

*This session plan, based on the story of a boy being groomed online, allows young people to explore issues around making friends online and the risks of grooming. An alternative session based on a story with a female lead is available for the film 'Clare thought she knew'.*

*An optional extension activity detailed in this plan enables young people to compare and contrast the two films, eliciting valuable insights into the nature of grooming, different ways in which offenders present themselves, and the fact that it can happen to both boys and girls.*

## **Aims:**

- To identify opportunities and risks for young people using social media.
- To explore the ways an offender might try to make a young person feel special in order to persuade them to do what they want.
- To select the best advice for young people about staying safe when chatting online.
- To learn how to get help if anyone makes you feel uncomfortable online.

**Preparation:** Download the Powerpoint presentation accompanying this session, and a copy of the film 'Tom's Story'.

## **Instructions:**

Split young people into pairs and ask them to label themselves as person 'A' and person 'B'.

Read the following statements and use the questions as a basis for discussion. Ask person 'A' to think and write down the answer to questions labelled 'A' and person 'B' to think and write down the answer to questions labelled 'B'. Pairs should then discuss what they have written:

- **Tom is 12. He has internet access in his bedroom. He often goes online and talks to his school friends.**
  - A. What could be good about this?
  - B. What could go wrong?
- **He also enjoys going onto sites where he can chat with people he doesn't know in the real world.**
  - A. What could be good about this?
  - B. What could go wrong?

- **He makes friends with a guy who says he's called Jack. He likes chatting to Mark online about football. Jack says he lives nearby.**

- A. What might Tom be thinking and feeling at this point?
- B. You are Tom's friend, what are you thinking?

- **One day when they are chatting online, Jack asks Tom if he wants to meet up and go football training together.**

A&B. What should Tom do? *Elicit: he should tell an adult he trusts before arranging to meet up with anybody he meets online*

Tell students that luckily that is what he did, but that they are going to watch a film which imagines what might have happened if Tom didn't tell an adult he trusts.

### **WATCH 'TOM'S STORY'.**

Ask students if they have any questions about the film, and use this to start a discussion.

Ask each pair to come together with another pair and work together to answer the following:

What things did Jack say and do to make Tom do what he wanted?

What were his reasons for doing this?

What other ways might someone try to make another person feel special? *[elicit responses such as sharing all of their interests, telling them to trust them, treat them like a grown up, encourage them to keep secrets]*

In their groups, ask students to go to the 11-13 section of Thinkuknow.co.uk and click on 'Need Advice' then 'Online friends'. Ask them to read the information and choose the five best pieces of advice for someone of Tom's age who likes chatting online.

Take feedback from the class, write all advice up on a board and then as a whole group, vote on your top 3 pieces of advice. Close the session by reminding young people how to report abuse using the ClickCEOP button at [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre) as shown in the film.

### **Extension:**

Screen the alternative film, 'Clare thought she knew'. Whilst watching the film, ask young people to think about the similarities and differences in the way that trust is developed between the offender and young person. *[Elicit similarities: e.g. compliments, common interests, misleading photos; and differences: e.g. persona adopted by the offender, one arranges to meet in a public place while the other is a private place, etc.]*