**FACILITATORS NOTES**

**Session Eleven: To Tell or Not to Tell**

Key Stages 3 and 4

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| OVERVIEW: | This session will trace the journey from grooming to exploitation by examining Beth and Harry's relationship.  It is an interactive session and covers a sensitive subject matter. There are some facilitators notes provided and it is recommended that anyone delivering this session completes the e-learning Child Sexual exploitation course.  This can be accessed online at <http://cypvle.lancsngfl.ac.uk>.  The course is a basic introductory course and will take about 30 minutes to complete.  Notes for: Improvisation  In a tableau, participants make [still images](http://dramaresource.com/strategies/still-images-a-freeze-frames) with their bodies to represent a scene. A tableau can be used to quickly establish a scene that involves a large number of characters. Because there is no movement, a tableau is easier to manage than a whole-group improvisation – yet can easily lead into extended drama activities. It can be used to explore a particular moment in a story or drama, or to replicate a photograph or artwork for deeper analysis.  How do you do it?  Students stand in a circle, or around the performance area and a theme is given.  One by one, they step into the space and establish still images in relation to one another until the tableau is complete. At this point, [thought tracking](http://dramaresource.com/strategies/thought-tracking) can be used to find out more about each of the characters.  The scene can also be brought to life through improvisation, with the teacher clapping her hands to signal the beginning and end of the action.  Once students are familiar with the technique, they can also work in small groups on different aspects of a theme.  The class can discuss each group’s tableau in turn, mentioning what they can see happening, what they would like to know more about and what they think could happen next. Afterwards, each group can comment on how these viewpoints compared with their initial intentions. |
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| LEARNING OBJECTIVES: | *SKILLS*   * Counter and challenge unwanted pressure * Recognise the initial signs and symptoms of stress in themselves and others, and have strategies for preventing and reducing it * Recognise when others are taking advantage and resist it * Resist pressure to behave in a way which would make them feel uncomfortable * Challenge offending or unfair behaviour in others   *KNOWLEDGE*   * See themselves through other people's eyes * Know that there are different social norms in society today in sexual relationships and family life * Understand the pressures on relationships and the changing nature of them * Have a sense of their own identity and know the roles they have and want to have * Understand what exploitation in relationships means   *ATTITUDES AND VALUES*   * Be positive about the control they have over their own behaviour * Consider whether personal values and attitudes have to be the same as other people’s * Have concerns for friend's and other's wellbeing * Think about how far they can, and should, be responsible for others. |
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| PSHE Key Concepts | **Personal Identities**   * Understanding that identity is affected by a range of factors, including a positive sense of self * Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem * Understanding that self-esteem can change with personal circumstances such as those associated with family and friendships   **Healthy Lifestyles**   * Recognising that healthy lifestyles and the well being of self and others depend on information and making responsible choices * Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened * Dealing with growth and change as normal parts of growing up   **Risk**   * Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. * Appreciating that pressure can be used positively or negatively to influence others in situations involving risk * Developing the confidence to try new ideas and face challenges safely individually and in groups   **Relationships**   * Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised * Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups teams and communities is important. * Understanding that relationships cause strong feelings and emotions   **Diversity**   * Appreciating that in our communities there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation * Understanding that all forms of prejudice & discrimination must be challenged at every level in our lives |
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| YOUNG PEOPLES SERVICE | **CURRICULUM TOPICS**   * **Alcohol** * **Crime** * **Harm Reduction** * **Illegal drugs** * **Impact on relationships, sexual health** * **Impact on personal safety** * **Peer pressure and belonging** * **Physical health** * **Role of media** * **Law and consequences for young people** |
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