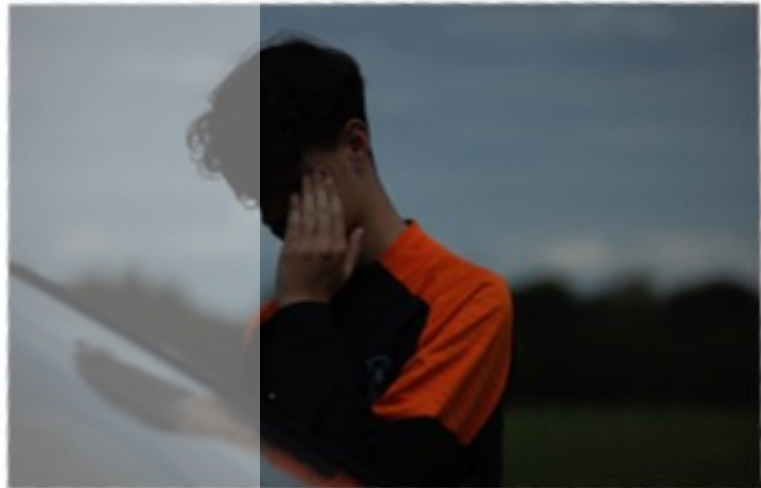


# *Exploitation Lesson Plan*



## *Lesson Plan 2 of 3*



# ***Introduction***

This lesson plan is the second of three focused on exploitation. The lesson plan has been produced by the Essex Violence and Vulnerability Unit.

The Essex Violence and Vulnerability Unit (VVU) undertakes interventions, awareness and education programmes to support young people, families and communities to live positive lives free of violent crime and exploitation.

The VVU, is a multi-agency partnership, bringing together Essex Police, the Police Fire and Crime Commissioner, Youth Offending Service, Probation, Councils and Health to share information, tackle crime and safeguard vulnerable victims across Essex.

These lesson plans have been produced to support professionals to have positive and meaningful conversations with young people related to exploitation. The more informed our children are, the more they are likely to make positive decisions, stay safe and avoid risky behaviours.

The lesson plans are intended to be used in conjunction with the 'Exploitation' video available at:

<https://www.essexvvu.co.uk/exploitation/>

As the facilitator of the sessions, you will be asked to show the video, stop it at key points and then complete activities related to the content shown.

The purpose of all of the sessions is to challenge pre-existing knowledge, change attitudes and opinions and help young people make positive choices and decisions.

A resource sheet is provided at the end of each lesson plan; this can be used to signpost young people to support as required.

# Lesson Plan 2

## Lesson Overview:

This second lesson plan looks at the realities of exploitative relationships.

It focuses on the difficulties in spotting the signs and provides strategies which young people can use to help them recognise if exploitation is taking place.



## Aims and Objectives:

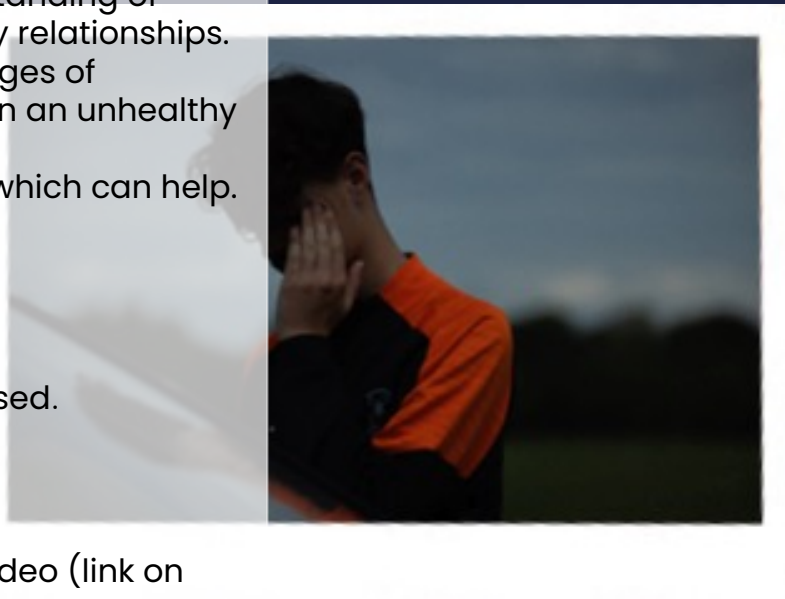
1. To develop an understanding of healthy and unhealthy relationships.
2. To explore the challenges of recognising if we are in an unhealthy relationship.
3. To explore strategies which can help.

## Lesson Type:

Activity and discussion based.

## Materials Needed:

- Essex VVU Exploitation video (link on previous page).
- Whiteboard or flip chart.
- Printing of included worksheet.



## Learning Outcomes:

- Young people are clear on what healthy and unhealthy relationships can consist of.
- Young people understand the difficulties in recognising these factors.
- Young people can describe and apply strategies which can help them recognise unhealthy relationship.



# ***Step 1 - Intro and Activity***

Firstly use the introductory statement below to introduce this session and the subsequent sessions to the group.

*“Today we are going to complete the second of three sessions focused on the realities of exploitation.*

*In the last session we talked about exploitation, what it is, the types of exploitation and the difficulties people experience recognising that they are being exploited.*

*Today we are going to expand this and think about how hard ‘spotting the signs’ might be and what we can do about this.*

*Ok, let’s begin”*

Now provide pupils with the two questions on the next page. You can use this as a worksheet for the groups to complete.

You should aim to allow YP’s around 5mins max to complete this activity as they should remember elements of this from the previous session.

**IMPORTANT** – There is an expectation that young people should remember that both positive and negative relationships often start in the same way as this was covered, albeit briefly, in the first session. This activity is intended as a reminder and to introduce the session.

We have also included a brief explainer on what we mean by relationships in the supporting information section at the end of this lesson plan.

# ***Step 1 - Worksheet***

## **How do relationships start?**

Think of all the things we may see in both positive and negative relationships when these relationships begin.

*How would someone treat the other person?  
What kinds of things would they do?*

**Positive Relationship**

**Negative Relationship**

# ***Step 2 - Activity Feedback***

## ***Discussion - Feedback on Activity***

1. Firstly encourage each group to feedback on how they found the activity and what they identified on their worksheets.

Allow the groups to discuss each others findings and opinions (respectfully) and offer support throughout.

2. After the groups have provided feedback use the following statement to bring this activity to a close and introduce the next activity.

**PLEASE NOTE** – We are expecting that the groups will have identified that whether a relationship is positive or negative it is likely to have started the same way, with support, affection and interest.

*“Thanks for completing the activity and for your feedback.*

*It is a good assumption to have that both positive and negative relationships start the same way but for different reasons.*

*Positive relationships are built on trust, mutual respect and affection.*

*Negative relationships, especially those which are exploitative are anything but.*

*However, to exploit someone you have to win their trust and the reality is people need to present themselves in a certain way to do this.*

*This can make it very hard to see that we may be in a negative relationship until it is too late.’*

## ***Step 3 - Intro to Video***

Firstly use the introductory statement below to introduce this session and the subsequent sessions to young people.

*“To follow on from the activity we have just completed we are going to watch another segment from the video that we started in the first session.*

*I will stop the video at a certain point and we will then complete an activity related to what we have just watched.*

*This is going to ask your opinions on what we have just watched and relate this to the discussions you had in the first activity in this session.*

*Ok, lets get started.”*

Now play the video. You should start the video at:

**1:20**

And end the video at:

**2:19**

# ***Pause 1 - 1:20- 2:19***

Now we have stopped the video we are going to discuss the content with our young people based on the segment of the video they have just watched.

We are going to work through them in order, the key considerations and discussion points for this segment are provided below:

## ***Discussion***

After watching the video segment facilitate a discussion using the key points below, you should work through these in order.

1. The boys in the video are now seeing the impact of the relationships they have with individuals who are exploiting them, but how does the girl in the video feel?
2. Even if she is doing what she is asked and is hoping that the relationship may be 'real' and positive do you think she will have concerns?
3. How do you think that will make her feel? Should we all listen to our feelings? What purpose do they serve?

## ***Statement***

At the end of the discussion read the following statement to the group:

*"It is very likely that she will have feelings that tell her that everything is not ok.*

*We often call these our 'Early Warning Signs' you may have also heard them described as 'Gut Feelings'.*

*They exist to help us manage risk and sometimes we will have these feelings before we have 'evidence' that something is risky.*

*Let's think about these in a bit more depth.'*

# ***Step 4 - Final Activity***

## ***Group activity***

Ask the young people the following questions:

*'Can you think of a time when you had fun but were scared?'*

*(i.e. a near miss, rollercoaster, watching a scary movie)*

*'So where in your body did it feel fun to be scared?'*

Encourage debate amongst the group and list everything young people come up with on the board or flipchart.

You will probably get a list that looks something like:

Heart  
Pumping

Goosebumps

Sweaty  
Palms

Feel sick

Need the  
toilet

Tell the young people that these are *Early Warning Signs*, physical responses that we all get that can be the very first sign that a situation is potentially risky or dangerous.

Reinforce that:

*'By understanding and recognising what our personal EWS are, they can be a really helpful strategy in helping us avoid risky and dangerous situations, recognise risk in relationships and help us stay safe.'*

## ***Step 4 - Final Activity***

Now ask the young people to tell you situations that they might realistically experience, and in which, they may feel uncomfortable, unsafe or scared in the context of relationships where their EWS may be present and what these may be trying to tell us.

Either on the board or flipchart, or in small groups with pieces of paper, ask them to draw all the effects on their body of being in these situations (a body map worksheet which can also be used is included at the end of this lesson plan).

List these on the board or flipchart, some examples are provided below:

- Someone asking you to send them an explicit photo
- Someone asking you to hold onto some money for them
- Someone asking you to drop something off for them

Ask the young people:

- How would you feel in these situations?
- Where would you feel it?
- Would you also have thoughts like “I’m not going to do that”, “why are they trying to make me do this?”...;

# ***Session Close***

We are now going to bring the session to a close. Use the following statement to summarise the learning from the session:

*“We are going to bring things to a close and introduce the next session.*

*Let’s recap on what we have covered today.*

*We have looked at the reality that both positive and negative relationships are likely to start in the same way, this is due to perpetrators of exploitation needing to present in a certain way to win our trust.*

*This reality means spotting the signs can be very difficult.*

*We have started to explore how our feelings can assist us when it come to spotting the signs of exploitation in the context of relationships.*

*Our EWS can be really important in keeping us safe; you should think about your own outside of this session and focus on them when you experience them, they are trying to tell you something.*

*In the next session we are going to think about how we can talk about these issues if we experience them, who we can ask for help and support, and how we can look at for others.*

*Thanks for all your hard work today.”*

# ***Supporting Information***

## **Definition of Exploitation**

Child exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into activities in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator.

## **Types of Exploitation**

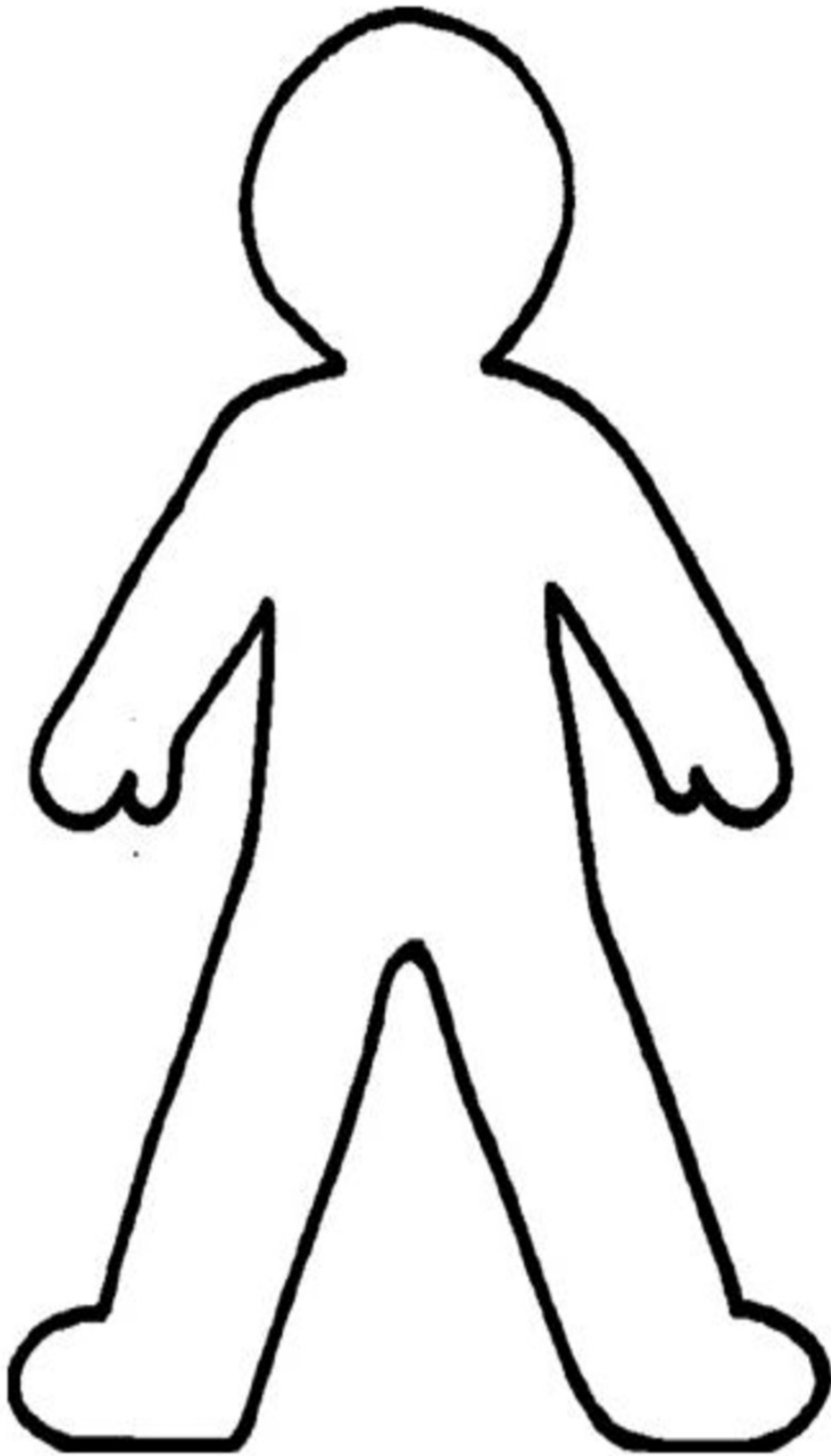
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines Exploitation
- Online (Digital) Exploitation
- Labour Exploitation / Modern Slavery
- Financial Exploitation of Children

## **Who is more at risk?**

Government guidance consistently stresses that:

- Any child can be exploited, regardless of background or apparent resilience
- Vulnerability is often cumulative (multiple risk factors increase likelihood)
- Affluent children and those in “stable” families can still be exploited, particularly in online and peer-contextual environments

# ***Body Map Template***



**External Links:** Below are some links and resources that you might find helpful

**Essex Violence and Vulnerability Unit** works in partnership across Essex to support children, young people and communities to live lives free of knife crime, violence and exploitation – [www.essexvvu.co.uk](http://www.essexvvu.co.uk)

**Fearless** is a site where you can access information about crime and criminality. You can also safely and anonymously report crime – [www.fearless.org](http://www.fearless.org)

**Young Minds** helps young people with their mental health, including coping strategies and support – [www.youngminds.org.uk](http://www.youngminds.org.uk)

**ChildLine** provides free, confidential online and phone support to young people. Their online site also has lots of useful information – [www.childline.org.uk](http://www.childline.org.uk)

**Essex Youth Service** provides information on what there is locally for young people to get involved in – from youth groups to politics, Duke Of Edinburgh to volunteering, work experience to training opportunities – [www.youth.essex.gov.uk](http://www.youth.essex.gov.uk)

**Essex Council of Voluntary Youth Services** can help if you would like to know what youth groups are in your area, and see a map of locations – [www.ecvys.org.uk/youth-groups/](http://www.ecvys.org.uk/youth-groups/)

# *Exploitation*

