**Teaching Topic: Online Child Sexual Grooming**

**Introduction**

Adolescents generally enjoy online games or socializing, but the online world is fraught with dangers, with cases involving 'online sexual grooming' crimes frequently occurring. If teachers and guardians can help young people to improve internet safety awareness and prevent problems before they arise, it can greatly help youth to avoid the traps of sexual grooming. This teaching plan aims to assist teachers in explaining the means used by sexual offenders and the severe legal consequences of such crimes, thereby teaching students how to protect themselves and stay away from the harm of sexual grooming.

**Highlights**

* Objectives:

1. Knowledge: Understand the definition of online grooming, recognize related crimes, legal consequences, and legal responsibilities.
2. Emotion: Consider the impacts of online sexual grooming crimes on individuals, families, and society.
3. Intention: Internalize the knowledge to increase awareness and responsibility in online social interactions.
4. Action: Demonstrate behaviors through extended activities to practice safe internet behaviors.

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| **Content** | **Key points** |
| **The day before class** | |
| Set up Google Form “Internet Usage Questionnaire Survey” in the Google Classroom. | * Get an overall view of students' initial knowledge of internet dating and its potential risks. * Stimulate students' interest in thinking about the topic of online grooming. * Collect students' real experiences and viewpoints to provide data support for classroom discussions. |
| **During the class** | |
| **Part 1: Introducing the theme (5 min)**  Presents the results of the "Internet Usage Questionnaire," highlighting student is one of the high-risk group for encountering online grooming. The teacher then introduces the definition of online grooming, deceptive methods, and high-risk platforms, and uses news reports to enlighten students on the dangers of the internet, emphasizing the importance of increasing vigilance. | * + Sex offenders communicate with minors through the internet to gain their trust, with the ultimate goal of sexually assaulting the victims.   + Messenger apps, social media platforms, and mobile game applications can all become tools for sexual grooming.   + Data reflects the high incidence and seriousness of online grooming.   + Raise vigilance and recognize the potential risks of the online world. |
| **Part 2: Video playing and discussion (5 min)**  Play the video and through case analysis, introduce deceptive tactics in online grooming and ways to cope with them. Teacher can pause the video midway to allow students to reflect on how to refuse unreasonable requests, become aware of common deceptive methods, and identify potential dangers. | * + How to refuse unreasonable intimate requests from partner.   + Scammers exploit the victim’s trust, emotional needs, or fears to coerce them into compliance.   + Learn to identify the tactics used by deceivers, such as emotional blackmail, threats, or monetary inducements.   + Seek help immediately and preserve evidence. |
| **Part 3: “Solidify” and “Freeze” role play activity (15 min)**  Teacher selects all or one of the simulated scenarios for role playing. Teacher can "freeze" the characters' movements and ask students to share their thought from the characters’ perspective at that moment. Teacher can use questions from the scenario cards to further question the characters, helping students to learn the deceptive tactics and understand victim’s thought, reflecting on wrongful behavior through the role-play, and strengthening their ability to refuse and seek help. Teacher can provide timely feedback to help students to identify deception signals and practice how to respond. | * + Experience the danger of deceptive tactics, understand the mindset of victims, and the manipulation methods of deceivers.   + Learn to refuse, stop contact, seek help from trusted adults, and preserve evidence in situations of online grooming.   + Protect oneself and identify danger signals in different grooming scenarios.   + Learn from the victim’s wrong decisions to avoid repeating the same mistakes. |
| **Part 4: Law study and myth busting (5 min)**  Teacher explains legal responsibilities and penalties, reminds students to stay vigilant, refuse seduction, and seek help. Emphasizing the legal consequences of online behavior and debunking legal misconceptions. | * + The main articles and penalties under the Crimes Ordinance and the Prevention of Child Pornography Ordinance   + Regardless of age or whether it is "voluntary," unlawful acts will have serious consequences.   + Correct students' misconceptions regarding "voluntary sex," "online dating trust," and the notion that "no sexual intercourse means no crime".   + Online identities can easily be forged; remain highly vigilant. When facing sexual grooming, they should refuse, preserve evidence, and report to the police immediately. |
| **Extention: A letter on cyber security to my future self**  Engage in self-reflection and make commitments on internet safety via writing "A Letter to My Future Self", helping them internalize online security knowledge and examine their habits. Teacher can collect the students' letters and place them in a time capsule which will be reopened at the end of the term, allowing students to review whether they have acted on the reminders in the letter. This creates a long-term reminder mechanism to enhance self-protection awareness. Students select a sentence from their letters and write it on the classroom "Internet Safety Pledge Wall" as a reminder to themselves and their classmates. | * + Help students to review their behavior habits in online socializing and record coping strategies.   + Emphasize the importance of staying vigilant and refusing unreasonable requests.   + Encourage students to internalize the knowledge they have learned and make behavioral changes.   + Through the "time capsule" activity, let students check in the future whether they have kept their commitments.   + Create a "Cyber Safety Pledge Wall" to foster a learning atmosphere of mutual reminders. |