



NOT IN OUR COMMUNITY

Lesson Plan: Callum's Story Film Resource



www.notinourcommunity.org

DECEPTION

a NOT IN OUR
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What is Grooming & Exploitation?

These icebreaker activities are introductions to the topic of grooming and exploitation. Often young people have an idea of what grooming might be through learning about staying safe online, however grooming and exploitation in the context of CSE is different.

For this activity, you may want to make a simple PowerPoint presentation to prompt your group or, if you prefer, you could make some handouts.

1. Defining Grooming and Exploitation

- Speaking to the class, ask for a show of hands who has heard of the phrase 'grooming'.
- Ask a few students to explain what they think grooming is.
- Once the class is close to guessing the definition, explain the actual definition of grooming in the context of exploitation:

"Grooming is when someone builds a trust and a connection with a young person so they can manipulate, exploit and abuse them. Grooming can happen over a short or long period of time, from weeks to years! Anybody can be a groomer, no matter their age, gender or race, and grooming doesn't necessarily always take place in private, groomers might build relationships with a young person's friends or family to make them seem more trustworthy and authoritative."

- Once you are confident your group understands the definition, ask them to suggest some tactics that groomers might use to groom their victims.

- | | |
|--|--|
| <input type="checkbox"/> Pretending to be younger than they are | <input type="checkbox"/> Giving attention |
| <input type="checkbox"/> Buying gifts and treats | <input type="checkbox"/> Isolating the young person from friends/family |
| <input type="checkbox"/> Doing fun activities (especially activities young people may not be able to do) | <input type="checkbox"/> Blackmail, shaming and guilt |
| <input type="checkbox"/> Giving advice and understanding | <input type="checkbox"/> Introducing the idea of 'secrets' to control and trap |

Make it clear here that a victim doesn't always understand they are being groomed as the manipulation of grooming can make feelings complicated as a victim might admire and love the groomer as well as fear them, which can be confusing.

What is Grooming & Exploitation?

- Ask your group what they think the signs of grooming might be. Prompt them with the tactics if they need it, asking them what that might look like to them if their mate was being groomed.

- Being secretive about who they're with and how they spend their time (online and offline)
- Having new friends or boyfriend/girlfriend (especially if there are older)
- Having money, new clothes and/or a new phone that that they can't or won't explain
- Drinking underage, smoking or drug taking
- Spending a lot of time away from home, school or friends.
- Obsessively using their phone, especially if they are being secretive over it (or perhaps they could be spending less time on their phone when they would be online).
- Being withdrawn, upset or distressed
- Over sexualised behaviour, using sexual language or understanding sex more than you think is normal for their age.

2. Next, ask the group what they think exploitation may be.

- Similar to the previous activity, ask for the group to suggest what they think exploitation might be.
- Once they are getting close, give them the definition:

Sexual exploitation (or CSE) is a type of abuse. It's when a young person is given things like gifts, drugs, money, status or affection in exchange for performing sexual activities. Often, a victim is tricked into believing they are in a loving relationship through grooming. Anybody can be a perpetrator of exploitation no matter their age, gender or race, and anyone can be a victim of exploitation too.

- Explain that the sexual activities that a young person might be made to do might also happen online, things such as:

- Sending or posting sexually explicit images of themselves
- Filming or streaming sexual activities
- Having sexual conversations through messaging apps

Criminal exploitation (or CCE) is when a young person finds themselves being asked, or forced, to do criminal things for someone else. Whilst initially they may feel part of a group or even a family, over time they will be told that there is no other option, that they owe someone, owe money or should do things out of loyalty.

What is Grooming & Exploitation?

- You may ask your group what they think the signs of exploitation are, or just read them out to the group.

- | | |
|--|--|
| <input type="checkbox"/> Unhealthy or inappropriate sexual behaviour for their age | <input type="checkbox"/> Drinking alcohol, smoking or doing drugs |
| <input type="checkbox"/> Being frightened of people, places or situations | <input type="checkbox"/> Getting STI's, having pregnancy scares or becoming pregnant |
| <input type="checkbox"/> Being secretive | <input type="checkbox"/> Having older friends or an older boyfriend/girlfriend |
| <input type="checkbox"/> Mood swings | <input type="checkbox"/> Staying out, being hungover and skipping school |
| <input type="checkbox"/> Having money or items that they can't or won't explain | <input type="checkbox"/> Going missing for periods of time |
| <input type="checkbox"/> Signs of abuse such as bruises on their body | |

- Explain that any one of these signs could just seem like normal behaviour for a young person growing up. Signs aren't always obvious and may be hidden, but if you spot any worrying behaviour - any 2-3 or more of the above signs - and you are worried about someone you know, then it is worth speaking to a trusted adult about it.

Make sure to use the debrief section (at the end of this document) to explain how to get help if someone in your group is worried about themselves or a friend.

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Callum's Story

Supporting Activities

Callum's story is told from the friend's perspective of someone who has been a victim of grooming and sexual exploitation. It is based on real life events, although details have been changed to protect identities.

The film was co-written and made with young people in the Humber area. The locations and details shown are not intended to represent how and where these incidents took place.

Film Running Time

5 and a half minutes

Advised Session Duration

30 - 50 Minutes

Film Link

https://www.youtube.com/watch?v=DV_EbjNklec
Or search "Callum's Story NIOC" on YouTube

Suggested Follow-up Materials

- Visit www.notinourcommunity.org
- Follow Not in our community on Instagram, Facebook, Twitter, or YouTube.
- Create an e-learning account at NIOC interact at <https://notinourcommunity.org/nioc-interact/>

Closing Message & Accessing Help

Think you or a friend might have been sexually exploited? Want some advice or someone to talk to? Exploitation is never your fault.

If someone is in immediate danger call **999**. If you have concerns about sexual exploitation, you can call the local police on **101**.

For 24/7 free, confidential help and advice you can call or text **116000** a dedicated sexual exploitation helpline run by the Missing Persons Charity.

Alternatively, you could speak with a trusted adult such as a parent, grandparent, carer, teacher, youth, health or social worker, and you can use www.notinourcommunity.org to work out the next steps to take together. There are also local organisations here to help you listed on the "Get help" section of the website.

Callum's Story

1. How did Callum's story make you feel?

2. How did Kim trick Brandon into liking her in the first place?

3. In what ways was Brandon being sexually exploited by Kim?

What was he forced or tricked into doing?

**4. How might it have felt for Brandon when he was being groomed by Kim?
i.e. before he was sexually exploited by her?**

[Please see Grid 1 for examples – you could use these as a full list or cut them out individually. Groups might come up with additional suggestions.]

5. How might it have felt for Brandon once the sexual exploitation started?

[Please see Grid 2 for examples – you could use these as a full list or cut them out individually. Groups might come up with additional suggestions.]

6. How did Kim try to make Brandon feel trapped in the situation?

7. Do you think that this could happen around where you live?

8. How might of Callum been able to help Brandon if he spotted the signs sooner?

[Please see grid 3 for examples – you could use these as a full list or cut them out individually. Groups might come up with additional suggestions.]

Callum's Story

Grid One.

**4. How might it have felt for Brandon when was being groomed by Kim?
i.e. before he was sexually exploited by her?**

Special	Loved	Understood
It was what he wanted	He was in control	She was his girlfriend
Exciting	That he was becoming a man	Like he was being tricked
He couldn't trust Kim	That he was changing	Threatened

Grid Two.

5. How might it have felt for Brandon once the sexual exploitation started?

He owed it to Kim	In power	Scared or trapped
Humiliated or threatened	It was normal	There was no going back
Fun and happy	He wanted out	No-one would believe him
In love	Confident	That it would get better

Callum's Story

Grid Three.

8. How might of Callum been able to help Brandon if he spotted the signs sooner?

Help him to see that what Kim was doing was wrong	Spoke to a responsible adult such as: a parent, carer, teacher, youth, health or social worker	Called 999 if he was in immediate danger
Told him to stop messing	Confronted Kim	Gone undercover to collect evidence against Kim

Callum's Story

After a session learning about exploitation, we recommend debriefing your students about what they have just heard.

Our films can be distressing for some young people so we have tried to categorise lessons appropriate for particular age groups but are aware that how appropriate our content is may differ from person to person. We always recommend reviewing content before showing it to your group.

If a young person in your group is worried by the content they are shown, make sure they can air their concerns and have someone trusted to speak to.

In general, make sure you ask students if they have any questions or worries that they want to share before they leave the session, and make sure they have the opportunity to ask questions in private after the session.

Before the session is over, make sure that your group is aware of the following information about accessing help:

Think you or a friend might have been sexually exploited? Want some advice or someone to talk to? Exploitation is never your fault. If someone is in immediate danger, call **999**. If you have concerns about sexual exploitation, you can call the local police on **101**.

For 24/7 free, confidential help and advice you can call or text **116000** a dedicated sexual exploitation helpline run by the Missing Persons Charity.

Alternatively, you could speak with a trusted adult such as a parent, grandparent, carer, teacher, youth, health or social worker, and you can use **www.notinourcommunity.org** to work out the next steps to take together.

Resources Near You

Find local support services on the 'Who Can Help?' page of the **Not In Our Community website**.