

INTRODUCTION TO GROOMING AND EXPLOITATION

SESSION LEADER NOTES



This interactive presentation aims to help young people understand how grooming and exploitation looks like, with a focus on Child sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Through discussions, learning activities and roleplay, it helps to identify grooming tactics, understand the risks and recognise that young people involved in exploitation are victims needing support. It covers factors that can make a vulnerable person be more at risk of being groomed and exploited, and provides tips on how to reduce the risk or stop the grooming process in the first place. There is also helpful information on how to reach out for help and encouragement to speak to trusted adults.

Recommended for:

Key stage 3, 4 and above

Session duration:

40 – 60 minutes

Learning Points

1. Understanding grooming and exploitation
2. Recognising the process of grooming
3. Seeking help and support

Recommended group rules

- No personal questions or comments.
- Listen to each other.
- Treat each other with respect, even if you disagree.
- Engage with and try to enjoy the learning.

Trigger warnings

This session includes sensitive content around grooming, online exploitation and potential violence, as well as themes around weapons that some may find distressing. We advise reminding viewers of a safe place or places to go if the content causes distress.

Technical requirements

- WiFi connection.
- Ensure Vimeo is not blocked so that videos can be viewed.
- A good standard of audio and visual for the group size.



Where you see the clock, this is an optional activity to make the session shorter or longer.

Content notes

The presentation includes an interactive video, “Chloe’s story”. At the end of each part, students can vote on what happens next, though choices are timed. “Exploited” contains scenes of violence, weapons, and brief depictions of abuse, alcohol, and drug use, which may be distressing for some viewers.

Activity notes

There are various open and closed questions that allow students to call out answers or vote in a true or false quiz setup. On slides 15-17, students will complete sentences, with the correct answers revealed upon clicking. The roleplay activity on slide 33 can be done in pairs or small groups.

Additional resources

There is a 7 and a half minute summary film for parents, carers and adults working in education at www.notinourcommunity.org

Feedback and requests

Please send any comments and suggestions to: mail@notinourcommunity.org