

Murder Games

The Life and Death of Breck Bednar

Clip 1 - Grooming: spotting the signs

Themes: grooming, online relationships, personal safety, getting help

Watch **Clip 1, Grooming: spotting the signs**, alongside the **Student Notes** for this film

Activity 1: What is grooming?

Before viewing the clip, students can work in small groups to come up with their own definition of grooming.

The NSPCC gives the following definition of grooming on their website:



Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

Groomers may be male or female. They could be any age.

Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Activity 2: How can you spot the signs?

After viewing **Grooming: spotting the signs**, ask students to work in groups to list any warning signs they can see that grooming was taking place before feeding back to the whole class for discussion.

Are all cases of grooming the same?

Students should also think about warning signs that were not present in this case, but are also important to look out for.

Some common signs of grooming

Flattery: An abuser will do whatever they can to make someone feel special, including flattery and buying them gifts. It's harder to think critically when someone is praising you.

Sexual chat: Abusers may try to get young people to talk about sex, often very quickly. Remember that it's against the law for an adult to have sex with anyone under 16.

Sharing intimate pictures: Once private pictures have been shared online they can be copied and shared. Some abusers may threaten to show images to others if young people don't do what they want - this is blackmail and a crime.

Chatting privately: When chatting privately, add new people to your social networks with caution. It's a good idea to question the motives of anyone requesting a private chat.

Keeping secrets: Abusers might ask for their conversations to be kept secret and tell the young person that they will be in trouble if they confide in others about the chats.

Mood swings: People who abuse try to control young people by flattering them and giving them lots of attention. If young people don't do what they want, they take that away or suddenly become very nasty.

Broken webcam: It is easy to record and fake a webcam feed. What you see is not always the person at the other end. Never webcam with a stranger with a broken webcam, they may be pretending to be someone they are not.

You can find out more about spotting the signs of grooming on CEOP's Thinkuknow website: www.thinkuknow.co.uk/14_plus/need-advice/online-grooming/

Students should be encouraged to think about internet relationships and think about the

Activity 3: Online relationships

positives and negatives associated with a relationship online.

Are people always who they say they are online?

It is easy for someone to post fake photos, stream a fake webcam feed, or learn about you and your friends online so that they can pretend to be a friend of a friend. Always check with other friends that know them in the real world.

Is it okay to get personal with someone you only know online?

In groups, students can list personal information that they feel it is safe to share online, and personal information they don't feel it is safe to share online.

CEOP recommends that you should keep everything private. Do not share personal information like your phone number, address or school with someone you've met online.

Many apps allow you to share your location – it is never a good idea to share your location with someone you've only met online.

If you are not sure about what to share, ask yourself what someone might need the information for?

Regardless of how well you think you know someone, meeting someone you've met online but do not know in real life is always risky. Taking a friend could put them at risk as well. If you do meet up, take a trusted adult and meet in a busy public place.

Teachers: Key themes and questions

You should always assume that some children in your class may have experienced behaviours similar to those being discussed. Therefore, it is not appropriate to ask how they might feel personally, but rather how they think Breck might have felt, his friends might have felt, or someone of a similar age might have felt. Useful questions might include:

Breck and Lewis

- How would you describe Breck?
- How would you describe his relationship with Lewis?
- What do you notice about Lewis's behaviour towards Breck at the beginning?
- What changes about Lewis's behaviour towards Breck?

Getting Help

2.
 - What do you notice about Lewis's behaviour towards Breck at the end?
 - Were there any warning signs in Lewis's behaviour?
 - Does Breck feel as though he has anywhere to turn?
 - Why might Breck decide to go and meet Lewis?
 - What should Breck have done differently?

Online Safety

- Can you always trust the information you are given about someone online?
- Is someone always who they say they are online?
- How much information is it safe to share with someone you only know online?
- What is grooming?

Sources of help and advice

CEOP - The Child Exploitation and Online Protection Centre is the UK's national law enforcement agency that focuses on tackling the sexual abuse of children. They have a facility for reporting abuse directly via the CLICK CEOP button on their website.

ceop.police.uk

CEOP Thinkuknow

Thinkuknow is an education initiative by CEOP providing a wide range of resources for young people and those who work with them.

www.thinkuknow.co.uk

ChildLine

Free helpline and website for young people who are worried about anything, including grooming and exploitation.

www.childline.org.uk

Call 0800 1111 (this number will not show up on a phone bill)

The Breck Foundation

Raises awareness about playing safe whilst using the internet. A resource for parents and children to "Play Virtual / Live Real."

www.breckbednar.com