of obtaining control over them.

Objective:

To provide the space for students to think critically about why someone may say certain things to them and what they really mean in grooming and sexual exploitation. To facilitate discussion about the way perpetrators manipulate and groom children into sexual exploitation using subtle methods.

Instructions:

1. Using the statements below, create flashcards with one statement per flashcard. The statements are written to be examples of things that could have been said to Chelsea.
2. Split the room into 5 smaller groups and give each of the groups a flashcard (there should be enough for each group to have two flashcards each)
3. Ask one person in each group to read the flashcard aloud to the group
4. Ask the group to spend 10 minutes discussing what that person could have really meant by what they said to Chelsea
5. If conversation dries up or moves in an unhelpful direction you could use the following prompts to ask groups to consider further :
 - What is the person's motivation for saying this?
 - What are they hoping the outcome will be?
 - What do you think Chelsea feels when they say this to her?
 - What is the likelihood that Chelsea will believe them or do what they say?
6. Once the groups have had time to talk through both of their flashcards, invite groups to talk about their discussions and debates and what they found from each flashcard. For you as the facilitator, the flashcards and the answers are overleaf in the table.

"I can't believe you're 15! You act way older than you look; I bet you have had loads of boyfriends..."

"If people knew about us, they wouldn't understand so it's probably best if we keep it to ourselves."

"Your friends are so immature and babyish – I just don't see why you spend so much time with them..."

"If you really loved me, you would have sex with me – obviously you don't love me enough."

"You're so uptight sometimes. Have a drink of this; it will help you relax..."

"Come on, all of my exes have sent me photos of themselves naked..."

"I have done so much for you. You can at least do this one thing for me. You owe me really."

"You're so sexy. You're so special to me. I just want you all to myself, that's all."

"Why do you want to see your parents so much? I thought you were an adult, not a child."

"You will never find anyone else that treats you as well as I do. I am the best you are ever gonna get."

Session 4 – What do they really mean? Answers and Discussion Sheet

Statement	Answers and Discussion Points
“I can’t believe you’re 15! You act way older than you look; I bet you have had loads of boyfriends...”	The perpetrator is probably lying here and is quite clear that she is 15 years old. The statement makes her feel more mature, more grown up and more sexually experienced than she really is. This may make her feel like she must live up to that expectation.
“If people knew about us, they wouldn’t understand so it’s probably best if we keep it to ourselves.”	The perpetrator is using subtle reasoning to convince Chelsea to stay quiet about their ‘relationship’. He reframes the grooming as a private relationship and he is worried about people ‘breaking them up’. He uses words like ‘we’ and ‘ourselves’ to pull Chelsea into the illusion of a ‘relationship’.
“Your friends are so immature and babyish – I just don’t see why you spend so much time with them...”	The perpetrator is using belittling strategies to isolate Chelsea from her friends. By saying that her friends are immature and babyish, Chelsea might not want to be associated with them anymore, making it less likely that anyone would realise she was being abused.
“If you really loved me, you would have sex with me – obviously you don’t love me enough.”	This is emotional blackmail. Anyone who starts a sentence with ‘if you really loved me, you would...’ is attempting to manipulate the person into doing something by using their feelings and love for them as the leverage. Chelsea would feel like she must have sex with him to prove her love.
“You’re so uptight sometimes. Have a drink of this, it will help you relax...”	By using a subtle put-down first, the perpetrator has given a reason for why Chelsea should have a drink. The reality is, he wants to get her drunk and less aware of her surroundings so he can do whatever he wants to do.
“Come on, all of my exes have sent me photos of themselves naked...”	This strategy used by the perpetrator places Chelsea in competition with his ex-girlfriends and is used to make her feel like a ‘bad girlfriend’ if she doesn’t do the same as his exes did. He probably lied to his exes too (if there were any). Chelsea might send a photo because she wants to be seen as being at least as good, if not better, than the ex-girlfriends before her.
“I have done so much for you. You can at least do this one thing for me. You owe me really.”	The perpetrator is using things that they have supposedly done (they could be gifts or time spent etc.) to guilt trip Chelsea into doing something for him. Chelsea might feel like she has to do what he wants because she owes him. She doesn’t owe him anything but she may feel as though she does.
“You’re so sexy. You’re so special to me. I just want you all to myself, that’s all.”	The perpetrator is being very charming here. The perpetrator is building Chelsea’s self-esteem and self-worth by giving her lots of compliments so she feels special. This is so the perp can control her feelings of self-worth.
“Why do you want to see your parents so much? I thought you were an adult, not a child.”	The perpetrator is trying to undermine and belittle Chelsea so she feels childish for wanting to go home and spend time with her parents. He implies that she must be immature and childish. She may not go home to see her parents in an attempt to prove she is mature.
“You will never find anyone else that treats you as well as I do. I am the best you are ever gonna get.”	The perpetrator is using emotional put-downs to make Chelsea feel like she will never be able to find anyone else who loves her or makes her feel good about herself. He is implying that she is so worthless and damaged that he is the best she will ever achieve so she should stay with him.

Ensure that students understand that young people are likely to be talked into their exploitation because perpetrators are very good at manipulating and controlling their emotions, thoughts and self-esteem.

Session 5 – The Hook

This session will explore the way that Gary ‘hooked’ Chelsea into the grooming process and into exploitation. This will be done in two ways, the first is with an expressive writing task and the second is with an artistic impression of a ‘hook’.

Objective:

To explore the way a young person may be targeted and pulled into grooming or exploitation by someone who pretends to be their friend or partner. To explore what it feels like to be ‘hooked’ into a situation and not be able to leave.

Instructions:

Begin this session by asking the students what they think you mean by this statement:

“You just turn on the charm, buy her some nice stuff, take her to places she couldn’t get into, treat her like she’s the only one and before you know it, she’s hooked!”

Once students have fed back what they think you mean by ‘hooked’, explain that this session is going to focus on how a perpetrator would try to get us ‘hooked’ into grooming or exploitation. Some examples could include using physical ways to get us hooked – drugs, alcohol and money. It can also include psychological and emotional ways to get us hooked – charm, flattery, bribery, blackmail, guilt, shame, manipulation, promises and secrets.

You may want to provide space for discussion around the topics above and to facilitate a discussion about what it must feel like to be ‘hooked’ by a perpetrator and not feel able to break away.

Task 1:

Write a poem entitled ‘Hooked’. The poem can be from any perspective or viewpoint that the student would like to write from and it can be as short or as long as they like. It is important that students know that they can write the poem from their own point of view, someone else’s point of view (family member, best friend, onlooker, parent) or from Chelsea’s point of view using scenes from Chelsea’s Choice to guide their poem. An example to read out is provided on the next page.

Task 2:

Using the shape of a fishing hook (example provided on the next page) ask students to develop a piece of art that represents what being ‘hooked’ means to them. They could use colour, texture, writing or other artistic impressions to illustrate the hook (or the background of the hook) to demonstrate what it means to be ‘hooked’ into grooming and sexual exploitation by a perpetrator.

As these tasks are expressive, it may be worth developing a presentation, display board or exhibition of the student’s work which could bring the poetry and the art work together to show their understanding of being groomed by a perpetrator for sexual exploitation.

Session 5 – The Hook

A sample poem

Hooked

Anonymous

You know that saying 'it all happened so fast'?

Well that's not quite true

They spend time figuring you out,

Until they are sure they've got you

Hooked.

And all that time you think you are having fun,

In the passenger seat of their car

Blasting music, feeling epic

And before you know it you are

Hooked.

They make you feel so special,

Like the only one they'll ever see

You believe every word they say

And they know that soon you will be

Hooked.

I never saw it coming,

I thought I was just going with the flow,

But I was a piece in a game of chess

And I didn't even know

That I was Hooked.

Session 5 – The Hook

Ideas for the artistic expression task

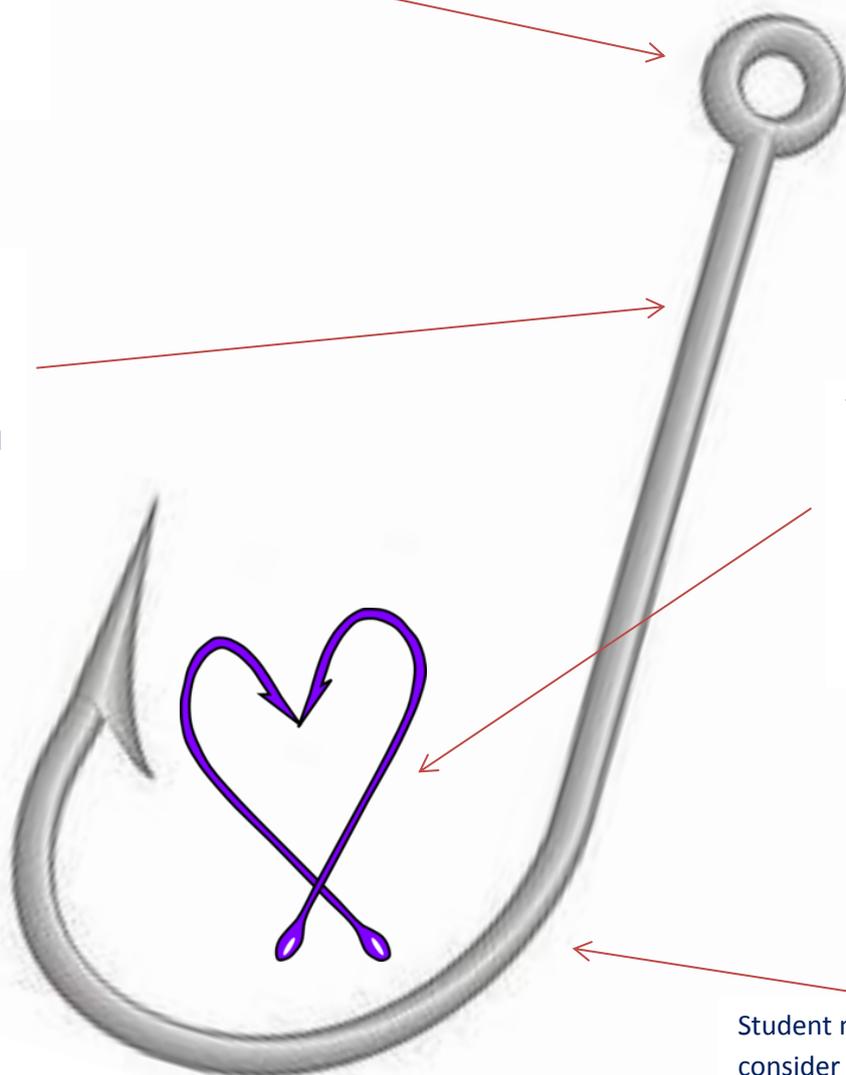
The students could choose to download images of hooks to create a collage or representation of feeling 'hooked'.

They could even fill an empty outline of a hook with all of the words and phrases that they think would be used to hook someone in.

The students could use the shape of the hook to create other shapes, faces or representations of exploitation and abuse.

Student may want to consider whether they would like to produce a drawing or other piece of artwork that shows a person being hooked metaphorically or literally, on the end of a hook or fishing rod.

Some students may want to use colour to express the feelings and emotions of being hooked. This may be the colour of the hook or the colour of the background.



Session 6 – Gary under the spotlight

It is important that the actions and strategies of the perpetrator are examined and that young people and adults are encouraged to put the perpetrator under the spotlight. We need to scrutinise what the perpetrator said, how they controlled the young person, how they groomed them and how they made the young person feel. This session will use extracts from the Chelsea's Choice script to support students in building a description of Gary (Chelsea's perpetrator).

Objective:

To use extracts from the Chelsea's Choice script to explore the techniques, words and actions of Gary (the perpetrator) and how he controlled, manipulated and groomed Chelsea right the way through to the end of the story.

Instructions:

1. Begin the session by asking students to write examples of things that they think a perpetrator of child sexual abuse would say or do to groom a child or young person.
2. Feed back answers from the class and discuss a broad range of possibilities. Facilitate discussion but do not go too far into detail at this point as the exercise will draw a lot of this out in more detail.
3. Photocopy the pages overleaf and cut out the different sections of script so that each group or pair have a couple of sections of the script to explore and work through together.
4. Split the class into small groups or pairs (which ever works better for your group size) and give each group/pair two sections of the script to discuss.
5. Put prompts on the board, on a flipchart or on a worksheet for students to consider and discuss about each script extract:
 - What is Gary saying or doing in this extract?
 - What do you think he really means?
 - How is he manipulating Chelsea in this extract?
 - How do you think Chelsea is being made to feel and why?
 - From this extract, how would you describe Gary's actions, words or behaviour?
 - Create a list of words to describe Gary based on your answers.

Discussion:

The answers to these questions should be varied and interesting depending on the student, the extract and the knowledge they have gained from other sources. Facilitate a larger group discussion about answers and thoughts about each section of the script using the prompts below.

Ensure that the takeaway message of this session is that the focus should always remain on the behaviours and choices of the perpetrator. This is because (as we have seen from this session) the perpetrator goes to a lot of effort and uses a lot of different techniques to control and manipulate their victim. Therefore, victims are not to blame, no matter what they were forced or groomed to do.

Gary: Don't tell me... I bet he said he thought that it was *you* that wasn't ready.
Chelsea: Yeah.
Gary: So your boyfriend thinks you're a kid?
Chelsea: (defensive) He's not my boyfriend/
Gary: Sorry. And you're parents think you're not *mature* enough to be surfing the internet/
Chelsea: (*slightly attacking*) Which every other kid at school is allowed to do/
Gary: And your best friend's on your parent's side/
Chelsea: (*Challenging*) You got it in one/
Gary: I hope you don't mind me saying... but I think they're all idiots

✂.....

Gary: Yeah. (*slight pause*) Me and my girlfriend where supposed go on holiday this week but... she dumped me. I'm just staying out the way whilst she goes round to my flat and picks up all her stuff.
Chelsea: What a gentleman.
Gary: Yeah. That's me.

✂.....

Gary: (*Really excited*) Oh my God! A mate of mine's a photographer. Works with models all the time. Would you like to go out for a drink on Friday night? He might be out, I could introduce you.
Chelsea: Yeah! But I won't get in anywhere.
Gary: (*indicating her*) Course you will, if you're with me. Would your mommy & daddy be ok with that?

✂.....

Gary: (*furious, disappointed*) For God's sake Chelsea! (*pause. Calmer*) How many times do I have to tell you? She's not your mate yeah? She treats you like a (*gently poking her head*) kid! Is that what you are? A (*gently poking her head*) kid? 'Cos if you are then (*slaps her hard across the face*) you can get out! I am not going out with a *child*! I am not working all day trying to get modelling work for a *child*. Do you understand me? (*making to punch her*) Do you get it?
Gary: (*Calm, loving again*) Good girl. You don't need them. You've got me. We've got each other.

✂.....

Chelsea: What we gonna do?
Gary: (*shutting her down*) I don't know. I've got to think. (*self-pity, vulnerable*) This is all my own stupid fault. I'm so sorry to put us in this position.
Chelsea: Is there anything I can do? What can I do? I'm so sorry Gary. It's all my fault/
Gary: /It's not your fault. I didn't have to buy you things did I? It's... it's my fault.
Chelsea: What can we do?
Gary: (*vulnerable*) I don't know. I haven't got the money. I'll just have to take the kicking and when I get out of hospital try and find it somehow.
Gary: (*angry*) She offered to sleep with the guy ok? (*pause, calming*) She... she offered to sleep with the guy.
Chelsea: (*shocked, vulnerable*) And did that... work? Where they.... ok?
Gary: Yeah. But don't even think about it. I won't allow it.
Chelsea: (*scared, vulnerable*) But... I could. I would Gary! For you I would. If it'd help. I don't want you to get hurt.
Gary: No.

Chelsea: Please. *Please* Gary. I want to help. I don't want you to get put in hospital.

Gary: No Chelsea. You can't ask me this. (*indicating her*) It's not fair.

Chelsea: I don't care. I want to. I want to help.

Gary: (*softly, broken*) OK.... Ok.... If you're sure?

✂.....

Gary: (*immediate anger, disgust*) Get off me you dirty cow!

Chelsea: (*panic*) What? What's going on?

Gary: (*anger*) I TOLD YOU! (*cold*) I've got a friend coming round. And tomorrow I've got *another* friend. I've got lots and lots of friends Chelsea and *you* are going to be *friendly* with all of them. You've met some of them. They're photographers. They might want to take your photo too. And you'll let them. You'll let them do whatever they want yeah. You always wanted to be a model.

✂.....

Gary: Chelsea? You just had sex with a man you don't know to pay off a debt and that means you did it for money and that makes you a prostitute. And what about all the booze and the skunk and the pills? You're a drug addict! A prostitute and a drug addict. What will your teachers say about that? What will your friends say? (*slight pause*) What will your parents say? And don't even think about going to the police. It's you they'd arrest not me. It's you that's the prostitute.

✂.....

Chelsea: Please don't tell my mom and dad.

Gary: (*as if she's just given him the idea*) I might visit your mom and dad. Might get one of my mates (*punches his fist into his hand*) **crack** your dad's skull open with a hammer or *surprise* your mum on her way home from work. Give her a good seeing to. Maybe I'll firebomb your house. Watch it go up in smoke.

Chelsea: Please don't.

Gary: **Maybe** I'll go online. Post a couple of them videos of you that we made onto Youtube or something. That'd get people talking.

✂.....

Please cut each section out for this exercise

Section 4: For Professionals

About AlterEgo Creative Solutions

AlterEgo Creative Solutions Ltd is a not-for-profit social enterprise dedicated to using drama and related media to illustrate the narrative around complex social issues.

We have productions that tour throughout the UK and abroad that raise awareness around issues including Child Sexual Exploitation & Grooming, CSE Boys & Young Men, Domestic Abuse & Coercive Control, Safe Internet Use, Hate Crime and Radicalisation & Extremism.

We have also created bespoke training projects (productions and role-play scenarios) for a number of schools, colleges, universities, social service departments, police forces and national/regional charities and service providers.

For more information about any of our projects or to enquire about commissioning work please visit our website www.alteregocreativesolutions.co.uk, email us at alteregocreativesolutions@gmail.com or call our friendly team on 01604 779013

About Safe and Sound Group/JustWhistle

Safe and Sound works to keep children and young people safe from exploitation, sexual violence and abuse. Over the past 14 years, we have gained national recognition for our work fighting child sexual exploitation (CSE).

Safe and Sound:

- Reaches out to those affected by child sexual exploitation by providing one to one and group support to help young people move to a place of physical, mental and emotional safety.
- Equips stakeholders by providing training and resources to facilitate the identification and support of those affected by exploitation, sexual violence and abuse.
- Influences change by using our knowledge and experience to transform policy and opinion.

The training arm of Safe and Sound, JustWhistle, provides specialist training in child sexual exploitation (CSE) for professionals and practitioners working with children, young people and families.

We understand that cost, location of training and the need for tailored training to your organisational needs are all important, which is why we offer a programme of reasonably priced national open CSE training courses in locations across the UK and bespoke CSE training for organisations.

For further information about our student workshops, teacher training courses, research and consultancy for schools, please contact us for a discussion on 01332 362120 or send an email to info@safeandsoundgroup.org.uk

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