

Module 3 • Lesson Plan • Year 8

My Strong Future Self

A note to the educator

Welcome to our third lesson plan in this To Future Me Series. In this lesson, we address a critical topic: how individuals can manipulate trust and vulnerability in relationships. In this lesson, we'll explore discussions, activities, and self-reflection techniques tailored to help our students spot warning signs, stay safe, and protect themselves specifically from grooming's harmful effects. Together, let's empower our students to build a future marked by safety, self-awareness, and resilience. Join us as we guide our Year 8 students through the exploration of grooming awareness.

How to use this resource

1

Starter activity before the online module

Complete this first to set the scene and gauge prior knowledge before students tackle the module content.

2

Students complete the online module

Learners work through the self-paced To Future Me content.

3

Plenary activity after the module

Review and consolidate the learning, gauge students' confidence, and clarify any misunderstandings.

4

Optional additional activities

Dive deeper via homework tasks, independent study projects or further classroom discussion.

Materials required

Grooming bus stop:

- Printed scenarios related to grooming (print-out resource on page ..)
- Tables or designated areas for each "bus stop" around the classroom.
- Paper and pens/pencils for each group to jot down observations.
- Timer or clock to signal rotation between "bus stops."

Peer teaching presentations:

- Presentation materials (poster boards, markers, digital devices for multimedia presentations).

How can I protect myself from grooming checklist:

- Paper or digital documents for checklist creation.

The stages of grooming pyramid:

- Printout or drawn diagram of the stages of grooming pyramid.
- Pens/pencils for brainstorming session.

Overview of module:

In this module, students will learn about grooming. Grooming is when someone tries to gain trust with a young person or their family to prepare the young person for later sexual activity. We'll talk about the behaviours groomers use and how grooming happens in stages. We'll also discuss signs that someone might be grooming, like keeping secrets or crossing personal boundaries. Students will learn how to protect themselves and their friends by setting boundaries, talking to adults they trust, and being open about safety.

Topics covered in the online module:

- | | |
|-----------------------------------|---|
| 3.1 What is grooming | 3.4 Red flags |
| 3.2 Grooming behaviours | 3.5 Protecting myself and others from grooming |
| 3.3 The stages of grooming | |

National curriculum mapping

These topics are covered under the Health and Physical Education learning area. Specifically, they align with the content descriptions related to personal, social, and community health.

AC9HP8P04 Interacting with others:

Examine the roles of respect, empathy, power and coercion in developing respectful relationships

AC9HP8P06 Interacting with others:

Analyse factors that influence emotional responses and devise strategies to self-manage emotions

AC9HP8P07 Interacting with others:

Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent

AC9HP8P08 Making healthy and safe choices:

Refine protective behaviours and evaluate community resources to seek help for themselves and others

AC9HP8P10 Making healthy and safe choices:

Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing

Key Themes & Concepts

Key themes and concepts covered in online content for you to be aware of and reinforce with learners.

- What is grooming? We define what grooming is and the fact that it can happen both in person and online: grooming is when someone tries to build trusting relationships with a young person or their family to prepare the young person for sexual activity at a later stage. It can seem like a safe relationship to the young person, but groomers are very skilled at trying to make young people feel comfortable so that sexual abuse can happen.
- Red flags: Red flags can be really difficult to identify which is why we re-iterate the importance of being aware of what might be a red flag for a friend or someone you know who may be experiencing a difficult situation. Some red flags are featured on the right side of this page.
- Protecting myself and others from grooming: Groomers can be found in face-to-face and online environments. Social media has become a common place for groomers to identify and begin to groom young people. Students are reminded that it is important to always consider their safety and think twice about any behaviours they are uncomfortable with.
- How can I help myself: We reiterate some of the messages from the first module, My Safe Future Self, by emphasising the importance of seeking help, and the value of being able to recognise your own warning signs. We reinforce the following; trust your feelings; if it feels wrong it probably is.
- Grooming behaviours: There are multiple manipulative techniques that groomers will use to gain the trust of their victims. It's important for the students to be aware of the many manipulative behaviours the groomers may use as they can be incredibly subtle and minor actions to gain the young person's trust. The behaviours we discuss are:
 - Using other young adults to access young people
 - Making you feel guilty
 - Giving you gifts or money
 - Isolating you from your friends/family
 - Making you feel like you are all alone
 - Encouraging you to break the rules
 - Asking you to keep secrets
 - Making you feel like it's your fault
 - Pretending to be your friend
 - Asking you to sext or show you porn
 - Threatening or intimidating you
 - Touching you in an inappropriate way
- The stages of grooming: There are 6 stages of grooming which the abuser will complete to manipulate the victim. Stages of grooming described can differ depending on the organisation. The diagram below is presented to further understand the stages of grooming.

Lesson plan

1. Starter activity: Pre To Future Me - Grooming bus stop

Pre-module - 10 min

Explain to the students that they will be embarking on a journey to explore "grooming" at different "bus stops" around the classroom.

1. At each "bus stop," students will encounter a different scenario [SW1] related to grooming.
2. Instruct students to observe the scenario presented at their "bus stop" and discuss the following within their group:
3. What do they notice about the situation?
4. How do they think the individuals involved might feel?
5. What actions could be taken to stay safe in such situations?
6. Encourage students to jot down their thoughts and observations
7. After 5-7 minutes, signal for the groups to rotate to the next "bus stop" in a clockwise direction.
8. Repeat the discussion and reflection process at each "bus stop" until all groups have visited each scenario.
9. Reconvene the class and facilitate a brief discussion to share key insights and observations from the activity.

2. Module 3 Completion

Online Module - 25-35 mins

Students complete the online Module 3 content at their own pace.

3. Plenary activity: A Grooming Bus Stop revisited

Post-module - 10 min

1. Revisit the scenarios presented during the initial activity.
2. Facilitate a guided discussion session where students can reflect on what they've learned throughout the module. Encourage them to share insights, observations, and any changes in their perceptions or understanding of grooming behaviours.
3. Encourage students to apply the knowledge and skills they've gained from the module to analyse the grooming scenarios presented earlier. Prompt them to identify specific grooming behaviours, recognise warning signs, and discuss appropriate responses in each scenario.

Optional Additional Activities:

Peer teaching presentations:

10 mins

Allow students to express their understanding of grooming by preparing a short presentation, poster, infographic, podcast, or short video to share with their peers. Encourage them to convey key messages, raise awareness, and promote positive behaviours related to recognising and responding to grooming.

How can I protect myself from grooming checklist:

10 mins

Ask students to create their own checklist of actions and behaviours that can help protect them from grooming. They should be specific about the red flags to look out for and the actions they can take to protect themselves. For example, "I will be cautious about accepting gifts or favours from strangers" or "I will not engage in private conversations with people I don't know well online."

The stages of grooming pyramid:

10 mins

Using the stages of grooming pyramid: (print-out resource on page ..), brainstorm with students the grooming behaviours that might fit into each stage of grooming. You may choose to print this out or draw it up on the board. It may be helpful to prompt students to think of what a groomer might say in a particular stage, for example: 'you're so much more mature than your friends' may fit into the isolate stage of grooming. Remind students that being able to identify the stages of grooming, and some key grooming behaviours, is an excellent way to protect themselves.

Discussion: What are some red flags within an online environment? Are they different?

10 mins

Prompt students to think about why a groomer may choose an online environment to target their victims. The stages of grooming may take place over a very short period in an online context. Some red flags may be: you haven't met them in person, their profile looks abnormal, they ask for personal information, they ask personal questions, they become upset or angry when you stop messaging them.

Module 3 glossary

Key terms from Module 3 - helpful for confidently addressing sensitive topics.

● Fill a Need

Using the understanding of the young person's needs the groomer will fulfil those needs to make the young person feel dependent on the groomer. This may involve giving gifts, compliments or spending time with them.

● Grooming

When someone tries to build trusting relationships with a young person or their family to prepare the young person for sexual activity at a later stage. It can seem like a safe relationship to the young person, but groomers are very skilled at trying to make young people feel comfortable so that sexual abuse can happen. Grooming can happen online or in person. A groomer can be any gender, a friend, family member, stranger or someone with a professional, coaching, religious or caring role. Most of the time, grooming is focused on young people who are under the age of consent – this means it isn't just very wrong, it is illegal.

● Grooming Behaviours

Manipulative behaviours that the groomer uses to gain access to a potential victim, to gain their trust and reduce their risk of being caught.

● Identify

A groomer often observes potential victims and then selects them based on ease of access to them or their perceived vulnerability.

● Isolate

A groomer will use the special relationship with the young person, to find opportunities to be alone with them and gradually isolate them from the people that care for them.

● Gain Trust

A groomer will spend time getting to know the young person that they are trying to groom so that they can fulfil their needs and gain their trust.

● Maintain Control

The groomer will use the young person's trust to keep them quiet about the inappropriate behaviours and may threaten the young person as a way to keep control of them.

● Red Flags (grooming)

The signs of grooming that can sometimes be tricky to spot. You might recognise one of the stages of grooming or a grooming behaviour. It's important to seek help for yourself or someone else if you think that grooming might be happening.

● Sexualise

A groomer will begin inappropriate, sexual behaviours with the young person, including sexting, viewing porn and sexual touch.