

## Module 2: Human Trafficking and Healthy Relationships

### He Loves Me, He Loves Me Not

**Target Group: Mixed Gender, aged 11-13**

Cut out the statements below and ask students to make two lists; 'He Loves Me' and 'He Loves Me Not'. You will need one set for each group of students.

MAKES ME FEEL SAFE	TREATS ME AS AN EQUAL
MAKES ME FEEL COMFORTABLE	RESPECTS MY FAMILY
LISTENS TO ME	ACCEPTS ME AS I AM
VALUES MY OPINION	TRIES TO CONTROL ME
SUPPORTS ME IN WHAT I WANT TO DO	GETS VIOLENT
LOSES HIS TEMPER QUICKLY	IS TRUTHFUL WITH ME
ALWAYS BLAMES ME	TRIES TO UNDERSTAND HOW I FEEL
LIKES THAT I HAVE OTHER FRIENDS	SEXUALLY DEMANDING

EMBARRESSES ME IN FRONT OF OTHERS	HITS ME
ALWAYS 'CHECKING UP ON ME'	MAKES ME CRY
TAKES MY MONEY AND OTHER THINGS	THREATENS TO LEAVE ME IF I DON'T DO AS I'M TOLD
TEASES, BULLIES AND PUTS ME DOWN	CONTROLS HOW I DRESS
TRUSTS ME	MAKES ALL THE DECISIONS
MAKES ME LAUGH	KEEPS ME FROM MY FRIENDS AND FAMILY



## Module 2: Human Trafficking and Healthy Relationships

### Alternative True Stories: Girl 3's Story

Facilitator to read out story in steps as an alternative to the Oxford video clips if more appropriate for group and age.

**NB:** Please explain to students that this was a real case in Oxford. The girl has been given a name here, but this is not her real name. In the media and in court she was referred to as 'Girl 3' to protect her identity.

At the end of the exercise, please tell students that eventually the police became aware of what was happening to Girl 3 and five other girls. The men were not real friends or boyfriends but they were working together as part of an organised gang to abuse the girls and to exploit them for money. The girls went to court and gave evidence via a video link, which resulted in several of the men being jailed for life. Discuss any questions that arise from the young people.

#### Footstep 1

Mandy is from Oxford. When she was twelve, she got chatting to a guy in the park. He was a lot older than her, but he was really friendly and caring and she felt like she could talk to him about anything. Little by little, the friendship between them grew until finally Mandy became his girlfriend. **Place footprint on the floor and take step forward.**

#### Footstep 2

He paid Mandy lots of attention, giving her compliments and presents. As their relationship developed, Mandy saw less and less of her friends and even missed school to spend time with her boyfriend. When he introduced his friends to her, she was happy to meet them, as she thought that they would be fun, kind and caring, just like him. **Place footprint on the floor and step forward.**

#### Footstep 3

Mandy met up with her boyfriend and his friends often and soon they became her friends too. Sometimes they would give her alcohol and even drugs. As she became more and more addicted to the things they were giving her, Mandy started to miss a lot of school. At this point, her boyfriend asked her for a favour, to sleep with other men in return for the drugs and alcohol that she now depended on. She didn't want to do it, but she felt like she had no choice and her boyfriend got angry when she tried to say no. **Place footprint on the floor and step forward.**

#### Footstep 4

Mandy was sent to guest houses around Oxford, and in other cities too, to sleep with men she had never met before. Sometimes she was away for days at a time and she didn't always remember what had happened due to the alcohol and drugs. She was barely going to school and spent a lot of time away from home. Her boyfriend and his friends' behaviour had totally changed by this point and they beat her and sexually attacked her, to make her do what they wanted. They also threatened her family. She was too terrified to refuse or run away and part of her still loved the man she believed was her boyfriend and the people she thought were her friends. She couldn't believe that they would want to hurt her. **Place footprint on the floor and step forward.**

## Module 2: Human Trafficking and Healthy Relationships

### How Risky?

**Target Group: Mixed Gender, aged 11-13**

GETTING INTO A CAR WITH SOMEONE YOU KNOW	UNPROTECTED SEX WITH SOMEONE YOU DO KNOW
GETTING INTO A CAR WITH SOMEONE YOU DON'T KNOW	GETTING A TAXI ALONE
ACCEPTING A DRINK FROM SOMEONE YOU DON'T KNOW	GETTING A TAXI WITH FRIENDS
GOING TO A HOUSE YOU HAVEN'T BEEN TO BEFORE	ACCEPTING GIFTS FROM SOMEONE YOU HAVE JUST MET
MEETING SOMEONE YOU KNOW	GIVING SOMEONE YOU DON'T KNOW YOUR MOBILE PHONE NUMBER
MEETING SOMEONE YOU DON'T KNOW	PUTTING YOUR MOBILE NUMBER ON A SOCIAL NETWORKING SITE E.G FACEBOOK
KISSING SOMEONE YOU DON'T KNOW	GOING TO A PUB / NIGHTCLUB IN YOUR OWN TOWN
GOING TO A HOUSE YOU HAVE BEEN TO BEFORE	GOING TO A PUB / NIGHTCLUB IN A DIFFERENT TOWN
KISSING SOMEONE YOU DO KNOW	TALKING TO SOMEONE YOU DON'T KNOW
UNPROTECTED SEX WITH SOMEONE YOU DON'T KNOW	PROTECTED SEX WITH SOMEONE YOU DON'T KNOW



## Module 2: Human Trafficking and Healthy Relationships

### **Diversion Activity, Jasmine Facilitator Notes**

#### **Target Group: Mixed gender, 11-13years**

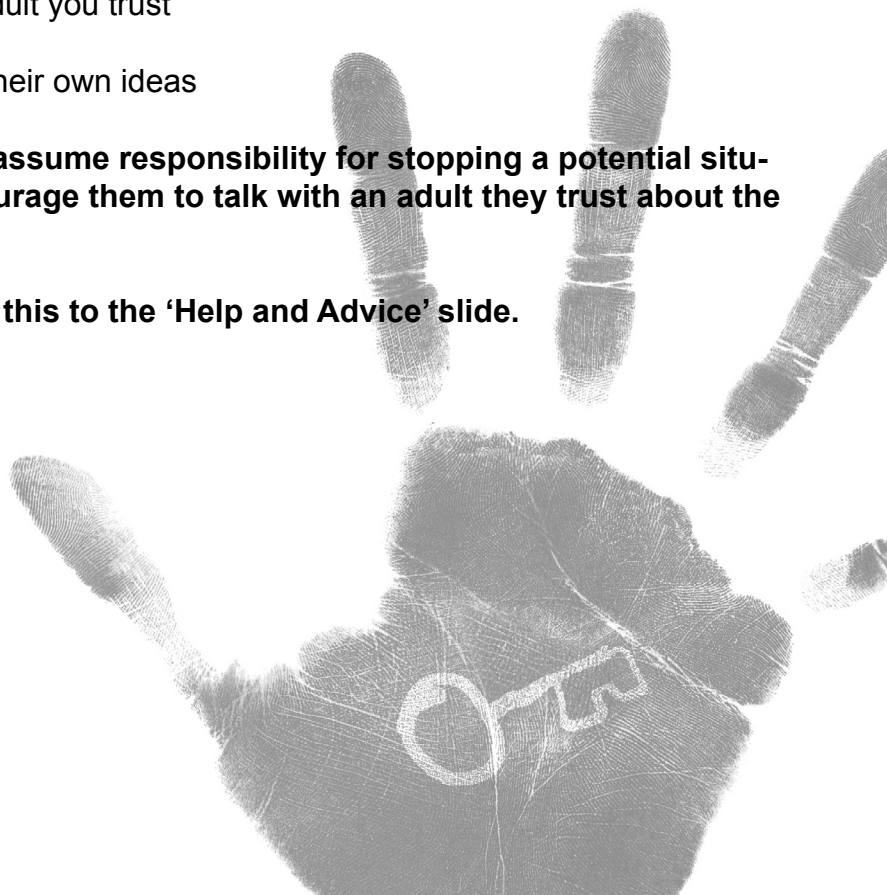
If you have a volunteers/teaching assistants helping with the lesson ask them to read the part and place a footprint on the floor at the appropriate point (see script). If not, the facilitator should tell story in the third person.

**NB** please do not ask students to read the role as the content is not appropriate for them to re-enact.

- ☐ Get the students into groups and hand out a set of diversion cards to each group.
- ☐ Re-tell the story and ask the students to call out “Stop!” when they would like to play a diversion card.
- ☐ Once the students have interjected with a diversion card, discuss the pros and cons of that particular action. Use extra footprint cards to show diversion out of exploitation.
- ☐ Provide packs of diversion cards with the following actions on them:-
  - Talk to Jasmine about why you are worried about her
  - Talk to another friend who knows Jasmine
  - Talk to a youth worker or community worker
  - Talk to a teacher or another adult you trust
  - Call Childline for advice
  - Action – students to suggest their own ideas

**NB: Ensure young people do not assume responsibility for stopping a potential situation of exploitation. Instead encourage them to talk with an adult they trust about the situation.**

**After the activity is completed link this to the ‘Help and Advice’ slide.**



## Footstep 1

My friend Jasmine and I don't see each other as much as we used to. Now we only meet up for a drink every now and again. We always used to stay over at each other's, but now she's got these new friends, she doesn't really want to hang out much anymore. **Place footprint on floor and step forward.**

## Footstep 2

She's got this new boyfriend that she met at a club about a month ago. She's only 19, but he's 36 and she's really into him. She never stops talking about him and how great he is. She does whatever he says. I think he must have loads of money because he bought her a new iPhone last week and he's always buying her new clothes. He keeps messaging and texting her, telling her how beautiful she is and how much he loves her. **Place footprint on floor and step forward.**

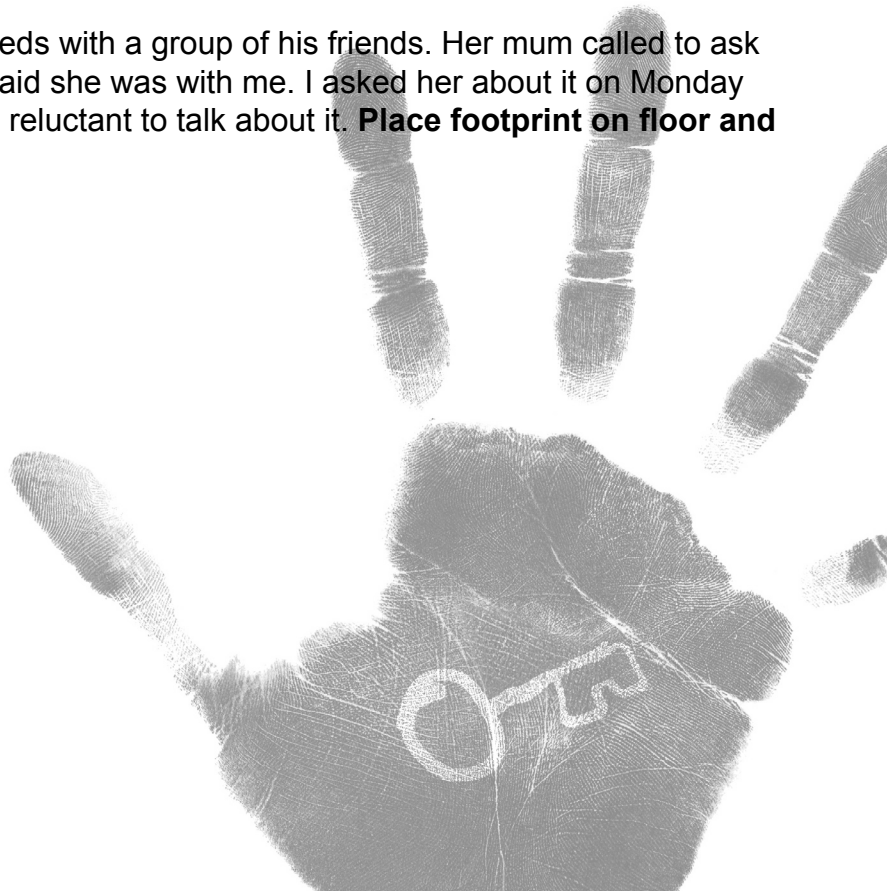
## Footstep 3

I'm really worried. Last time we met up she was upset because he had shown some of his friends some pictures that she had sent him of herself with hardly any clothes on. I didn't really know what to say to her; she seems to have really changed. She's even started smoking drugs, which he gives her for free.

I bumped into her mum at the shops the other day and she said that Jasmine is hardly ever at home and is always staying over at her boyfriends', which just isn't like her! When we do go out, she's always getting picked up by different cars, so we don't get the bus together anymore. I asked who all the different people in the cars were and she said they were his friends. She says that all his friends are really easy to talk to and they really get her. Her boyfriend wants to take her away for the weekend and she is always going to parties with people older than her and she never invites me. She seems to get on with them better than she does with me now. **Place footprint on floor and step forward.**

## Footstep 4

At the weekend she went away to Leeds with a group of his friends. Her mum called to ask where she was so I lied for her and said she was with me. I asked her about it on Monday but she just seemed really angry and reluctant to talk about it. **Place footprint on floor and step forward.**



DIVERSION

TALK TO JASMINE ABOUT  
WHY YOU ARE WORRIED  
ABOUT HER



DIVERSION

TALK TO ANOTHER  
FRIEND WHO KNOWS  
JASMINE

DIVERSION

TALK TO A YOUTHWORKER  
OR COMMUNITY WORKER

DIVERSION

TALK TO A TEACHER OR  
AN ADULT YOU TRUST

DIVERSION

CALL CHILDLINE FOR ADVICE

DIVERSION

YOUR IDEA/SUGGESTION

## Module 2: Healthy Relationships and Human Trafficking

### For Teachers: Follow-Up Activity Suggestions

**Below are some suggestions of activities for young people to engage in as follow-up activities.**

**Target Group: Mixed Gender, 11-18years**

#### 1) Make a Poster

- Students create a poster about the features of a healthy relationship, compared with an unhealthy one. The class could also be split in half with the other half producing a poster about the signs of grooming/unhealthy relationships.

#### 2) Get Creative

- Students produce a creative response to their session by writing a poem/song/rap about healthy and unhealthy relationships and where to go for help.

#### 3) Memory Game

- Students are challenged to memorise as many of the signs of grooming/unhealthy relationships as possible, with a prize for the pair that remembers the largest number.

#### 4) Blog Entry

- Students write a blog entry about their session, recounting what they have learned about healthy vs unhealthy relationships, ways to protect themselves, their friends, and people they can go to for help.

#### 5) See What Help is Available

- Students can visit the Childline website:  
<http://www.childline.org.uk/pages/home.aspx> and discuss in class what they thought about the site.

