

Barnardo's Be Smart, Be Safe Resource Pack

Be Smart - Be Safe



Barnardo's

What's really going on here?



This pack is designed for use with the “Barnardo’s Be Smart Be Safe” e-learning programme, and this is suitable for use with young people age 11-17

This resource pack has been developed to provide additional reflective exercise to enable young people to consider the risks of sexual exploitation and how to keep safe. It should be used with young people following completion of the e-learning programme “Be Smart, Be Safe”

Part One - Introduction to the Resource Pack

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Part One

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1.1 - The Resource Pack

This Resource Pack has been developed and put together to complement and provide additional materials to support the e-Learning Programme, “Be Smart, Be Safe”.

Be Smart Be Safe and the accompanying Resource Pack are aimed at 11-17 year olds. The e-learning programme is designed to be used in a variety of settings and by a range of different professionals, including teachers, youth workers, support workers, and residential staff. It could be used by anyone who has contact with this age group and wishes to raise awareness about the risk of young people being sexually exploited. The programme and pack can be used alongside Key Stage 3 and Key Stage 4 activities.

Be Smart Be Safe presents a scenario where a young teenage girl embarks on what she perceives to be a relationship with an older man. The programme invites young people to consider the risks and think about different ways in which her involvement with this man is perceived. It also raises awareness of the potential dangers and highlights the reality that she is being groomed and sexually exploited. The programme raises issues which young people may be aware about from newspaper headlines about sexual exploitation scandals across the country. It aims to increase an understanding of appropriate relationships and the awareness young people need to have about making smart decisions, being aware of risks and staying safe.

The Lincolnshire Resource Pack includes three sections, each of which is designed to complement the e-learning course; these sections include information and guidance along with session plans, which you, as a professional working with young people, can use to prepare yourself and support you in the completion of the e-learning programme with young people:

Section 1 **Getting started. This section is concerned with preparation and sets out some things to consider before you start. It considers how this programme links with PSHE, how it helps you think about managing sessions safely, managing diversity and its associated challenges, and myth busting.**

Section 2 **This section is concerned with actual delivery of the sessions and provides a range of session plans, which cover areas such as understanding child sexual exploitation, risky behaviour, appropriate relationships, protective behaviours, safe use of technology, safety planning and strategies to be safe.**

Section 3 **This section provides additional information such as a breakdown of the terminology and key concepts relating to child sexual exploitation. This section contains additional material and background information to help you as a professional working with young people to understand key concepts related to child sexual exploitation in order to help you deliver effective sessions with young people.**

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Acknowledgement

The e-learning programme has been designed by workers in Barnardo's in consultation with over 50 young people from Lincolnshire, who represented:-

- Barnardo's Leaving Care service,
- Lincolnshire Young Inspectors,
- Grantham College and
- Walton Girls High School, Grantham.

Barnardo's wishes to thank these young people for their help in the design and development of this e-learning programme.

In addition Barnardo's wishes to acknowledge and thank the three young people who volunteered their time to provide the audios.

The support of the young people was invaluable, providing useful input in advising us on what would work best for young people. Their involvement from the outset has helped to create the products and their continued involvement throughout the design period allowed us to test the materials for use with other young people and make suggestions for changes and content.

Our sincere thanks to each of you!

Staff responsible for the overall design of the e-learning programme and Resource Pack were:-

- John Collett, Barnardo's Training and Consultancy,
- Kevin Robson, Barnardo's Turnaround Service
- Julie Dugdale, Head of Business, Barnardo's Training and Consultancy

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Introduction to the Resource Pack

1.2 - How to Use The Resource Pack

The pack is designed to be used with young people to examine the issue of sexual exploitation and how young people can be groomed considering one particular scenario that is outlined in the e-learning programme; it is also intended to stimulate wider discussion around the different forms of exploitation, the nature of positive relationships, the consideration of risk and risk taking behaviour, the myths around sexual exploitation, and the prevalence of sexual violence. It is also intended to encourage children and young people to seek support, advice and help around any of the issues raised.

The Resource Pack can be used by any professional working with young people age 11 to 17, within a range of settings including by:-

- Teachers in schools
- Tutors in colleges and further education
- Youth workers working in the community
- Youth Offending teams
- Family support workers
- Targeted youth workers
- Support workers in early intervention or troubled family teams
- Leaving care services.

The e-learning programme and the resources in this pack can be used on a one to one basis or with young people in a group setting.

Section 1 provides guidance on how to use the Resource Pack in conjunction with the e-learning. The section explains why the pack is set out as it is and how best to use it and introduces the content of the session plans and activities. It also explores how to manage sessions safely consider their impact. Sexual exploitation is an evocative subject, likely to raise concerns, anxieties and emotional responses in some of the young children who complete the e-learning. This section also considers the link between the subjects of child sexual exploitation and the PSHE curriculum. It also raises awareness about diversity and the impact of different factors and life experiences of young people when considering CSE, recognising diversity, culture, sexuality, disability, gender and other factors may need to be carefully considered. The section concludes with a reflection on myth busting around CSE and why it is necessary.

Section 2 consists of a number of session plans for you to use covering a number of specific aspects for consideration and discussion with young people. There are activities and session plans to work through on a range of topics/issues including healthy relationships e.g. what does a healthy relationship look like, what's appropriate and what is not, power and control in relationships, gender, resolving differences, compromise, and looking at ways of developing self esteem and confidence. There are also exercises exploring the vulnerabilities that relate to safe use of the Internet and new technology and others which examine Child Sexual Exploitation and grooming to help young people recognise the issue and understand what grooming is and how it works.

We also look at how we can develop effective protective behaviours, e.g. planning a safe night out, and being able to spot early warning signs that young people are being drawn in to the world of sexual exploitation or high risk/dangerous behaviours. These sessions look at negative feelings, the idea of safety planning and developing appropriate strategies to deal with risks. This includes enabling young people to reflect on the nature of risky behaviour, identify activities, which present risks and be aware of what the risks may lead on to.

Section 3 provides information to support staff using this resource when working with young people, providing background information that is directly relevant to the exercise and the sessions that are included in Section 2. This information is intended to provide workers with an understanding of the main concepts, and terms and have a wider appreciation of child sexual exploitation. It contains definitions of sexual exploitation, domestic abuse and sexual violence and explores the links between going missing and vulnerability to CSE. This kind of abuse does not stand alone and section 3 aims to show how individual life experiences and vulnerabilities can create and contribute to an environment where children are more susceptible to sexual exploitation. The different ways in which young people are groomed, different models of exploitation and their different features, are examined.

This section references our own research and experience of working with young people, and also looks to current research, new directions in policy and general thinking around attitudes and prevalence of child sexual exploitation

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1.3 - How to Manage Sessions Safely

The following section gives guidance on how best to use the e-learning and Resource Pack so that young people make good use of the information and ideas put forward and are given the opportunity to talk things through. This way, you will be able to assess the attitudes, preconceptions and perspectives that your group of young people are bringing with them. It will also allow for healthy discussion and challenge.

1.3.1 - Using the e-learning and the resource pack together

First and foremost the e-learning course should not stand alone – young people will need to be engaged in follow-on sessions as it provides an opportunity for issues raised in the course to be discussed further. If it is being used in a school, it should be part of a number of sessions looking at Child Sexual Exploitation (for example as part of PSHE – sex and relationships). This does not mean that the e-learning needs to be followed by going through all the activities provided in section 2 of the Resource Pack in one sitting – rather that it should be part of an ongoing programme focusing on the issues raised.

1.3.2 - Learning Agreement, Boundary Setting, Ground Rules

It is likely that the e-learning and subsequent sessions will draw out attitudes and opinions as the young people develop an understanding of the world of sexual exploitation. Young people will bring their own assumptions and perspectives, and lack of awareness into the sessions and it is important you establish boundaries in which you are going to work, in order to create an environment where appropriate challenge is expected and will happen.

A learning agreement, or a set of ground rules, will establish expectations for the sessions from the start to enable a facilitative learning environment within which young people know how to engage and interact. In some settings it will be beneficial for the young people to be encouraged to set their own rules under your guidance.

Examples of expectations/rules are:

- Treat each other with respect
- Challenge the idea not the person
- No use of abusive language
- A sense of humour is helpful as long as it's not distracting
- No such thing as a 'stupid question'
- Listen to other people
- Allow the opportunity for people to back down or change their minds
- One person to speak at a time
- Mobile phones off/silent

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1.3.3 - Young People may recognise exploitation in their own lives.

Working through the e-learning may make some young people realise that they themselves are in a sexually exploitative relationship. It is important that you know what to do in these situations and how to provide appropriate support. Make sure you know who you would talk to after the session about any child protection concerns.

In establishing ground rules on confidentiality, the group needs to be able to feel comfortable in talking things through with you and other members of the group. However, you must be clear about your responsibilities in terms of safeguarding and what you are obliged to do by law if information shared in the group suggests that someone is suffering, or is at risk of suffering from significant harm.

1.3.4 - Keeping perspective

CSE is a serious subject. Do not minimise, and do not dramatise. The dangers are real and need to be emphasised, but we want young people to feel they have, or could develop the skills to negotiate the world safely and not to be scared to go outside or interact with the world around them.

1.3.5 - Parental Consent

Consider whether use of this resource requires parental consent for the participation of the young people using the resources. You need to satisfy yourself/your organisation that this is not an issue, or that consent has been sought as appropriate.

1.3.6 - Appropriate Challenge

At times, attitudes and opinions revealed during the use of the resources will need to be challenged. CSE issues can elicit responses that demonstrate discriminatory views, particularly gendered notions around what is and is not acceptable in terms of sexual activity and consent to sexual activity. When faced with terms that denigrate people based on gender, be prepared to bring these points of view on for discussion. This is not to belittle or isolate attitudes that are unhelpful or uninformed, but is rather to encourage young people to consider their use of language and what lies behind it.

For example, a lot of work has been done to re-frame the language used around child sexual exploitation.¹ Certain terms have been used to describe what happens to children and young people in this context, which is inappropriate. For example, children and young people may have been referred to as involved in prostitution, or having a relationship with an older man, or as “rent boys”. Barnardo's has challenged this use of language and has highlighted that the reality is that these are children and young people who are being sexually exploited and what is happening to them is abuse; it is not prostitution.

A common perspective, which you also need to challenge relates to perspectives on gender and sexual activity. For example, it can be viewed positively that males should have sexual experience with a range of different sexual partners and can be seen to increase their status amongst peers, bolster their reputation of being grown up and suggest a certain degree of manliness. The same may not apply to young women, who may be referred to using offensive language and may be seen as having a bad reputation. You will need to be able to handle these concepts and discuss them in a way that is meaningful to the young people you are working with.

1.3.7 - Warming down

It is helpful to end sessions with an activity that focuses on something unrelated or something positive that the individuals/group can focus on to help them unwind from the session. This should focus on positive outcomes as a result of the session, or look at positive activities that the members of the group are going on to next.

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1.4 - Links to the PSHE curriculum

This pack has links to the National Curriculum September 2014 and guidance issued by Ofsted on Personal, Social, Health, and Economic Education.

In 2000, the Department for Education and Employment (DfEE, now DfE) published Sex and Relationship Education Guidance. However, the National Curriculum framework and Ofsted guidance have both changed significantly since 2000. In addition policy and practice related to child sexual exploitation has developed considerably since then and the 2000 SRE pack does not address, concerns around child sexual exploitation. However, there is this stipulation within the guidance:

“young people needs skills to enable them to avoid being pressured into unwanted or unprotected sex (this should link with issues of peer pressure and other risk-taking behaviour such as drugs and alcohol”

(Sex and Relationship Education Guidance, DfEE, 2000, p.17)

The guidance then goes on to say that, at a Secondary school level (Key Stages 3 and 4) that SRE should prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions...
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want...
- Avoid being exploited or exploiting others
- Avoid being pressured into unwanted or unprotected sex (Ibid, p.20-21)

In 2014 Brook (www.brook.org.uk) the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk) worked together to produce advice for schools which supplements that guidance. Their guidance provides up-to-date advice to help schools fulfil statutory obligations and meet Ofsted criteria: <http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

The advice they provide should be read alongside the Sex and Relationship Education Guidance (DfEE 0116/2000) which is statutory guidance for schools: <https://www.gov.uk/government/publications/sex-and-relationship-education>

In the 2013 Ofsted report, “Not yet good enough: personal, social, health and economic education in schools,” it states that an example of a key characteristic of outstanding PSHE is that , “...pupils in challenging circumstances are offered tailored programmes in issues such as anger management, drug and alcohol education, sexual exploitation and teenage pregnancy.” (Ibid, p.27)

The same report states that one of its key findings is:

“Lack of high quality, age-appropriate sex and relationships education in more than a third of school is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help.” (Ibid, p.7)

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Further information about the evidence base for sex and relationships education can be found in Does SRE work? and other Sex Education Forum briefings, at: www.sexeducationforum.org.uk/evidence
Further in to the report there is reference to NSPCC research that 1:20 secondary school children have been sexually assaulted and that most children who are sexually abused do not report it.

In a further Ofsted report of December 2013, "Personal, Social, Health and Economic (PSHE) education survey visits: Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools", sexual exploitation is referred to in indicators of outstanding and good schools. Features of both are that the pupils, appropriate to their age and capability, have either excellent or good "understanding of relationships, sexual development, sexual consent, and their human rights with regard to physical harm and sexual exploitation." (Ibid, pp 3-4)

The Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

This e-learning and Resource Pack will help you provide good quality sex and relationship education, and address your safeguarding responsibilities, whilst raising the awareness of young people to the risks of child sexual exploitation, in an appropriate manner and in a safe environment.

1.5 - Links to the health agenda and social care context.

This Resource Pack has clear links to the health agenda, focusing on prevention and early intervention. The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework (2013)*.

It also fits with the social care context and expectations for all agencies working with children and young people as outlined in Working Together 2013 to protect children and young people at risk of significant harm.

1.6 - Fit with the National Working Group's definition of child sexual exploitation

This Resource Pack addresses child sexual exploitation in a manner which recognises the National Working Group's definition of child sexual exploitation:-

Definition: 'The sexual exploitation of children and young people under the age of 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.' (National Working Group for Sexually Exploited Children and Young People, 2008)

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1.7 - Managing diversities/challenges around diversity.

There are still many assumptions around why young people are groomed and are sexually exploited; this has been discussed in previous sections, (for example, see s.1.3.6 above) and the mythbusting section in part two. It is likely that some young people will be aware of the media coverage of some recent high profile cases, which have often focussed on groups of 'Asian' males exploiting white girls. There is some information in part two to assist you with addressing this, and whilst many high profile cases have involved the interactions of these two groups, research tells us a very contradictory story i.e. that the majority of cases are perpetrated by white males. In addition young people from all racial and cultural backgrounds are abused in this way.

There may also be assumptions around gang sexual exploitation, which can include male on male sexual violence. This could be mis-interpreted by young people as a victim being homosexual, and thus possibly being willing. It may also result in some derogatory language about LGBT young people. Such issues have to be challenged and boundary setting can help reduce or prevent such issues arising, but it is always helpful to have some counter arguments to hand. Refer to the resources section for additional information.

1.8 - Myth busting

It is very important to challenge the myths around sexual exploitation, especially racialised notions, ones that denigrate or stereotype young girls, or that it is a small scale urban problem. There is information in the Resource Pack to help you with this. Following recent scandals and selective reporting by the media we do need to be able to address the balance and present the 'reality.' and provide people with other evidence.

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Part Two - Session Plans

Session One	Child Sexual Exploitation
Session Two	What is a relationship?
Session Three	Healthy relationships
Session Four	Relationship abuse? What can I do?
Session Five	Let's keep safe!
Session Six	Internet Safety

Session One - Child Sexual Exploitation

Lesson Aims:

- To explain Sexual Exploitation: What? Who? Where? Whom?
- To unpick the 'Grooming' process
- To think about the feelings of a victim in an exploitative relationship

Lesson Outcomes:

- For young people to gain insights into Sexual Exploitation
- For young people to understand the 'grooming' process
- For young people to acknowledge that 'grooming' can change the way we think, feel and act

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Activities: Trainer's Notes

*This Lesson focuses specifically on 'localised grooming' or 'on-street grooming' e.g. within face-to-face (non-virtual) contact relationships. For further exploration of Online Grooming then it is recommended that you deliver Lesson Five: Internet Safety.

Is This What It Means? The idea of this starter is to get the group thinking what the word 'exploited' means as it is likely they have heard it before but maybe not in the context of how it will be discussed in this Lesson. This exercise will put it into context for them whilst allowing you to explain a very difficult construct.

You will probably be offered suggestions from the group such as 'used' or 'taken advantage' and both of these are commendable. Move it on by introducing them to the term 'child sexual exploitation'. You could break this down for them in that, "...a child is someone under the age of 18...sexual means related to sexual activity...exploitation means using someone or taking advantage..."; concluding on "...taking advantage of or using a child for sexual activity..."

Then give the formal definition. It is likely you will get some repulsed groans and horrified faces however allay their worries and explain that the purpose of this Lesson is to educate them about it. So they can be knowledgeable in keeping themselves safe. Without giving too much detail and not to raise any anxiety, explain to the group that this is something that is affecting lots of children and young people all over the country.

Who? Where? Whom? The purpose of this activity is to get young people thinking about who commits this atrocious crime of sexual exploitation, where these individuals try to make contact with children and whom they target for a potential victim.

When they commence the activity for 'Who?' and 'Whom?' groups ask them to think about what the individuals may look like, the gender and sexuality of individuals and if there are any factors that may make individuals more susceptible to exploitation or likely to offend. For the 'Where?' group, ask them to think about where adults might go if they wanted to meet children or young people.

- **Who?** Inform the group that there is not one type of person who commits this crime of abuse against children and young people. It is likely someone will have drawn a 'dodgy old man' however make the point some individuals looking to do this are peers or close in age to the young people but typically they are adults. Tell them it is not people of one particular ethnicity who commit this crime, nor people from any particular estate or town/city. Not all offenders are male as cases have been reported of women approaching and grooming children and young people too.

- **Where?** Other than online, young people are targeted in a variety of physical locations. Typically it will be in places where children and young people congregate or hang out. This could be outside Schools or Youth Centres, Leisure Complexes inc. Cinema / Bowling Alley, Shopping Centres and Bus Stations. It is more probable that young people who are missing from Home, Care, School or trying to avoid the Police may go to locations out of the way or where they will not get spotted e.g. Subways, Parks and Recreational Grounds. So explain that staying in School is a good thing because at least then people know where you are during the day and can find you if they are worried about you.

- **Whom?** It is probable the groups will have drawn young girls so explain that children and young people of a range of ages, both male and female and a range of ethnicities can be at risk of sexual exploitation. Explain that it is not a girl-thing or a gay-thing and that it can affect children and young people whom identify as heterosexual, lesbian, bisexual and homosexual. Some of whom are disabled or have learning needs. Let them know that some children come from unsettled backgrounds and may have issues with emotional health, drugs/alcohol and could be known to Police or Social Services. However this is not always the case and lots of other who could be at risk come from loving and secure homes.

In closing this activity there are three overarching points to share with the group. Firstly, advise the group to treat any adult or groups of adults that approach them or tries to befriend them with caution.

This effectively could be anywhere because adults who are looking to befriend children will go to where children are likely to be day or night.

Tell the group that all children are at risk as research indicates that anyone regardless of gender, sexuality or personal circumstances under the age of 18 can be a victim of child sexual exploitation.

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Activities: Trainer's Notes

Grooming In Action The starting point would be to naturally follow from 'Who? Where? Whom?' as this effectively would constitute the How? For this activity unpicks 'Grooming' behaviour and what 'Grooming' can look like in practice as this is just one way in which an abusive adult may try to do it. The intention is to show the young people how subtle 'Grooming' can be and how a young person could easily become embroiled in a situation that spirals out of their control, very quickly.

The Sex, Secrets & Lies Handout gives a definition of Grooming, so read this through and then read through the five stages to evidence how it occurs. In essence what you need to communicate to the group is that abusive adults who want to sexually exploit young people will try to get to know them and try to get them to trust them in some way.

Then move onto the actual exercise. During the activity it will be observed that the stages do not run smoothly from one into the other. Let the group know that aspects of each grooming stage do cross over and that is the same in real life. It is not always this clear cut.

The information below shows how the stages of grooming link with what happened to Paige in the Conversation Pieces.

- Targeting & Contacting in Conversation Piece One:

- **Leon sent Paige a message:** Paige replied and now he can work on manoeuvring her into a situation where contact can be increased. This is a common tactic; messages are sent out and the abusive adult wait to see who replies. This is called 'phishing'.
- **Leon said he was a friend of a friend:** Paige probably thought that because her friend knows this person then he must be okay. However her friend could have a public profile and he has just searched her contacts and found Paige.

- Relationship Building / Sharing Activities in Conversation Piece One:

- **Leon didn't lie about his age:** This could make Paige think that he was a decent person because he was being honest and not lying because there are a lot of people who lie about their age on social media.
- **Leon sent a photo:** By sending a photo he is trying to legitimise who he is, to show he has got nothing to hide. This would also encourage Paige to send one back for him to have in his possession.
- **Leon listened:** This is how trust is developed by getting Paige to rely on him emotionally, and make her feel valued. So Paige thinks that he is a very 'sweet' genuine guy. Listening, remembering and being there are very common behaviours from abusive adults.
- ***Leon bought her a top-up:** To Paige this is another indication that he must really like her but we naturally feel a little indebted to someone who buys us something, and often we think of them favourably. Leon has done this on purpose to almost buy her affection.

**Here you could ask the group what other things can be given. Answer should include such things as money, food, console games, credit, phone, lifts, place to stay/chill, alcohol/drugs, affection, protection, love.*

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- Fake Loving Relationship / Friendship in Conversation Piece Two:

- **Leon asked Paige to meet:** What seems to be developing here is a close, protective, non-sexual relationship which right now feels caring and for Paige takes their contact to the 'next level' but the expectations on Paige may change.
- **Leon gave up his time to be with Paige:** Because he wants to spend so much time with her, it makes Paige feel very special but it is the start of making her dependent on him because she will start to miss him when they are apart.
- **Leon introduced Paige to his friends:** This shows Paige that he is not embarrassed of her and makes her think he really likes her. It also means Paige is spending less time with her family and friends and becoming isolated.
- **Leon shares drugs with Paige:** This can appear to be exciting or fun and by not treating her like a 'child'. He is showing himself to be different than lots of other others in Paige's life e.g. Parents / Teachers.

- Control & Reinforcement in Conversation Piece Three:

- **Leon told Paige not to tell anyone:** He is telling Paige what to do, and what to think. He has also asked her to keep their relationship a secret. This is testing Paige out to see whether she will do as he says.
- **Leon starts to play mind-games with Paige:** By ignoring her, being inconsistent and acting like he no longer cares about her feelings he makes Paige emotionally insecure. This makes Paige want to make him happy.

- Control & Reinforcement in Conversation Piece Four:

- **Leon tells Paige when she can see him:** It is clear now that he has established the power position in their relationship and he tells Paige when and where she can see him.

- Abuse Relationship / Sexual Exploitation in Conversation Piece Four:

- **Leon gives Paige alcohol:** Alcohol can really affect the ability to make decisions and prevent you from thinking straight. He is forcing her to drink to try and stop her from being able to make immediate sense of the situation.
- **Leon pushes Paige:** By frightening her and becoming physically aggressive he is trying to keep Paige within his control.
- **Leon emotionally blackmails Paige:** He knows he has Paige trapped and in a dangerous situation. This because he has created this situation. He tries to manipulate her feelings and trick her into doing something she doesn't want to do: sex with him and his friends.
- **Leon threatens Paige:** Her self-esteem is lowered by him telling Paige no-one will believe her. Threatening and blackmailing her is another way of trying to corner her and getting her to do as he pleases from this point on.

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Activities: Trainer's Notes

In the feedback and overview it needs to be pointed out that 'grooming' somebody into sexual exploitation can be a long process where an abusive adult will try to build a relationship with the young person; where someone will work towards getting themselves in the position of a partner or close friend.

Conversely, acknowledge it can be very short process too as can be seen with Paige and Leon. In fact it could only be a matter of days before the abusive adult will work to engineer a situation, which seems to have occurred naturally to take sexual advantage of the young person.

For example a young person could be befriended on Monday, and then be in text contact during the week with an individual who may then invite them to a party at the weekend; or if a young person has been 'cruising' with an individual in their car they may then drive them to an out of the way location under the auspices of avoiding Police; or there could have been several chats on social media and then the adult tries to arrange a meet.

As can be observed in the unpicking of how Paige was groomed it was a combination. Contact was initiated via social media which led to a physical meet which eventually led to Paige being invited to a party. There may be a comment that Paige was 'silly' or 'stupid' but what can be clearly seen in the debrief is that Leon is wholly responsible for manipulating Paige through his behaviour so no blame for being a victim can be attributed to Paige. Paige got drawn into this by thinking she was in a legitimate relationship.

It is probably that someone may ask why Paige just didn't leave. You can counter this by acknowledging that Paige did have choices available to her but because of the early influence of Leon, and subsequently being duped into thinking she was in a trusting relationship her choices were 'constrained' and not entirely 'free' choices. This makes it very difficult for her to do what we consider, looking in, the 'right-thing'. In short Leon has got inside her head and toyed with her emotions.

Inform the group that this is because the grooming process is an extreme form of psychological manipulation with massive implications and negative impact upon the way young people think, the way they act and how they make sense of the situations they are in. Again this is why Paige does not realise her situation is becoming abusive and struggles to fathom Leon's behaviour. Leon has made her think that the way he is behaving is her fault. Paige doesn't want to lose the love she thinks she has so she will try harder to please him.

Reinforce this point: the grooming process distorts the young person's view of their relationship and this is what has happened to Paige.

Advise the group that being aware of such types of behaviour will enable them to quickly spot things. This means they will be better able to look out for their friends, and themselves.

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Be Smart

Activities: Trainer's Notes

This Is How I Feel The purpose of this activity is for the group to gain some insight into what Paige or any young person, male or female in her position would be feeling. It will promote a way of thinking that does not suggest the victim (or Paige) is to blame by promoting empathy with that individual's situation and subsequent emotional state.

This could be done by looking at each Conversation Piece in turn or just reflecting upon the script as a whole. However the important aspect in facilitating this activity is to highlight that a range of powerful emotions are invoked from the very beginning and continue throughout.

The point to focus upon when discussing this with the group is to state that initially her emotions are very positive, which can be very overwhelming. Although once the relationship is established and trust has built up Leon's behaviour changes and he becomes controlling and abusive. This then has a significant impact upon the way she now feels. For Paige there is a mixture of both positive and negative emotions which is very difficult for her to understand. By the end of the script she doesn't know what to think or what to feel.

Below is a simple outline of how Paige felt emotionally as the relationship unfolded and grooming was in action. This is not exhaustive and the more perceptive in the group may come up with other suggestions. Promote the group to be more analytical and ask why she feels like this with evidence from the text. Next to the emotion is a brief example to affirm the group's suggestions.

- Conversation Piece 1 & 2

- Excited – because a guy has flattered her with his contact
- Comforted – because he is there for her
- Wanted – because he is keen to talk to her
- Understood – because he doesn't judge her
- Valued – because he bought her a top-up
- Indebted – because he bought her a top-up
- Adult – because he does not talk to her like a child; because he takes her to parties; because he gives her alcohol and highs; because he socialises with older people
- Respected – because he listens to her and does not criticise
- Proud – because she has got an attractive older boyfriend
- In Love – because of all the above

- Conversation Piece 3

- Confused – because his contact ceases
- Ignored – because he does not reply to her
- Valued – because he hasn't pressured her for sex
- Not sexy – because he doesn't want sex with her
- Special – because it is just him and her
- Upset – because he has gone 'cold'
- Lonely – because she has not been seeing her friends
- No control – because she does not know what to do
- Anxious – because she thinks he might have dumped her
- Worried – because he could do anything with her pictures

- Conversation Piece 4

- Happy – because he has invited her to a party
- Uncomfortable – because he was forcing her to have drinks
- Uneasy – because of the atmosphere at the party
- Threatened – because he pushed her
- Scared – because of his threats; because she was on her own
- Confused – because she thought Leon loved her; because he wouldn't do this to her
- Uncertain – because she did not know what to do next

Part Two

Be Smart

Activities: Trainer's Notes

To further this activity if time permits you could refer to the mention of drugs and alcohol. Question the group about how they think legal highs* and alcohol would contribute to the way she feels, thinks and behaves and what affect they might have on her being vulnerable .

*Stress at the outset that just because they are called 'legal' doesn't mean they are safe. They are very dangerous chemicals that are not designed for human consumption. Their long term effects upon the body are unknown. So nobody really knows how safe they are but the problems in the short-term are well documented:

<http://www.talktofrank.com/drug/legal-highs>

Main points on alcohol (and why Leon has given it to Paige):

-
- Small doses can make you feel relaxed, confident and happy.
- ...alcohol is always associated with having a good time (but that is not always the case).
- Alcohol affects judgement so it is harder to take control of your actions and situations
- It is more difficult to make positive decisions when you've been drinking
- Alcohol clouds perception of what is going on around you.
- Alcohol can make us do things that we wouldn't normally do.
It can make us more suggestive / disinhibited

Main points on legal highs (and why Leon has given it to Paige):

-
- Can make you feel 'zombified'
- You have little control over your body and mind and so it is harder to protect yourself
- They stop you being able to make reasoned decisions.
- It can cloud your perception of what is going on around you.
- They make you feel confused
- Can be addictive and you may become dependent.
Sometimes causes euphoric feelings so you think everything is amazing when the reality may be very different

Ultimately for both the fact is that they often stop someone seeing things for what they are, which is why they are commonly used as a tool in grooming young people. In Paige's situation it made her feel 'adult' and 'socially involved' whereas Leon was giving them to her to make her more pliable putting her in a very vulnerable state and because she was drunk / high Paige could not see what he was doing.

Part Two

Be Smart

Activities: Trainer's Notes

Agony Aunt (Invite the boys to be called 'Agony Uncles if they prefer!). This short activity is quite straight forward in that what you are asking the group to do is offer practical solutions to Paige's situation. In short you are asking the group what advice could be given to her.

The group needs to be steered away from anything that is connected to revenge or causing further provocation. Although it might give feelings of satisfaction more often than not would inflame the situation rather than easing it.

The message that needs to be elicited is that Paige or someone in her situation ideally needs to talk to someone. Thus advice and support needs to be sought from a trusted source. This could be a member of the family, a support worker, friend or teacher.

Acknowledge professionals who are trained specifically to deal with issues around abuse within relationships and sexual exploitation e.g. Teacher / Police / Social workers/ CEOP / Childline.

Finish up by stating that anyone who talks to these services will not be judged because their main focus is ensuring the young person is safe, and they are supported.

You can also give some practical tips. This would be anything that stops contact with the abusive adult to prevent further emotional upheaval. For example blocking their numbers, or changing your own numbers, blocking individuals on social media, closing your profile, not getting involved in an exchange of words on social media, staying away from the locations where they may be, breaking specific friendships or associations connected with that individual, maybe staying in for a while so that person cannot find you.

Summary Please refer back to the Lesson's Aims and Objectives to ensure the group feel that these have been met.

Quickly recap through the Who? Where? Whom? How?

Effectively this would be Anyone (typically an adult 18+ but can be peers too), Anywhere (where young people may be or go), Anybody (Boy or Girl under 18) by Grooming (process of manipulation which starts by them trying to gain the child's trust).

In conclusion to wrap up, you can state that you are not saying they have to distrust everyone, but more so be smart about who they actually do trust, and let into their lives. This ultimately will help them to be safe and keep safe.

Part Two

Be Smart

<u>Time</u>	<u>Activities</u>	<u>Resources</u>
5 Mins	Is This What It Means? Ask the group to discuss the word 'exploited' in pairs and make suggestions on what this word means. Get the group to feedback. Then further the activity by asking them to make suggestions on what they think 'sexual exploitation' means. After a few responses present them the formal definition. It may help to present this on screen and keep it visible as you may have to refer back to it.	Visual Display
10 Mins	Who? Where? Whom? Prior to the activity write the headers "Who Does It?" "Where Does It Happen" and "Whom Does It Happen To?" on separate pieces of flip chart paper so in total you will have six pieces of paper with each header written twice. Hand out the pre-prepared flip chart paper to small groups. This means two groups will have the same heading. Ask the group to think about what they know already about sexual exploitation from the definition you have given them, what they may have seen or heard in the News, Internet and answer the question at the top of their paper. They could answer it by writing a list. They could draw their answers. They could do a 'spider-gram'. Then get them to feedback and de-brief.	Flip-Chart Paper / Marker Pens
15 Mins	Grooming In Action Split the group into smaller groups and give each group a copy of the Secrets, Sex & Lies Handout on Sexual Exploitation. Explain that 'grooming' typically follows a process with different stages, and then briefly talk through the five stages as noted on the handout. Then read out the edited excerpts from script. You could do this or ask for reading volunteers. After each Conversation Piece from the Be Smart, Be Safe script ask the group to relate this back to the five stages of grooming, and pick out aspects of 'grooming' behaviour to highlight how Paige is being 'groomed'.	Be Smart, Be Safe Handouts / Secrets, Sex & Lies Handouts
15 Mins	This Is How I Feel Ask the young people in small groups to read through the Be Smart, Be Safe script but this time to think about Paige's feelings and emotions as the relationship with Leon develops, when grooming is in action. Then get the group to shout out a few descriptors of how she feels. Write these on flip-chart paper so the range of emotions she experienced can be observed. Then further their analysis by asking the group to support their suggestion by asking the question, "Why does she feel like this?" To extend this discussion introduce the use of Drugs/Alcohol and get the group to think about how these have a significant impact on Paige's thinking and behaviour.	Be Smart, Be Safe Handouts / Flip-Chart Paper
5 Mins	Agony Aunt Pose the whole group as an 'Agony Aunt' and ask them to share pieces of advice that they would give Paige or her friend. Write these on flip-chart paper. In drawing this to a close your primary piece of advice is to communicate their situation to someone. Then let them know where advice and support could be sought from e.g. relevant people in your organisation, Police, CEOP and Childline.	Flip-Chart Paper
5 Mins	Summary To start the summary just Then refer back to aims and outcomes briefly referencing key points to ensure that these have been met.	

Part Two

Be Smart

CHILD SEXUAL EXPLOITATION DEFINITION

“Sexual exploitation is someone taking advantage of you sexually, for their own benefit.

Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment.

This includes touching or kissing private parts, sex, taking sexual photos”

The Nia Project & The Children's Society (2008)

Part Two

Be Smart

BE SMART, BE SAFE:

Paige & Chloe

Conversation Piece 1:

P: "I wanna tell you something."

C: "OK. Is anything wrong?"

P: "I met this guy on Facebook, Leon. I put that I was bored on my wall and this guy inboxed me. He said he was a friend of Chelsea's and had seen me on her profile. We got chatting an' that. He was well fit."

C: "How old is he?"

P: "Like in his 20s or something."

C: "What! Isn't that a bit old?"

P: "Don't be jealous."

C: "I'm not I just think it's a bit weird. What happened then?"

P: "So we've talked for a bit, like a couple of days and he was messaging me all the time, he was really sweet."

Conversation Piece 2:

P: "We were chatting a lot. He really seemed to get me and he listened about my problems at School and at home. He got me a top-up and he was just nice to me."

C: "Yeah but..."

P: "...I could talk to him about anything and he didn't judge or talk down to me. He was there for me. Then he asked me to meet."

C: "So that's where you've been then, with him?"

P: "Yeah we met up because he said he really wanted to see me and I really wanted to be with him."

C: "You what?!"

P: "Yes, He's picked me up in his car from home, sometimes after school. Sometimes it's just been the two of us. Other times I've been chillin' with him and his friends. We've been to mad parties, he's always got drink; last time he picked me up we just smoked."

C: Smoking what? Weed?

P: Nah we smoked something called a legal high.

Conversation Piece 3:

C: "How come you didn't mention this to anyone?"

P: "I wasn't sure what you'd say. Leon said it was best if I didn't tell anyone about us coz he said people wouldn't understand us being together and just try to split us up."

C: "So is he like your boyfriend then? You've done stuff with him?"

P: "No! Well we've just kissed an' that. He said it was best that we didn't rush into anything but then I didn't hear from him for ages so I sent him some pics coz I wanted to make him happy."

C: "You what? You sent him pictures? Of you?"

P: "It felt right at the time but I've been a bit worried about it since. I'm stressin' coz I wanna be with him but he don't text for days."

C: "Have you pinged him? What's he say to you?"

P: "He said I have to stop buggin him and chill an' that he'll see me when he sees me."

Conversation Piece 4:

C: "So what happened then?"

P: "Like a day later he texts me and invites me to a party, I asked Chelsea to go with me but she didn't want to so I went on my own."

C: "Woah....were you alright?"

P: "There were a few other girls there, like my age, we were drinking an' that but I reckon he was trying to get me wasted, he kept giving me drinks and telling me he loves me. It was a bit full on and I didn't really like it...and said I wanted to go."

C: Did you?

P: "He said I couldn't and then he pushed me into a room, calling me names an' that and one of his mates came in. He said that if I loved him like he loved me, then I had to be nice to him and his mates coz they had been nice to me. He said I had to do stuff with 'em."

C: "Oh no!! What did you do? Are you all right?"

P: "He threatened me and said if I told anyone then no-one would believe me and he would send my pics to everyone."

Session Two - What is a Relationship?

Lesson Aims:

- To introduce and define 'relationships'
- To explore different types of 'relationships'
- To start to think about the rules and expectations in 'relationships'

Lesson Outcomes:

- For young people to gain insights into Sexual Exploitation
- For young people to understand the 'grooming' process
- For young people to acknowledge that 'grooming' can change the way we think, feel and act

Part Two

Be Smart

Activities: Trainer's Notes

What is it? A relationship is generally defined as an interactive association with a person. They are most commonly typified by a blood-connection with a person e.g. Family: Parent-Child; a romantic connection with a person e.g. Intimate: Husband-Wife; an exchange of service between people e.g. Professional: Teacher-Student; an emotional connection or bond with a person e.g. Friends.

At this stage you may have to clarify that Intimate does not necessarily mean that the relationship is sexual even though being sexual is one form of intimacy. People can be intimate with each other because they share their thoughts and emotions with each other and they work to try to understand each other.

Relationships Rules The intention of the exercise is to put the young people in a position where they can start to think about how we have rules in relationships and expectations of other people in relationships.

Point out that in most relationships there are rules that govern them and the idea of 'rules' can be separated into 'written' and 'unwritten' rules. In some relationships there are written rules e.g. "...teachers must not hit children..." but there are also unwritten rules e.g. "...children should listen to their parents/carers..." or "...best friends should be kind to each other..." Also clarify that when we talk about 'expectations' we are talking about a strong belief that someone will behave in a certain way e.g. "...I expect my best friend to listen to me..." or "...I expect my Teachers to help me with my School work..."

In the feedback you need to stress that our expectations of other people in relationships has to be realistic or else there may be a fall-out e.g. "...I expect my parents/carers to buy me everything that I want..." as that would be an unrealistic expectation as would "...I think my friend should do my homework..."

Additionally that both the 'written' and 'unwritten' rules have to be followed otherwise the other person may not want to have a relationship with you any longer because your behaviour towards them would not be positive or acceptable e.g. teachers shouts at child then the child will not want to be taught by that person any longer; or if you are unkind to your friend there is a strong possibility that they will end the friendship.

How strong is the bond? At the beginning of this exercise we suggest telling the young people that this is about them thinking about their relationships and the types of bonds they have. Then explain that the Eco-Map is a visual representation of their connection to a specific relationship. It is to show the strength of connection with a certain person or the quality of that relationship as perceived by that young person. When marking the sheet as the key highlights, a solid or thick black line represents a positive or strong connection. A thin black line represents a weak or tenuous connection. A broken line represents a stressful connection.

In the feedback start with the Eco-Map example and begin to highlight that different relationships have different bonds. However in some relationships we can have strong bonds but it can be stressful at the same time i.e. with Parents or B/Fs or G/Fs because parents are close but at the same time there can be things which, makes the relationship stressful.

To provoke discussion ask the group about the bonds they have drawn on their Eco-Maps and to think about good aspects of those relationships and aspects that are not so good i.e. What makes them strong? What makes them weak? What makes them stressful?

In closing, make the point that not all relationships are ideal but we have to work at them, put effort in to make them better through compromise, resolving arguments and maybe even ending them etc.

#Relationships (hash-tag Relationships) Twitter is an online social networking service that enables users to send messages or 'tweets' limited to 140 characters; get the young people to tell you what it is if you are unfamiliar with it.

In this brief activity effectively what you are asking is for the young people to 'tweet' what they have learned in 140 characters or less. Again reassure the young people that they do not have to give their names or any personal details. Pick a few out to read choosing those that are insightful and pertinent.

Summary The above exercise should lead nicely into the Summary. However this is a perfect opportunity to reflect upon the aims and objectives and ascertain if everyone felt this was achieved.

Part Two

Be Smart

<u>Time</u>	<u>Activities</u>	<u>Resources</u>
5 Mins	What is it? In pairs, ask the group to try and define a 'relationship' and explain what they think a relationship is. Get them to feedback. After a few examples present them with the formal definition and explain the most common types of 'relationships' they may have.	Pens/Paper
20 Mins	Relationship Rules: Split the class into four groups, give them a piece of flip chart paper and assign each group the one of the following headers: Teacher-Pupil; Parent-Child; Best Friends; Two people dating. Ask them to think about those relationships and write down a list of what each person would expect from each other in those relationships. Then feedback and de-brief.	Flip Chart Paper / Marker Pens
20 Mins	How strong is the bond?: Ask the young people to think about their personal relationships then follow the on-sheet instructions. After ten minutes approx begin the group discussion, use the example Eco-Map to begin with. Orientate the discussion around makes the bonds 'strong (thick black line), weak (thin black line) or stressful' (dotted line). This should encourage other young people to contribute. Then feedback and de-brief.	Eco-Map Worksheet / Pens
5 Mins	#relationships: ask the young people to write what they have learned about relationships on a post-it note in no more than 140 characters. Read some out.	Post-It Notes / Pens
5 Mins	Summary: Reflect upon the aims and objectives and ascertain if everyone felt this was achieved, by referencing the key points from the activities.	

Part Two

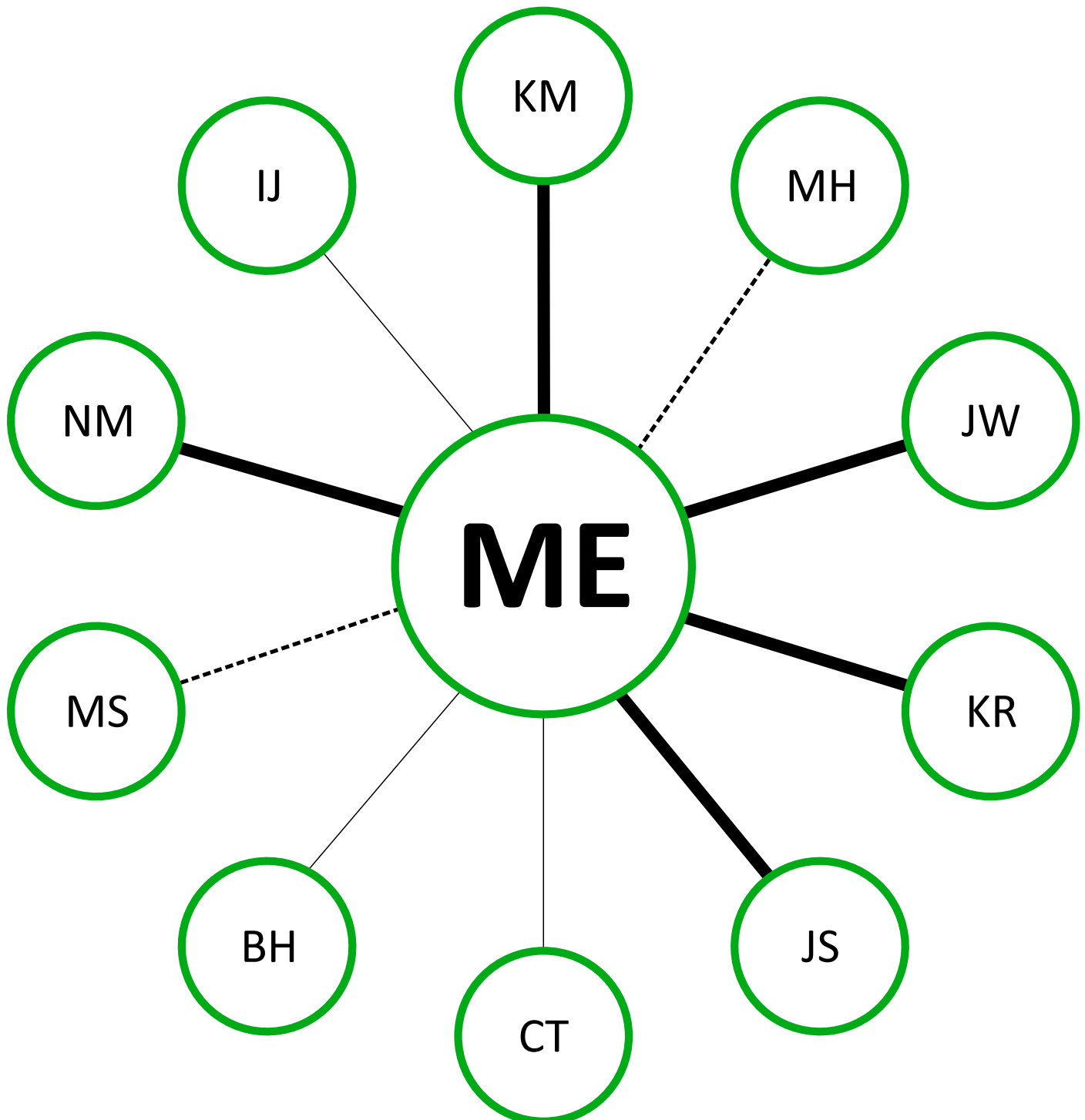
Be Smart

Activity - How Strong is the Bond?

ECO-MAP - Instructions EXAMPLE

- 1) Write the initials of someone you have a relationship with in one of the bubbles.
- 2) Look at the KEY and decide which bond best describes that relationship.
- 3) Once you have chosen the line, draw it between ME and your bubble.
- 4) Repeat this for the remaining bubbles.

KEY:	
.....	:Stressful
—	:Weak
—	:Strong



How Strong is the Bond?

ECO-MAP - Instructions

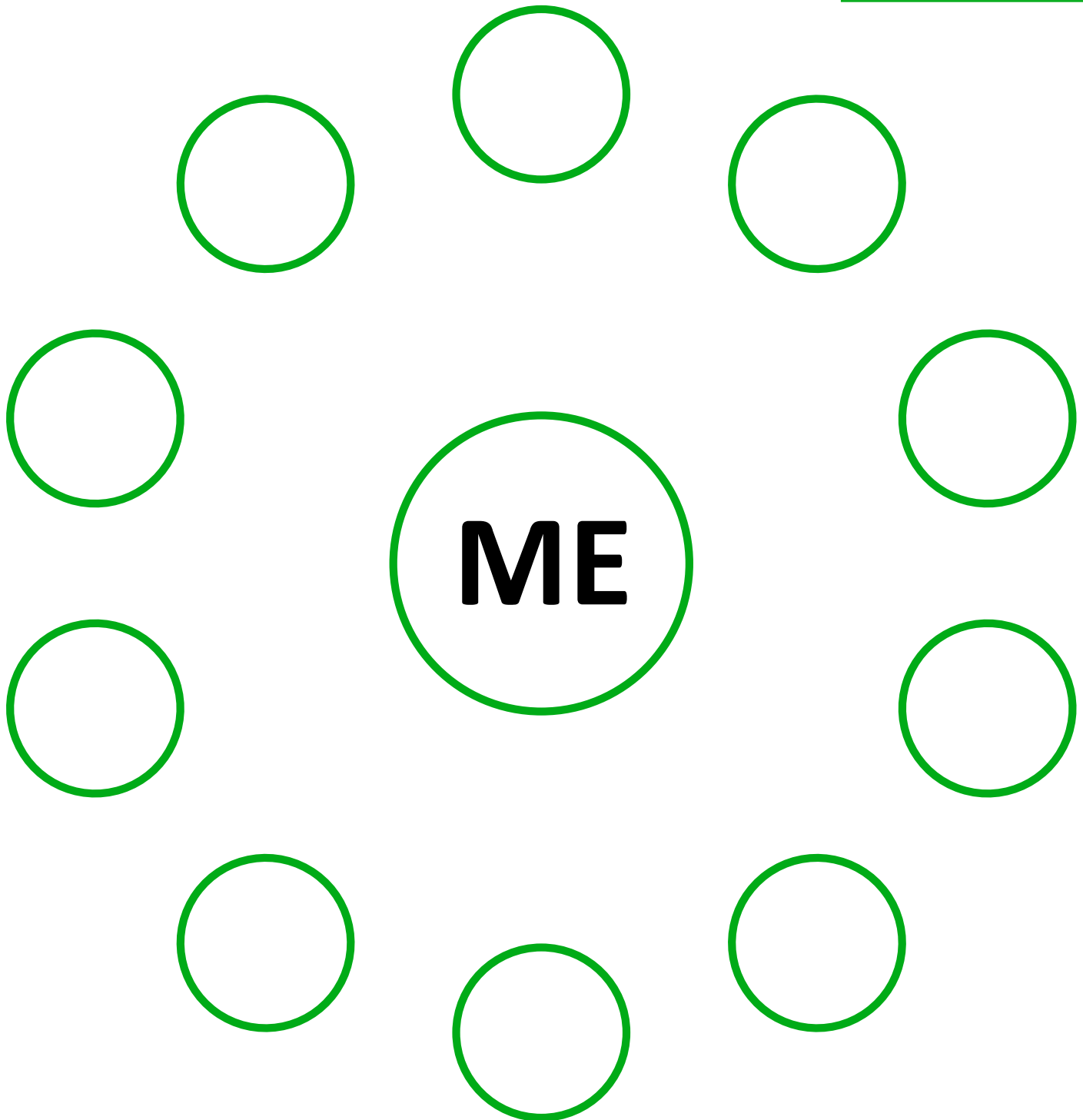
- 1) Write the initials of someone you have a relationship with in one of the bubbles.
- 2) Look at the KEY and decide which bond best describes that relationship.
- 3) Once you have chosen the line, draw it between ME and your bubble.
- 4) Repeat this for the remaining bubbles.

KEY:

..... :Stressful

———— :Weak

———— :Strong



Session Three - Healthy Relationships

Lesson Aims:

- To enable young people to think about what they look for in an ideal relationship / friendship
- To enable young people to think about the characteristics of those relationships / friendships
- To enable young people to consider what they do and don't want from their relationships / friendships

Lesson Outcomes:

- For young people to understand what makes a good relationship / friendship
- For young people to start thinking about the qualities they want in their relationship /friendships
- For young people to understand what constitutes a good relationship and what constitutes a bad relationship

Part Two

Be Smart

Activities: Trainer's Notes

5, 4, 3, 2, 1 The purpose of this activity is to encourage self-reflection prior to the formal input and essentially after it. By writing their Top Five priorities of what they would expect from a boyfriend or girlfriend, the exercise offers a personal test to the young people to recall information and apply it creatively to their own lives. To add a bit of context to the activity you could say that they are writing the lists for a 'teen advice blog'.

A Good friend is... The idea of this exercise is to find out what young people perceive as important qualities within a friendship.

It is recommended that you familiarise yourself with the cards before delivering the activity as it will enable you to pick out key issues from the young people's choices. Remember there are no right or wrong answers but there may be differences based on gender.

Ultimately your input in reviewing their selections should allow the young people to question themselves individually, and across the group about what they think is important in a friendship.

Your emphasis should be placed on cards with positive behaviour or positive personal qualities that encourage honesty, having things in common, sharing and emotional support as these are the foundations or building blocks for successful friendships e.g. "...talk to about anything..." or "...thoughtful and kind..." Steer the group away from anything that has a material implication or related to physical attributes e.g. "...has a car / money..." or "...is good looking..." as these do not sustain friendships over time.

What is the difference? The purpose of this discussion is for young people to acknowledge that there is a subtle difference between relationships and friendships, and there may be different expectations placed upon the individual if they were in a relationship.

It is most probable that the notion of intimacy or being 'more personal' will come up and it is this which constitutes the main difference. The young people will probably describe this in behaviours such as kissing, holding hands, and spending time together (alone), and maybe even sexual contact.

It needs to be explained that not all intimate relationships are sexual and being sexual does not make it an intimate relationship. People can be intimate with each other because they share their thoughts and emotions with each other and they work to try to understand each other, not just because they are sexual together.

What do we want? This activity intends to promote young people to think about the attributes and behaviours of partners in their personal or more intimate relationship relationships, not friendships specifically (that is what the previous exercise examined).

Some of the group may begin to share personal experiences but please remember this is not an exercise that requires self-disclosure so be aware you may have to manage this accordingly to protect the young person.

Part Two

Be Smart

Activities: Trainer's Notes

Some of the group may begin to share personal experiences but please remember this is not an exercise that requires self-disclosure so be aware you may have to manage this accordingly to protect the young person.

After handing out the statements to the young people make the point that these statements can apply to any relationship, not just boy/girl relationships. So they have relevance to any type of personal relationship both heterosexual and homosexual. The focus is on the behaviour of others, not their sexual orientation.

Throughout the activity encourage discussion by continually seeking the thoughts of the group. Ask them how some of these behaviours, both positive and negative would make them feel if it was happening to them.

Reassure the group that there should be no pressure on a person to be in a relationship or be intimate. However make the point that if you are in a relationship most will have their 'ups and downs' and it takes time and effort to get it right.

Explain that regardless of 'ups and downs' some things will always be unacceptable and can be used to gain power and control over you e.g. "...being hit / kicked..." or "...being scared..." and so on. You can balance this by giving examples that would always be considered acceptable e.g. "...being able to talk about things..." or "...being happy in each others company..." and so on.

Highlight that there is a middle ground where things are not always so clear cut e.g. "...being texted constantly..." as this could be quite nice at first but could show a lack of trust, or a controlling nature and "...buying gifts..." as this could mean that they are trying to win your affection / attention / trust by giving you things.

Round up by noting that on the whole relationships should have 'equality' and 'respect'. 'Equality' is being treated equally and fairly. 'Respect' is when someone's thoughts, feelings and wishes are considered positively.

When you have gone through all the statements you will have two displays. The displays could be put up on the wall for all young people to see and could be referred to in future discussions around relationships as an affirmed understanding of what the group believes is acceptable or unacceptable.

Summary The re-cap of the **5, 4, 3, 2, 1** exercise should lead nicely into the Summary on what has been learned from this Lesson and encourage self-reflection on the content.

Review the aims and objectives and ascertain if everyone felt this was achieved by checking in with the group.

Part Two

Be Smart

<u>Time</u>	<u>Activities</u>	<u>Resources</u>
5 Mins	5, 4, 3, 2, 1: Individually, ask the group to write their Top Five priorities of what they would expect from a partner in a relationship. This can be a behaviour trait or a personal quality. Ask them to put them to one side as you will be coming back to these at the end of the Lesson.	Pens/Paper
15 Mins	A Good Friend is... Split the class into same gender groups of no more than six in each. Hand each group a card marked: 'A Good Friend is...' and a set of co-ordinating statements. Make sure you use the relevant gender cards. Ask each group to read through the cards and then select 10 which they feel represent the 'ideal' friend and put them in order of importance. When this has been done ask the group to feedback on choices made and reasons for choices, and whether they had any disagreements within the group, or differing opinions across groups.	Statement Cards
5 Mins	What is the difference? In pairs ask the group to discuss what they think the difference is between a friendship and a relationship. Get them to feedback. Then give an explanation of a relationship pointing towards the primary difference of intimacy.	
20 Mins	What Do We Want? Stick up two pieces of flip-chart paper. On one write 'Relationships: What We Want' and on the other 'Relationships: What We Don't Want'. Cut out the statements and hand them out to the class (some may have two depending on numbers). Then ask the young person to read their statement out and as a class decide which heading to put it under. Then they come to the front and stick it onto the corresponding flip chart.	Statement Cards / Flip Chart Paper / Marker Pens / Blu-Tack
5 Mins	5, 4, 3, 2, 1: Ask the young people to return to their Top Five list and whether they would like to make any changes following the activities in this Lesson. Ask if anyone would like to share their lists OR collect them in and read a few out anonymously.	Top Five List
5 Mins	Summary: Review the aims and objectives, by referencing the key points from the activities and ascertain if everyone felt this was achieved by checking in with the group.	

Part Two

Be Smart

Activity - A Good Friend is...

YOUNG WOMEN **“A GOOD FRIEND IS...”** **(cards 1-6)**

Someone who likes the same things as you do.	Someone who goes to the same school as you
Someone you can talk to about anything	Someone who likes the same music and clothes as you
Someone who won't tell on you	Someone who will share their things with you

Activity - A Good Friend is...

YOUNG WOMEN **“A GOOD FRIEND IS...”** **(cards 7-12)**

**Someone who
always has time
to listen**

**Someone who
would stick up
for you in an
argument**

**Someone who
would warn you
if you were
in danger**

**Someone who
would go to the
Doctors with you**

**Someone who
is good looking**

**Someone who
won't pressure
you to do things
you do not
want to do**

Activity - A Good Friend is...

YOUNG WOMEN **“A GOOD FRIEND IS...”** **(cards 13-18)**

**Someone who
pays you
compliments**

**Someone who
never teases
you / calls you
names behind
your back**

**Someone who
can give you
hugs / you can
hug them**

**Someone who
has money**

**Someone who
can tell you when
you are wrong**

**Someone who
can take a joke**

Activity - A Good Friend is...

YOUNG WOMEN **“A GOOD FRIEND IS...”** **(cards 19-24)**

**Someone who
is about the
same age as you**

**Someone who
can say sorry**

**Someone who is
thoughtful and kind**

**Someone who
has a good
personality**

**Someone who
can make you
laugh**

**Someone who is
a shoulder to
cry on**

Activity - A Good Friend is...

YOUNG MEN **“A GOOD FRIEND IS...”** **(cards 1-6)**

**Someone who
can take a joke**

**Someone who
won't tell on you**

**Someone who likes
the same clothes
and music as you**

**Someone who
would warn you
if you were
in danger**

**Someone who
is a good laugh**

**Someone who
won't pressure
you to be
having sex**

Activity - A Good Friend is...

YOUNG MEN **“A GOOD FRIEND IS...”** **(cards 7-12)**

Someone who goes to the same School as you

Someone who thinks about what you want and not just what they want

Someone who would stick up for you in an argument

Someone who likes to do the same things as you

Someone who can say sorry

Someone who is about the same age as you

Activity - A Good Friend is...

YOUNG MEN **“A GOOD FRIEND IS...”** **(cards 13-18)**

Someone who tells the truth	Someone who looks good
Someone who has time to listen	Someone you can talk to about anything
Someone who has money	Someone who won't pressure you to do things you do not want to do

Activity - A Good Friend is...

YOUNG MEN **“A GOOD FRIEND IS...”** **(cards 19-24)**

**Someone who
has a car**

**Someone who
would take the
blame (if you did
something wrong)**

**Someone who
will share their
feelings with you**

**Someone who
can handle
themselves**

**Someone you can
hug without feeling
embarrassed**

**Someone who can
tell you when
you are wrong**

Activity - What Do We Want?

Relationship Statements

Being teased	Being able to laugh together
Being bullied	Being hit / kicked
Being ignored	Being trusted
Being listened to	Being included
Being appreciated	Being touched when you don't want to be
Made to feel special	Being take to new places
Being shouted at (for not answering or replying)	Made to do things that you do not like
Being respected	Doing nice things together
Being put down	Being laughed at

Activity - What Do We Want?

Relationship Statements

Given gifts / presents	Playing 'Mind' games
Supported	Can say what you think
Told that you're useless	Being criticised
Made to feel stupid	Being interested in you
Rejected	Feeling threatened
Able to talk about things	Careful about what you say
Being texted constantly	Being scared
Being loved	Being apologetic
Being told "you're okay"	Being told everything is your fault

Activity - What Do We Want?

Relationship Statements

Being controlled	Being called names
Buy you cigarettes / alcohol	Being cuddled
Happy in each other's company	Keeping secrets
Arguing	Will allow you to say 'NO'
Demands Sex	Holding Hands / Kissing

Session Four - Unhealthy Relationships? What Can I Do?

Lesson Aims:

- To define different types of abuse
- To enable young people to think about signs of abuse
- To encourage young people to think about their support networks

Lesson Outcomes:

- For young people to understand the different types of abuse
- For young people to be able to recognise abuse
- For young people to know where to get help if they are concerned about abuse within relationships

Part Two

Be Smart

Activities: Trainer's Notes

Abuse: What Is It? Abuse within a relationship can be generally defined as treating someone with cruelty with the intention of causing some form of harm. This harm can be Physical / Emotional /Sexual/ Financial

At this point it is not necessary to go through symptoms of each one as the next exercise will facilitate that....However it is essential to make the point that abuse could happen to anyone including those in same-sex relationships. It can happen to girls and it can happen to boys.

Stress the point that some of the abusive behaviours that may be experienced in relationships are against the law, and are not tolerated. It is not acceptable to be abusive to anyone because abuse is not normal and not okay because when you are in a relationship you have a right to be loved, feel safe, respected and free to be yourself.

Is This It? This exercise is a straight 'call and response' activity and has been designed that young people will be able to recognise the most common symptoms and types of abuse quite easily.

There is nothing here designed to trick the group or to question their selections but there is value in selecting a couple of statements that have direct relevance to their teenage lives e.g. "...nasty messages by text / social media..." or "...pressures you to have sex or sexual activity when you don't want to..."

Ask them to start thinking about how it may make someone feel, and question them whether it is a good thing to make someone feel that way. Remember the emphasis needs to be placed on the inappropriateness of the behaviour, and how that makes the other person feel.

Recognising Signs Before watching the films advise that the young people may see things that could affect them, as the films are about 'relationship abuse' and if so then to leave the room if they need to and alert a member of staff.

The purpose of the films is self-evident. It is to show the different way that abuse creeps into relationships and how that behaviour is displayed and makes people feel. They are taken from a Government initiative website and the clips have been designed and filmed purposefully for young people and are from Hollyoaks.

Prior to watching ask them to think about what is happening in each film. Ask them to think about the signs and symptoms of abuse. Encourage self-reflection in the group by asking them do they feel what they have seen is ok; and if not, then why not?

Take feedback from the young people as the films will provoke some discussion. Make sure you reaffirm positive and insightful comments from the group and reflect them back to the wider group. Challenge any victim-blaming statements as no-one ever deserves to be treated abusively. This would be done by highlighting the negative behaviour of the abuser and how this impacts upon the victim; altering the way she feels. Ultimately there is no excuse for treating someone abusively and it is never the victim's fault. The responsibility lies with the abuser.

One point to highlight is that quite often abuse begins with emotional abuse and can escalate into physical or sexual abuse, by which time it will affect the way a person feels and have a negative effect on their self-esteem.

It will also be necessary to state once again that abuse could happen to anyone including those in same-sex relationships. It can happen to girls and it can happen to boys.

Part Two

Be Smart

Activities: Trainer's Notes

Choices The idea of Choices is to get young people thinking about what they characters in the film could do to escape the abuse or how they could help a friend if they were in this situation.

At this point reassure the young people that if something like this was happening to them then there is a way out. That there is there is support available and they can try and implement some positive strategies for taking control.

Ask the group for suggestions. These should include:

- Saying NO
- Telling the person you expect respect
- Draw attention to the other's behaviour
- Trying to walk away from the immediate situation
- Being prepared to leave the relationship (as hard as it may feel)
- Seek help and support e.g. Professionals / Friends

Give the following advice to the group if they were approached by a friend who needed advice:

- Their friend would need lots of support and encouragement to stop it and seek professional help.
- Their friend would not want to feel judged
- Don't ignore the issue or downplay it as it takes a lot of courage to come forward and talk about these issues
- Let their friend know it is not their fault and the abuse is unacceptable
- Think of a code word between the two of you so they could call you and say it if they need help (and you could call for help)
- Talk to someone e.g. a Teacher on their behalf
- Encourage them to talk to a trusted adult or the Police.

Helping Hand The purpose of the Helping Hand is for young people to have an accessible list of adults that they could turn to for support or advice. In short ask them to write adults on the fingers, anyone else they could talk to on their palms e.g. friends / pets and people paid to help around the outside (Social Workers / Childline / CEOP).

You will have to supply the contact detail for these organisations for the young people to copy:

Childline: 08001111 (Freephone)

CEOP: <https://www.ceop.police.uk/ceop-report/>

Social Care:

During completion, question the group on the people they have chosen i.e. could they really talk to that person about particular issues? Ask them to think about different people for different things e.g. you might not be able to talk to 'Mum' about sex but 'Mentor' instead.

This Helping Hand is theirs to keep.

Summary In closing return to one of the opening statements:

“...many of the abusive behaviours that may be experienced in relationships are against the law and are not tolerated. It is not acceptable to be abusive to anyone because abuse is not normal and not okay - when you are in a relationship you have a right to be loved, feel safe, respected and free to be yourself”.

Then reflect upon the aims and objectives of the Lesson and ask the group if they feel that are now able to recognise signs of abuse, and have an idea of what to do if they feel they or their friends are in an abusive relationship.

To close remind them who they can talk to within School (now / today / this week / in the future) if they need to talk about anything they have seen in the Lesson.

Part Two

Be Smart

<u>Time</u>	<u>Activities</u>	<u>Resources</u>
5 Mins	Abuse: What Is It? In pairs, ask the group to discuss what they think is abuse in relationships. Get them to feedback. After a few examples present them with the formal definition and explain the most common types of abuse within 'relationships'.	Pens/Paper
15 Mins	Is this it? Split the class into six groups. Give each group a set of cards with the different types of abuse (laminated them for durability). Read out an abuse statement randomly from those provided on Sheet One and ask the group to discuss with each other what kind of abuse they think it is, and then select the appropriate card. Ask them to explain why they have made that selection. Repeat this with a couple of examples from each type.	Laminated Cards / Statement Cards
15 Mins	Recognising Signs Explain to the group that you will be watching three short films. Advise that if there is anything on screen that causes upset then to alert a member of staff. Whilst watching the films ask them to think about what is happening on screen. Encourage them to look out for signs of abuse and what type of abuse is occurring. http://thisisabuse.direct.gov.uk/videos/view/21/emotional-abuse http://thisisabuse.direct.gov.uk/videos/view/22/controlling-behaviour http://thisisabuse.direct.gov.uk/videos/view/23/spot-the-signs-of-abuse-in-a-friends-relationship	Internet Connection / Laptop / Projector
10 Mins	Choices: After watching the films, ask the young people what choices are available to them. Effectively you asking them "...what could they do?" Get them to discuss this in their groups and then take some feedback.	
5 Mins	Helping Hands: Using the template of the Helping Hand, ask the young people individually to write down a trusted adult who could offer them support or assistance when in need on each finger. So this means they would name five maximum. If they want to name friends then these are to be written on the palm of the hand. It is also worth giving details for Childline, CEOP and www.thisisabuse.direct.gov.uk and ask them to write this on their hand.	Helping Hand Template
5 Mins	Summary: Then reflect upon the aims and objectives of the Lesson and ask the group if they feel that are now able to recognise signs of abuse, and have an idea of what to do if they feel they or their friends are in an abusive relationship. To close remind them who they can talk to within School if they need to talk about anything they have seen in the Lesson.	

Part Two

Be Smart

**PSYCHOLOGICAL /
EMOTIONAL**

PHYSICAL

Types of Abuse

FINANCIAL

SEXUAL

Abuse - Signs & Symptoms

Physical	Sexual	Financial	Emotional
Slaps, kicks, punches, nips you	Pressures you to have sex or sexual activity when you don't want to	Takes your money off you	Texts you hundreds of time a day
Pulls your hair	Takes pictures of you naked without permission (and threatens to send them)	Makes you explain how you spend your money	Won't let you see friends or family
Chokes you	Makes you do sexual things for his friends	Forces you to commit crimes for money	Checks your phone without permission
Shoves you around	Forces you to strip	Forces you to do sexual things for money	Nasty messages by text / Social Media
Throws things	Calls you names e.g. slag / frigid	Makes you to do things for drugs / alcohol	Demands to know everything that you do/say
Burns you		Controls your money (gives you an allowance)	Insists on picking you up / dropping you off
Threatens to hurt you			Threatens to get back with an ex
Pins you down against the wall or on the bed			
Spits at you			

Activity - Help Hand



Session Five - Lets Keep Safe!

Lesson Aims:

- To explore young people's perception of risk
- To introduce the idea of early warning signs
- To share strategies for keeping safe

Lesson Outcomes:

- For young people to acknowledge different situations and activities have different risks associated
- For young people to start thinking about their early warning signs
- For young people to understand they can take action to decrease risk

Part Two

Be Smart

Activities: Trainer's Notes

Risk The purpose of this starter to get the young people to determine a working definition of the word '...risk...' or more so what it means if you are '...taking a risk...'

After their feedback you should be settling on the idea that '...taking a risk...' is exposing oneself to danger, or putting one's safety on the line, or being in a situation where one could be harmed.

You could balance this by explaining that even though there is danger or harm associated with some risks, there are some risky activities that could be perceived as fun. The key aspect here is that the young person is in control of the situation. This would include going on a fairground ride or watching a scary movie.

However there are some risky activities that would always be perceived as dangerous. This would include taking drugs or getting into a stranger's car as you would not be in control of that situation.

How Risky? This exercise asks the young people to think about different situations they might find themselves in, and to consider the level of risk the situation or circumstance may present.

The primary intention here is to get an understanding of the young people's perception of risk. So as the facilitator it is essential that you ask the group to consider the implications of the said behaviour on the card. This will help them make an informed decision about the level of risk and help them become accustomed to thinking a situation through before acting. It will help to develop their perceptual skills and ability to risk-assess situations.

Take the statements, "...putting a shout-out for a meet on a social networking site..." or "...staying out over night without permission..." then pose them with the question "...what could happen?" Get them to think about the negative aspects attached to the situation. By doing this you are encouraging them to think beyond the immediate behaviour and consider any consequential factors that could come into play.

In this instance you could note it may attract attention from the wrong kind of people such as adults looking to make contact with young people, it could encourage people to begin salacious conversations with you, individuals may start to pester you to meet up, people could turn up at your house, or it may bring people to your profile where they can see all your information / pictures and so on.

You could use "...unsafe sex with someone you know..." as some young people may place this less than High because the person is 'known'. The implications of this are not just health related such as catching a STI or could get pregnant. There are serious social implications too, for example it could ruin a friendship / relationship if you had not talked it through in advance. Or either person could then spread gossip about you and say something nasty and that could affect your reputation. Parents could possibly find out if it is within a close peer group and that could bring necessary but unwanted conversations.

Moving back to the idea of 'knowing' someone, this is something that you may want to elaborate upon in general for it lends itself to multiple statements. Young people may perceive that because someone is known then the risk is lessened however just because you 'know' somebody or with a peer that it does not mean that they will not put you in a 'risky' situation or could cause you harm.

To underline this, the final point I would be making is not necessarily about whom you are with, or how well you know them even though that can very reassuring, but it is about having control or influence over a situation.

Typically when there is less ability or scope to have control or influence activity there will be lots of unknowns and things you cannot anticipate, even if you are with friends e.g. "...going to a party at an unknown house..." Ultimately where the young person does not have control then this will constitute High Risk.

Part Two

Be Smart

Activities: Trainer's Notes

Alarm Bells! This activity is to get young people thinking about their own warning signs in response to risk, which will enable them to recognise danger or threat. By being able to identify their warning signs it will act as a cue that they will need to take action to ensure their safety.

When the group have drawn the body, or you have handed out the template ask the group to think of 'risky' situations, or situations where they felt scared or unsafe. You can refer back to the 'How Risky?' activity with examples such as "...your friend shares your contact details on social networking site..." or "...a stranger asking you to get in his car..." You could also give them a couple of new scenarios to consider: "...walking down a dark alleyway at night and you hear footsteps..." and "...you are upstairs in bed and you hear a strange noise downstairs..."

Work towards getting them to agree that all of these are situations that could never be perceived as fun. Make the point that all of these are situations where the young person is not in control of what is happening and because they are not in control it could develop into a problematic situation or even an emergency.

Pose the question to the group about how they would feel in those situations. Get them to think about their feelings. They will probably say they felt scared or nervous however probe further to find out how they knew they were scared or nervous i.e. what physical signs did they have? What did their bodies do? What were the warning signs?

Ask the groups to draw these 'feelings' on their bodies, the best way they can. In the feedback you are looking for:

- Increasing Heartbeat
- Dry mouth
- Biting Lips / cheek
- Twitchy legs
- Goose-bumps
- Wobbly / shaky feeling
- Butterflies (in stomach)
- Sickness / Nausea
- Sweaty palms / forehead
- Restless

Explain to the group that these reactions are totally normal and our body's way of telling us something is not right, and quite possible something is wrong.

Emphasise that these are our body's warning signs or cues and these are our body's way of telling us to take action.

It is important to stress that we listen to our body. This could also be called listening to your 'gut instinct' or your 'intuition'.

Part Two

Be Smart

Activities: Trainer's Notes

Think On: Keeping Safe The intention of this activity is to get young people to think about practical strategies they can employ to keep themselves safe when out and about. In response to an assessment of danger in a situation or when their warning signs kick in.

Reflect upon some of the 'risky' scenarios discussed so far. Refer back to some of the scenarios included in the 'How Risky?' activity or the 'Alarm Bells' activity e.g. "...meeting someone you have met online..." or "...getting a taxi alone..." or "going to an unknown house for a party..."

Firstly ask them to shout out possible warning signs in these situations e.g. 'How would they know something is wrong?' and then how they could reduce the riskiness of some situations and promote their own safety e.g. 'What could you do to keep safe?'

Try to get them to focus on their behaviour and what actions or strategies they could put into place to ensure they do their utmost to keep themselves safe, and away from the potential of harm in a particular situation or on a night out in general.

Suggestions should include (this list is not exhaustive):

- Stick to busy well-lit road, avoid short cuts through alleyways
- Stay alert; turn mp3 players off so you can hear what is going on around you
- Keep phones / mp3 / valuables players out of sight not to attract unwanted attention
- Get away as quickly as possible (but not towards further danger)
- Find out the times of public transport in advance
- Answer texts or calls from Parents / Carers
- Tell a trusted adult or parent where you are going, who with, and what time you expect to be back
- If you're going to a party, find out in advance where it is, and who will be there
- Never accept a lift from a stranger
- Check in with a friend or parent over the course of the night by text or calling them
- Never meet people in dark out of the way places
- Do not give your personal information to anyone regardless of how persuasive they are
- Do not accept anything from anyone this includes alcohol, drugs, cigarettes, money, food, phone credit and so on.
- Have numbers accessible on your phone just in case you get into an emergency
- Make sure the taxi you get in, is the one you ordered, and do not accept the journey for free
- Do not take drugs or alcohol as this can disorientate you, and affect your decision making

Summary Use this time to reflect upon the aims and objectives and check in with the group to see if they think this was achieved. In closing leave the group with the sentiment 'Be Smart, Be Safe'.

Part Two

Be Smart

Time

Activities

Resources

5 Mins

Risk In Pairs, ask the group to discuss what they think the phrase, "...taking a risk..." means. Get them to feedback. After a few examples pull together the discussion by giving a working definition for the purpose of this Lesson.

Pens/Paper

15 Mins

How Risky? Keep the class in their groups. Give each group a set of the scenario cards and a set of Low / Medium / High Risk place-cards. Ask the young people to choose a scenario then to discuss it in their group and decide where to place it in regard Low Medium or High Risk. Explain that there is no exact right or wrong, it is about them thinking of the risks associated with the scenarios. When they have completed this for all the scenarios ask them to feedback. Pursue whether there were any that caused disagreement within the group and if so which ones, throw it open for a whole group discussion.

Scenario Card / Place-Cards

15 Mins

Alarm Bells! Split the group into six groups again, ask the young people to draw an outline of a body on the flip-chart paper or if this proves difficult you could give them the template attached. When each group has done this ask them to think of a time when they have taken risks that have left them feeling scared, nervous or unsafe and how this made them feel physically i.e. what happened with their bodies. Get them to concentrate on their physical sensations and in groups write or draw this on their body e.g. heart beating faster, butterflies, twitchy legs.

Flip-Chart Paper / Marker Pens

15 Mins

Think On: Keeping Safe Ask the young people to think about what they do outside of School, at weekends. Pose them with the question about how they could reduce the potential of danger or harm in their activity (if the potential is there). What could they do? What (practical) strategies could they think of to help them to keep themselves and friends safer? Write down their suggestions on flip-chart paper.

Flip-Chart Paper

5 Mins

Summary: Review the aims and objectives, by referencing the key points from the activities and ascertain if everyone felt this was achieved by checking in with the group.

Part Two

Be Smart

Scenario Cards

Talking to a stranger on the street	Getting a taxi with friends	Unsafe sex with someone you do not know
Safe sex with someone you know	Getting a taxi alone	Unsafe sex with someone you do know
Putting your contact details on social networking site	Safe sex with someone you do not know	Meeting someone you have met online
Giving someone you've just met your phone number	Kissing someone you don't know	Getting a bus during the day
Asking someone you have just met to buy yo cigarettes	Kissing someone you know	Telling your parents/carers where you are going

Scenario Cards

Not telling your parents/carers where you are going	Putting a 'shout-out' for a meet on a social networking site	Broadcasting your PIN on BBM
Getting cigarettes/alcohol from a friend	Going to a party, with a friend where there will be older people	Putting a picture of your face as your profile pic on Social Networking site
Getting into a car, and you know the driver	Accepting a gift from someone you hardly know	Adding a friend of a friend on Social Networking site
Getting into a stranger's car	Going to an unknown house for a party	Coming in on time
Staying out overnight without permission	Sharing your friend's details without their permission	Trying to get into a pub/nightclub

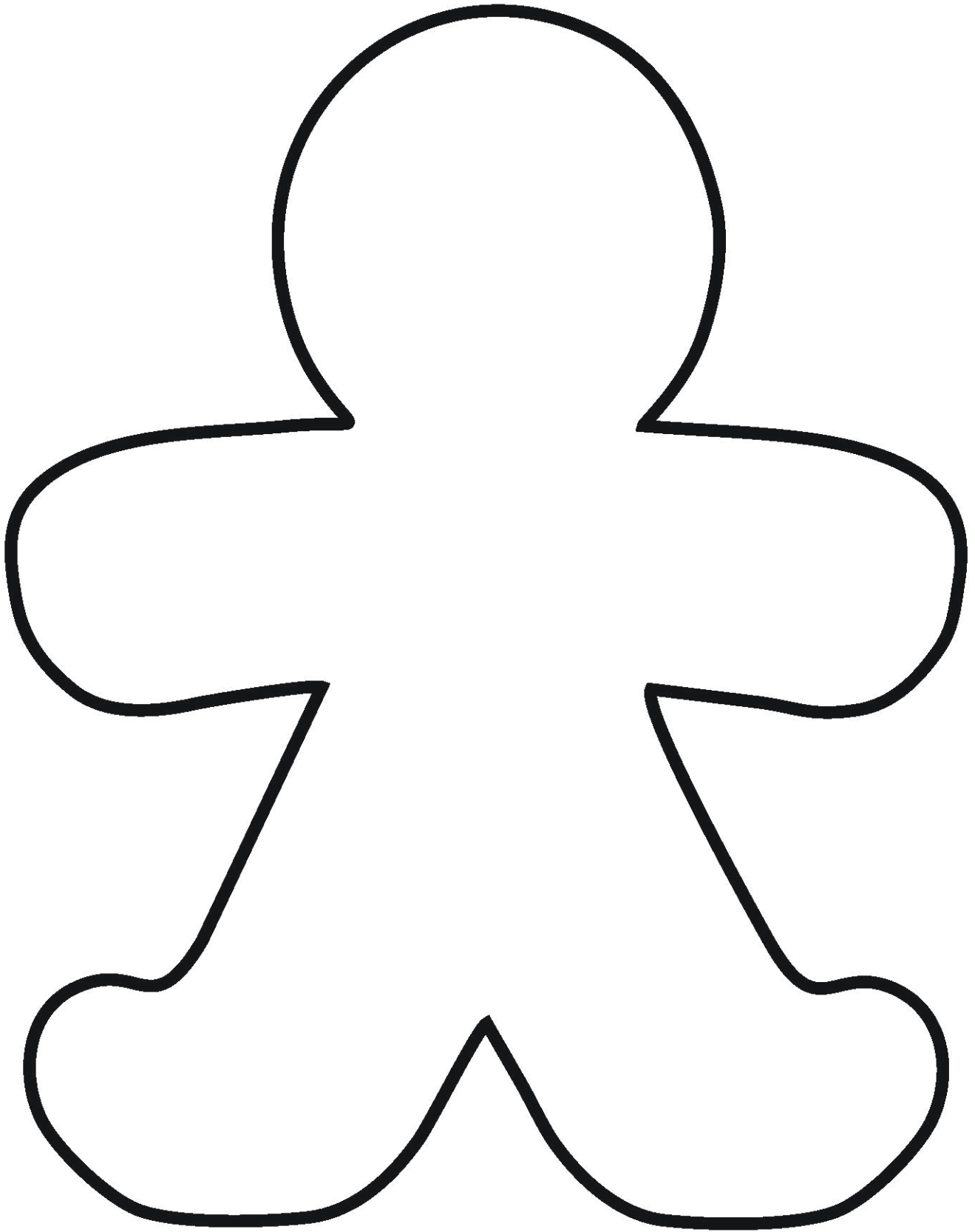
Risk Cards

LOW RISK

MEDIUM RISK

HIGH RISK

Alarm Bells



Session Six - Internet Safety

Lesson Aims:

- To explain to young people that the Internet could be used for a variety of activities
- To introduce the idea that there are abusive adults who use the Social Media to make contact with young people
- To give young people practical advice on how to keep safe online

Lesson Outcomes:

- For young people to think about the positive potential of the Internet
- For young people to acknowledge that Social Media sites can be misused
- For young people to know how to keep safe online

Part Two

Be Smart

Activities: Trainer's Notes

What's It For? The intention of this activity is to get young people to talk about what they feel the Internet or World Wide Web is used for; it will also give an indication of how they actually use it with their replies.

This will give you a valuable insight into their online behaviour but also for those facilitators who are unknowing it will serve as valuable education on current Internet trends. It gives you the facilitator a perfect opportunity to ask questions.

For reference here is a list of activities polled from BBC Bitesize:

- browse websites for education / recreation
- send and receive email
- download media files, eg Mp3s or video files
- watch streamed video
- access educational material from your school
- create, store, edit and share your documents
- interact with friends on social networking sites
- write a blog
- sign-up to forums and discuss topics
- game with friends
- instant message family and friends
- share photos and videos

It is expected that you will hear murmurs of activity that would constitute the 'risky-side' of the Internet e.g. 'sexting' (sexual or explicit messaging), image exchange and pornography. To address this there is no call for you to be overly specific what is more important is that you make the point that there is illegality in most of this activity; so it is wrong. And very crucially how pornography is for over-18s only but is not a reflection of real sexual relationships and it can really skew our understanding and expectations of how we interact with a girl or a boy in a relationship.

In the round up it is suggested that you reference Chat Applications too if they have not been mentioned already. These are applications that can be downloaded to a 'smart' phone or equivalent device to allow individuals to share photos, send messages and video to each other however there are different types and some are 'dating' or 'social link' applications.

It could be explained to the young people that nationally, there has been an increasing number of adults seeking children out through these types of applications. They first try to be your friend but then begin to ask personal questions about your lives and your bodies, and maybe eventually try to get you to do things that you do not want to do, or shouldn't be doing.

You can then qualify this by explaining that this is Online Grooming and Online Exploitation and how an adult doing such things e.g. befriending children, gaining their trust, asking for photos (maybe indecent photos), to go on webcam, asking them to take clothes off on cam, or do sexual acts, giving gifts like top-ups or vouchers for sending photos - are the most common requests of young people. The adults may try to arrange to meet up.

You do not have to go into too much detail. However make the point that one has to be sensible online and take a safety first approach when we use the Internet and in particular social media.

Part Two

Be Smart

Activities: Trainer's Notes

Protect Yourself Both films are indicative of how exploitation can occur online. One depicts an imagined situation and potential risks if security settings are not considered and the second film (typically for older young people) depicts an actual situation of exploitation and how it occurs when security settings are not considered.

After watching the films which last around 8-minutes approximately, make the point that what you have seen is very powerful viewing and made specifically because frequently situations involve adults, who have an unhealthy interest in children and are attempting to exploit young people. These examples are showing girls as the victim, however note that boys can be victims of online exploitation too. State this is not just boys who are Gay. To highlight this, and if there is time here is another film that can be shown:

<http://www.youtube.com/watch?v=9JpyO5XlfCo>

Seek out their opinions and thoughts, to clarify whether there are any misinterpretations from watching the film. Both films contain safety-advice so as the facilitator reiterate this advice to the group and emphasise that we need to be in control of what we do online because we cannot control the behaviour of others because other people lie and pretend to be someone else so they can get close to children. Or they can be forceful and demanding which can put the young person under extreme pressure to do what they want them to.

Supplement that with the following advice:

Firstly what we do online could affect us in the offline / real world and could put us at risk in the offline / real world. So we have to be very mindful about what we share, who we chat with and how we represent ourselves online because some people lie about how old they are, and who they are, and what kind of person they are on purpose to get close to young people.

Secondly, get them to think about the abusive adult in the film. Did he look like they expected? What you need to do is get the group thinking that there is no stereotypical perpetrator for in both films the abusive adult was young, looked respectable and well dressed. They were not 'seedy', 'shady' or 'old' men.

Security: Top Ten This activity gives ten essential tips to staying safe online. The handout is quite succinct but gives you everything you need to share with the group.

It is probable that the group will give you lots of information relating to online activity. Keep the discussion focused and on point. You can do this by being consistent and referring back to the safety tips. In conclusion offer the group these three over-arching points to remember:

- **We cannot control the behaviour of others but we can control our own behaviour.** Therefore we have to protect ourselves and not take unnecessary risks. So in regards images / photos: Girls – do not fall into the popularity contest posting provocative selfies to get the most 'likes' and Boys - don't fall into the 'lad trap' you have to be respectful and not pressure girls to send images. This could even get you into trouble with the Police.
- **We have to give the best representation of ourselves online because what we post could have implications socially, and for the future.** Indirectly you could make yourself a target for online abuse by choosing the 'wrong' kind of pictures that would appeal to abusive adults looking for children. Also prospective employers do look at Facebook and other Social Media to find out more about you.
- **We all have the right to be safe, and nothing is so bad that we cannot talk about it.** So make it very clear that it is never the young person's fault in situations discussed. It is the abusive individual who is wrong and it needs to be reported. Explain who the young people can speak to within School, and externally. Mention CEOP once more where to find them: <http://www.ceop.police.uk/safety-centre/> and give information about local Police.

Part Two

Be Smart

Activities: Trainer's Notes

No: The Best Response! The premise of this brief activity is to educate and empower young people on how to respond to unwanted attention on the Internet. These ten most common scenarios are all taken from real-case examples where young people have been approached by an individual online.

In this fun activity with very serious undertones what you are trying to elicit from the young people is a simple proactive way of dealing with a common scenario. This purpose here is to try and give them confidence in managing a situation that may make them feel uncomfortable.

The most straight-forward of doing this is by taking a direct approach of saying "...NO [If you continue I will report you]..." or "...Leave me alone [if you continue then I will report you]..." is a simple way of dealing with the issue. Explain this to the group. Then explain if they do not respect your 'NO' or 'Leave me alone' then they are not the type of person who consider your personal feelings and then you must tell them that you will report them.

Let the group know that by being assertive and taking control this should discourage the other person and prevent any complicated protracted conversations with the other person who has approached them. It tells the other person that you are not easily swayed and you know what is appropriate social media behaviour and less likely to comply with their requests. Get them to say 'NO' and be loud!

Summary Please refer back to the Lesson's Aims and Objectives to ensure the group feel that these have been met.

To conclude tell the group you are setting them some homework. No doubt you will get a resounding groan but then tell them the homework is for them to go home and think about how they use the Internet, and put into place the practical suggestions from today's Lesson e.g. check Privacy settings.

Reiterate where the young people could go for support or advice (as directed in the Ten Top activity).

Part Two

Be Smart

Time

Activities

Resources

- 10 Mins** **What's it For?** To begin, get the young people to call out what they use the Internet for, and what the Internet could be used for in general. Social Media will definitely be referenced. So ask the young people to note which sites they use in regards Social Media, extend this to Chat Apps too. List the suggestions of usage on flip-chart paper. When their suggestions have been exhausted do a quick tally to find out your group's primary use of the Internet.
- 15 Mins** **Protect Yourself** The two films both show the dangers of not protecting yourself when online. It is recommended that you use the first film for younger children (ages 10-13). The second film is for older young people (13+) and depicts an exploitative situation which has occurred due to lack of security awareness.
- Explain to the group that you will be watching a short film. Advise that if there is anything on screen that causes upset then to alert a member of staff. When watching the films encourage them to think about how exploitation could occur or is occurring. Then feedback.
- <http://www.youtube.com/watch?v=o8auwnJtqE> or
<http://www.youtube.com/watch?v=hK5OeGeudBM>
- 15 Mins** **Security: Top Ten** This activity can be delivered in two ways. Firstly it could be conveyed with a traditional teaching delivery. In that the facilitator works through the list by giving each tip and subsequent explanation. Or the class could be split into smaller groups and the young people are asked to write down their own top tips and then feedback. This can be cross referenced with those given on the notes supplied and expanded upon with the relevant explanation.
- 10 Mins** **No: The Best Response?** Read the scenarios to the group as a whole and ask them what their response would be. With all of the statements you need to be steering them towards saying 'No' and explaining how to report concerns, and who you would report concerns to (this references the last tip the previous exercise).
- 5 Mins** **Summary:** Refer to Aims & Outcomes and remind the young people on the fantastic potential of the Internet if used correctly. Then set the group a home-work task. This would be to go home, and review their use the Internet, in particular Social Media, and ask them to put into practice the tips that have been discussed in this Lesson. Reiterate where the young people could go for support or advice (as directed in the Ten Top activity).

Flip-Chart
Paper

Internet
Connection /
Laptop /
Projector

Top Ten
Handout

Scenario
Handout

Part Two

Be Smart

Top Ten Internet Safety Tips

- 1. Passwords** - Remember to keep your online account id and passwords private. Don't share it with anybody. If you think someone else knows it then change it. Change it to something that no-one would be able to guess.
- 2. Personal Information** - Never give out personal information online or post it on your profile page e.g. your phone number, e-mail address, personal photos, your full name or any of your passwords.
- 3. Photos** - Don't share photos of yourself with anyone you don't know. Choose a sensible picture for your profile, maybe just a head-shot definitely not one in your School uniform. Think about what you send or share because provocative photos or personal things about your life could be used against you or cause you problems later on. Once they are 'out there' you cannot control who sees them and what happens with them.
- 4. Webcam** – Don't do anything on webcam that you wouldn't do in this room. People may ask you put your cam on or ask you to do things on cam so they can watch you. Remember this can be recorded by them and then someone could do whatever they want with it.
- 5. Online Only** - Never agree to meet an 'online' friend in person. This person might not be who you think they are. Even if they say they are your age, seem nice or friendly and they understand you. Remember that there are adults that pose as younger. Knowing that, if you feel there is someone you must meet then tell a friend, make sure they go with you and meet them in a public place, during the day.
- 6. Who can be my Friend?** Other than your immediate friends and family think carefully about whom you add as 'friends'. Once you add someone you give them access to everything about you on your profile. They will be able to see and know lots of things about you and your friends too. Never accept random adds or friend requests as you cannot verify the person is who they say they are.
- 7. Protect yourself and your computer** - Do not open attachments or photos from people you don't recognize even if they are addressed to you personally or come to your Inbox. It could be something that you do not want to see, or it could be a virus and infect your computer.
- 8. Surfing** – Do not click on 'pop-ups' or 'banners'. Visiting inappropriate websites can put you at risk and your computer's safety at risk. Use your computer responsibly and remember that your usage is recorded and can be tracked.
- 9. Exit** - You can log off at any time! You can delete and block any individual at any time!
- 10. Report** – If anyone or anything makes you feel unsafe, uneasy or uncomfortable then please report it. Don't bottle it up as this can make you feel worse. You can report this to CEOP or seek advice from a Parent / Keyworker / Social Worker / Teacher.

NO: The Best Response!

Online Scenarios

- 1. Send me a pic...**
- 2. Put your webcam on...**
- 3. Do you like sex? Are you a virgin?**
- 4. I will buy you a top-up / voucher if you send me some pics...**
- 5. Tell me what you look like. Are you a hottie?**
- 6. Send me your number, so I can text you...**
- 7. Let's chat in private...**
- 8. You want to meet up?**
- 9. Do you like older men?**
- 10. You looking for fun?**

Part Three - Information on CSE

Contents

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 - 3.8.1. Risking: fun/safe/unsafe/risky
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Part Three

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Part Three – Information for Support Staff

3.1 Child Sexual Exploitation and grooming: who, what, when, where, how.

3.1.1. Child Sexual Exploitation (CSE): What is it?

Child sexual exploitation (CSE) is an illegal activity by people who have power over young people and use it to sexually abuse them. This can involve a broad range of exploitative activity, from seemingly 'consensual' relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime.

Child Sexual Exploitation has been highlighted over recent years through scandals that have emerged in the media. High profile cases such as the ones in Rochdale, Derby, Oxford, Peterborough

There is government guidance and an action plan for local authorities to tackle this issue.

Definition: 'The sexual exploitation of children and young people under the age of 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.'

(National Working Group for Sexually Exploited Children and Young People, 2008)

One of the most important things to recognise is that children and young people don't need to receive actual items or possessions, but that they can be exploited sexually for things like love, affection, support, a roof over their head.

Ellie ran away became involved in sexual exploitation to experience what she thought was love:

"I knew that my mother always loved me but I never felt that loved because she was so ill... so it was good to feel like that [loved] at the time [by the men who were sexually exploiting Ellie]"

(Young Person in Smeaton, 2013, p.24)

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3.1.2. Grooming: What is it?

This is the process whereby abusers identify, befriend, manipulate and eventually control young people. Some of the steps are:

- An adult, or sometimes a peer, shows the young person a lot of interest and affection which makes them feel special. This is part of the befriending process.

Some children said that the grooming process lasted a long time - months or even two years in one case. This let them to believe they were in a loving relationship - but with those who then went on to abuse them. The perpetrators would use this emotional attachment to manipulate and exploit the child. This was sometimes done through establishing and then exploiting feelings of guilt and obligation to the perpetrator. In some cases, once the child was dependant of their affection, the perpetrator would also manipulate the child through intimidation and aggression.

(‘I thought I was the only one. The only one in the world.’ OCC interim Report Nov. 2012)

- They develop trust with the young person, encouraging dependence. Often they will try to isolate young people from the family / carers, through encouragement and support – “They don't care about you. Why don't you come and stay with me?”
- They offer excitement by offering things that the young person may want but does not have easy access to: drugs, alcohol, nights in a hotel, nights out clubbing, somewhere to stay when things aren't working out at home. The 'groomer' will also identify things that the young person wants and offers them. These can be gifts of clothes, money, a mobile phone, but ,may also be affection, support or love
- After the grown-up has gained the young person's trust and affection, things change
- They will ask for sexual favours for themselves or other people, in return for alcohol, drugs, presents, money - all the things they started giving for free
- By creating dependence, and isolating the young person, they can now change from the supportive 'loving' boyfriend and can become threatening and/or violent.

The information on the next page can help summarise the process in your mind for when you talk it through with children and young people.

Part Three

Be Smart



SEXUAL WHAT

SEXUAL EXPLOITATION BASICALLY MEANS THAT SOMEBODY MAY BE TRICKING YOU TO HAVE SEXUAL CONTACT WITH THEM OR OTHER PEOPLE. THIS COULD INCLUDE DOING SEXUAL THINGS IN RETURN FOR MONEY, DRUGS, SOMEWHERE TO STAY, GIFTS OR FAVOURS. IT CAN BE HARD TO RECOGNISE BECAUSE YOU OFTEN BELIEVE YOU ARE IN A GOOD RELATIONSHIP WITH THE PERSON/PEOPLE WHO ARE ABUSING YOU.

1

1) Targeting/Contacting

The groomer, could be a male or female and will be looking for a young person or a group of young people in places such as schools, parks or by creating false profiles on the internet. They will show an interest in you and perhaps offer you something, for example, a cigarette, a drink or someone to talk to for support.

2

2) Relationship Building/Sharing Activities

The groomer will want to keep contact with you and may give you a mobile phone. They may compliment you on your looks and maturity; do favours for you, such as giving you a lift; do fun things with you. You may begin to spend less time with your friends and family.

3

3) Fake Loving Relationship/Friendship

You may enter a sexual relationship with the groomer. Within the fake friendship you may be introduced to sex through, for example, porn or watching sexual acts. You may think everything is fine and that you are in control, but the groomer is slowly gaining more control.

EXPLOITATION IS IT?



SOMEONE WHO WANTS TO SEXUALLY EXPLOIT YOU WILL TAKE TIME TO MAKE YOU AND YOUR FRIENDS TRUST THEM; THIS IS KNOWN AS GROOMING.

4

4) Control and Reinforcement

This is when you and the groomer do things that can be dangerous and/or against the law like drinking, taking/selling drugs or criminal activity. You may be forced to do sexual favours in return for not being hurt or for something you need. This may include violence or threats of violence.

5) Abusive Relationship/Sexual Exploitation

This is when you may be forced into having sex with others for something you need or want, by either force or persuasion. Groomers can persuade you to do sexual things like being filmed performing sexual acts by using emotional blackmail and making it sound normal.

5

TRAFFICKING: IT'S WHEN CHILDREN OR YOUNG PEOPLE ARE MOVED FROM ONE PLACE TO ANOTHER TO BE EXPLOITED, INCLUDING SEXUAL EXPLOITATION.

3.1.3. Who does this? Abusers.

CSE is often done by older adults, who use their power, resources (money, accommodation, access to drugs and alcohol) to attract and engage with young people, but it can also be done by peers. These will be young people who are of a similar age to the young person, sometimes maybe a little older. CSE can happen within families, where parents will sexually exploit their children for some kind of gain, usually financial. Sexual exploitation can also happen in gangs and groups. It can be used to intimidate rival gangs, to initiate in to gangs, or be seen as just a natural part of a particular gang culture.

3.1.3.1 - Who does this? Targets.

It can happen to any young person. It happens to boys and girls. It has happened to children and young people from all ethnic group, all religions, all cultures.

3.1.4 - Where does this happen?

CSE can happen in a variety of settings. The grooming process and the exploitation of children, can happen anywhere: a public park, food outlets, outside a school, a city or town shopping centre, hotels, gyms, hostels, restaurants, leisure centres, pubs and clubs: anywhere where young people hang out. The sexual exploitation of children is much more likely to happen away from the public gaze: in houses and flats, or at house parties. It is less likely to involve young people standing on street corners awaiting passing 'punters'.

'Punters' are people who buy sex. Though it sounds harmless as a term, it reflects people who are willing to sexually abuse children for money.

Don't forget: The use of social media, (chat rooms, instant messaging etc.), is another place where grooming and sexual exploitation can occur.

3.1.5 - When does this happen?

CSE can happen at any time, to any young person, regardless of background. One of the crucial connections made through research is between young people who go missing from home. This can be any young person, from any home or care setting, in any part of the country; rich or poor, male or female.

3.1.6 - How does this happen?

Groomers are very good at identifying and exploiting those young people who are vulnerable. Vulnerabilities can happen for a number of reasons. Growing up is often a very challenging experience and finding your way and your place in the world is not straightforward. You may have experienced abuse in your life, you may be struggling with your sexuality; you may just want to enter the sexual world. There are many causes. Groomers are particularly good at identifying these vulnerabilities, gaining the trust of children and young people, and exploiting them. This can be done face to face, or begin through contact via social media/technology use

Other factors that can contribute are:

- Being alienated from family or community
- Being a looked after child (LAC)
- Friendships/living with other young people that are victims of CSE
- Offending behaviour/criminality
- Being bullied or threatened
- Mental Health issues
- History of previous CSE
- Peer violence
- Disengaged from education
- Drug/alcohol use within the family or by the young person
- Lack of friends/peer relationships
- Living with Domestic Violence
- Homeless/sofa surfing
- Sibling difficulties (older sibling involved in CSE)
- Associating with older adults

Part Three

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3.2 - Myth Busting: What we know about CSE

There has been a lot of focus on high profile cases in the media over the last couple of years in particular. From what we have seen, it may lead us to think that only certain people are vulnerable to sexual exploitation, and only certain people sexually exploit. This is not a helpful way of thinking if we are going to work with this issue. Over the years of service provision for and research in to CSE, the evidence mounts up to counteract any assumptions we may have about the world of sexual exploitation. Below are some common myths about CSE which have been recently published by the Local Government Association, in association with the National Working Group (which works to tackle sexual exploitation) and the Office of the Children's Commissioner.. The reference for this document is at the bottom of the list

It only happens in certain ethnic/cultural communities:

Whilst a lot of media attention has been focused on Asian men abusing white girls, it is wrong to think that this is the only way in which CSE operates. The Office for the Children's Commissioner's recent research indicates that the majority of known cases of CSE in the UK are lone white males. In a response to the CSE issues reported in Rochdale, the leader of Rochdale Council, Mr. Lambert said:

"If their clear statement is that the crime was committed because of the Asian community, then I strongly disagree with them, because it's too easy to badge a crime...It happens right across all our communities. In terms of badging it as an Asian crime, that's wrong. There are issues in all communities. This is a horrendous crime against children. In this particular case it's a case of Asian men and white girls...Right across the country, and on a wider European scale, it's not always men. It can be men and women. It's not always white or non-white. It's an issue of child sex abuse."

(cited on BBC News Online, May-June 2012)

It only happens to young teenagers by men:

Young people can be used by abusers to attract other young people into the world of sexual exploitation, for example by inviting them to a house party where abusers will then take advantage of them. This usually happens because an older abuser tells them to. Peers can bully and intimidate young people into having sex. Peer use of social media can be linked to sexual exploitation – images of abuse of a young person can be quickly and easily distributed.

This only happens in large towns and cities:

It can happen in any location. There is also 'internal trafficking'. This means that a child or young person could be taken from one place for exploitation in another e.g. a Manchester young person being exploited in Leeds.

It only happens to children in care:

Most CSE victims live at home. 20-25% of victims of CSE are 'looked after' i.e. in Local Authority care. Being looked after, or LAC does increase vulnerability though: Remember that only 1% of the child population is in care.

It only happens to girls and young women:

It happens to boys and young men too. We are still learning about CSE but it does seem that boys are much less likely to report such a situation. Grooming uses techniques of power, control and manipulation, so the myth that boys can 'self protect' is based on gender assumptions. Physical strength is no match for the techniques used by groomers and abusers.

"She was 22. ...I hadn't had sex before and my first time was with her. ...I used to run away so that I could see her. ...At one point I was with her most of the time. ...Me Dad never said that much about it but one night him and his mates were pissed and that and were teasing me about it, saying that it was every young lad's dream. ...Me mum wasn't very happy about it and it was her [house] I used to run from so that I could see X [the older female]."

(Young Person cited in Smeaton, 2013, p.26)

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It is only perpetrated by men:

There has been some research by the Office of the Children's Commissioner called, "If Only Someone Had Listened," which was published in November 2013. This research focuses on sexual exploitation in gangs and groups, and shows how women and girls are part of the process of procuring girls for the gang/group. The report identified that those who were perpetrating CSE tended to be younger, had experienced CSE themselves, and were doing so along with the gang/group. Also there are indications that women who exploit may be in a relationship with a male abuser, or may be a family member of an abuser.

Some people can be both victims and perpetrators:

This seems to be in a minority of cases but does still happen. There may often be influence or control being exerted by the person who has abused the victim in the first place. The recent OCC report into CSE in groups/gangs sees that in only 6% of causes was a victim also a perpetrator.

Parents should know what is happening and be able to stop it:

They may know something is going wrong or has changed in their child's life but not make the connection with CSE.

"We've got another young girl who is clearly being groomed by somebody at the local temple. And that's really difficult ... because it actually [means] saying to the family "well, actually, the temple is the risk"; a place where they think the young person is safe."

(Young Person cited in Smeaton, 2013, p.50)

They may be scared to do something about it because of threats being made by abusers. They may be contributing to it themselves: remember that some parents do sexually exploit their own children; others may be abusing their children sexually themselves.

Children and young people can consent to their own exploitation:

A child cannot consent to their own abuse. Grooming and abuse involve power, control and manipulation. Thus, even though a 16 year old is legally able to have sex, being sexually exploited is NOT a choice. It is the outcome of this control. Any child (i.e. anyone under the age of 18) cannot consent to their own trafficking for the purposes of exploitation. *Child Sexual Exploitation: Myth vs. Reality, LGA, 2013*

3.3 - Impact of CSE: males and females

Below is a list of outcomes that can occur as a result of a child or young person being sexually exploited. These impacts affect both boys and girls:

- sexual abuse
- stigma – around sexuality, sexual 'availability'.
- sexual violence – assault, rape
- isolation
- bullying
- intimidation
- fear of reprisal, particularly with gang/group sexual exploitation
- forced into other criminal activity
- sexually transmitted infection

"I met up with a guy last October for sex and he was arrested and, when he was arrested, they found out that he was HIV positive and it just brought hell into my life for about two months because I couldn't be tested [for a period of time] until it [the possible virus] would show up in my blood ...and I was life absolutely distraught for about two months until I could get the [HIV] test".

(Young Person cited in Smeaton, 2013, p.40)

Part Three

Be Smart

...continued

- physical assault
- self harm
- parents/carers struggling to cope with their child being sexually exploited
- mental health problems
- inability to enjoy a happy, fulfilled sex life later on

“The thought of somebody touching me now: I just couldn’t do it. I can’t let a boy get too close to me. ...I feel like sex has been ruined for me.”

(Young Person cited in Smeaton, 2013, p.41)

- substance misuse
- suicide attempts, including accidental and purposeful overdose
- teenage pregnancy
- total distrust in the adult world

“A lot of young people don’t find it easy to trust people and they put all their trust in these men who are exploiting them and don’t really love them. ...And sometimes they’re [an older man who has been exploiting a child or young person] the only person you have ever trusted so when somebody breaks it [that trust] it can be very difficult.”

(Young Person cited in Smeaton, 2013, p.41)

- developing problematic coping skills: aggression, verbal abuse disrupted
- missing education

“I was quite a bright student but all the time I missed school meant that ... I missed my GCSEs so I failed most of my GCSEs ... so it’s had a big impact on my education.”

(Young Person cited in Smeaton, 2013, p.40)

- denial by the child or young person that sexual exploitation has occurred. 'It's my choice'
- post traumatic stress disorder*
- denial of the abuse / defense of the abuser*
- flashbacks*
- Borderline Personality Disorder*
- sleep disorders*
- eating disorders*
- body memories – unexplained illnesses – headaches/dizziness etc*
- Dissociative Identity Disorder*

**please refer to “The Range of Health Impacts Which Can Result from Child Sexual Exploitation”, DoH / Chanon Consulting, 2014*

Part Three

Be Smart

3.4 - Missing from home and the links with sexual exploitation

We can define missing from home as: 'young people either leaving home or care, staying away without permission or being forced to leave home by parents and carers. The term is often used to describe being away from home or care for one night or more.' (Smeaton, 2013, p.7)

As mentioned above, there is a strong link between going missing from home and sexual exploitation. When professionals working with CSE have been asked about this they have cited factors such as 'bereavement, social issues relating to the family and a history of abuse' (Smeaton, 2013, p.18)

CSE can be seen as a risk that occurs when young people run away from home; something that happens when a young person has spent some time living on the streets; as a survival strategy of running away; as making young people to those who want to exploit them; as a consequence of running away to stay with friends who are involved in CSE; running away to be with older men; and running away to attend parties with older men. (Ibid, pp 19-20)

'Running away is often seen to be the young person's free choice and not one based upon circumstances. ... In a climate of criticising hoodies and looking at antisocial behaviour, running away tends to get lumped in with this kind of perspective rather than being seen as children at risk or children suffering harm.'

(Ibid, pp 69)

Recent research has stated that 70% of children being sexually exploited go missing. Also, 'looked after' children are targeted, especially in residential units, because of the high number of vulnerable children and young people being together in one place. (Report From The Joint Inquiry into Children who go Missing from Care, June 2012, APPG)

"Going missing is the most immediate indicator of vulnerability to sexual exploitation".

(Reducing the risk: Barnardo's support for sexually exploited young people, 2006)

"Children and young people are... "Likely to become increasingly involved with other vulnerable young people and exploitative adults".

(Ibid.)

"If I hadn't left home then the things that happened to me wouldn't have happened because I would have been in a safe environment. ...If you leave home and spend time in dangerous places it is more likely that you are going to get raped and more likely that you are going to get sexually exploited."

(Young Person cited in Smeaton, 2013, p.20)

Part Three

3.4.1 - Why do young people go missing?

There are many factors as to why young people would run away;

- to access the adult world against the permission of parents/carers
- to take, try or experiment with drugs and/or alcohol
- to try or experiment with the 'adult' world – pubs and clubs for example
- because a child/young person may be additionally vulnerable owing to a learning disability. Their parents may also have a learning disability, further increasing the vulnerability to influence by abusers.
- to meet adults for sex / the desire to experience sex

“At first I did like the sex; I really liked it and I would run away to do it but then it changed and he made me do things I didn't want to do and sometimes I was hurt”

(Young Person in Smeaton, 2013, p.27)

- to escape CSE or abuse at home

Shan has early memories of his father taking his brothers and sisters away for the day and not knowing where they had gone. One day, when Shan was six, he was taken along with his siblings. His father drove them to a location in their home town and Shan was sexually abused for the first time by a man from within his local community. This became a regular pattern and Shan and his siblings were internally trafficked for sexual exploitation for which their father was paid. Sometimes they were taken on longer journeys to other towns and cities. Sometimes there was one man who abused Shan, sometimes more than one man.

(Young Person in Smeaton, 2013, p.27)

- as a way of getting attention
- because it is unsafe to explore their sexuality with their parents knowledge. (for religious or cultural reasons, for example)

Sean is gay and a Traveller. He lives on site with his father who has mental health issues and is physically abusive towards Sean. After a particularly violent incident when Sean was attacked by his father, he started going online and chatting to adult males on Facebook:

“We got into a relationship really quickly. ...He ended up raping me ... After it happened, I went for a walk by the river and I climbed on to a bridge and I freaked and I thought about jumping [into the river]. ...I didn't know what to do. It was like “who am I going to tell this to because they're going to think I'm sick?””

(Young Person in Smeaton, 2013. pp 26-27)

Part Three

Be Smart

..continued

- being encouraged to be peers, including people met through social media/technology – this could begin as a form of support e.g. to meet other gay/lesbian young people; meeting other young people who have suffered bereavement -

Lauren was born as one of a set of twins but, sadly, her twin sister died when she was a few days old and her death has created a void for Lauren who feels incomplete as a person:

“I’ve always felt like part of me was missing.”

When Lauren was 14, because she felt unable to talk to anyone about her dead twin sister, she began looking online for information about twins and death. She joined an online forum for people had experienced bereavement and began chatting to people. There were some people that Lauren chatted with more than others. One man, who called himself Pete, also said that he had lost a twin at a young age. Pete seemed really understanding and to know how Lauren felt. One day Pete suggested that he and Lauren meet up face-to-face.

After Lauren ran away to be with Pete and realised that he had only paid her attention to exploit her, she felt devastated:

“I began to see that he only wanted me for the sex and that he hadn’t treated me well. I felt stupid that I had thought we had got on so well because of both losing a twin. I felt like heartbroken as well because I had really like him and thought that he had liked me. ...I hadn’t been so lonely since meeting him but now all that was gone and I was on my own again and felt even more isolated than before.”

(Young Person in Smeaton, 2013. pp 36-37)

- Missing episodes may not be recognised because of worker assumptions about family/ethnic culture or background

“I’m thinking of a girl who was away for six weeks. ...She’s Black Caribbean ... and all of her friends are BME. ...They do talk about their absconding and being missing; “being away” is what they call it ... and they are just staying with friends of friends of friends of family so the connections are very loose in terms of whom they are staying with and still really, really risky and those girls have been sexually exploited but there’s a sense that this is the norm for those girls in that community - “it’s okay to just go and stay with friends of friends of family” as, how they it, all they did was get on a train and stay with a family friend for a few weeks. That they failed to assess was that actually a gang member in X [home city] had communicated to a gang member in London and had facilitated that movement [of girls from the home city to London] and had concealed them”.

(Young Person in Smeaton, 2013. pp 50)

Part Three

3.5 - Links with trafficking: what it is/who/where/when

Trafficking is one of the models of CSE. We will focus on internal trafficking on children and young people for sexual exploitation. There is also external trafficking, which is about bringing people in from abroad to be exploited in the UK. External trafficking includes sexual exploitation, but also covers things like domestic servitude, or being made to work in sweatshops for no, or very little money.

3.5.1 - Internal trafficking: what it is

Some young people are moved around the UK, or from town to town, by adults for child sexual exploitation. In some cases this represents serious organised crime. Section 58 of the Sexual Offences Act 2003 specifies that trafficking within the UK for sexual exploitation is an offence punishable by up to 14 years' imprisonment. We do not yet know the true extent of this crime because it is difficult to measure: victims are frequently too afraid or feel too ashamed to make a formal complaint, or have been groomed not to recognise themselves as the victim. (Whose Child Now? Barnardo's, 2009)

Internal trafficking can be defined as:

The transportation, or the intent to transport (including the recruitment, transfer, harbouring or receipt of) a child under age of 18 within the UK for the purpose of sexual exploitation, or the committing of an offence under the Sexual Offences Act 2003, taking into account the following: The intention to commit a sexual offence or, in handing over a child to a third party, the belief that the third party is likely to do so, is sufficient without the sexual offence actually taking place; the consent of the child is irrelevant; this activity is often characterised by deceit, coercion, violence and in all cases the trafficker will have power over the child by virtue of their age, gender, intellect, physical strength and/or economic or other resources'. (Sexual Exploitation: 'Internal Trafficking' of Children and Young People at risk in the North East and Cumbria', Barnardo's, 2010)

Internal trafficking is now being referred to as 'complex or organised forms of sexual exploitation' by Barnardo's.

3.5.2 Internal trafficking: who, where, when

- There are three phases in the trafficking process
- the recruitment phase – getting the young person
- the transit phase – taking them to be sexually exploited elsewhere
- the destination phase – arriving at their destination and being sexually exploited. This can involve imprisonment i.e. that a child or young person is locked in a room
- (*'Safeguarding Children who may have been Trafficked', DCSF 2007*)

As with other forms of CSE, the impact on children and young people can be devastating. There will be the young person, the person/people moving them around and the person/people exploiting them at the destination.

As with other forms of CSE, this can happen to any young person, from any background, male or female.

3.6 - Models of Child Sexual Exploitation

There are several models to explain how young people are sexually exploited. These are:

- A single person targeting and grooming a young person
- The 'Boyfriend' Model
- Organised/Networked sexual exploitation, including trafficking
- Peer on peer abuse whereby older young people groom and introduce younger boys or girls.
- Sexual exploitation within Gangs
- Sexual exploitation via the internet or social media
- Sexual exploitation through

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3.6.1 - Inappropriate Relationships

This model usually involves one perpetrator who has inappropriate power or control over a young person (physical, emotional or financial). One indicator maybe a significant age gap. The young person may believe they are in a loving relationship.

3.6.2 - The 'Boyfriend' Model

The perpetrator befriends and grooms a young person into a 'relationship' and then coerces or forces them to have sex with friends or associates. Our services have reported a rise in peer exploitation where young people are forced or coerced into sexual activity by peers and associates. Sometimes this can be associated with gang activity but not always.

3.6.3 - Organised/Networked

Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities where they may be forced /coerced into sexual activity with multiple men. Often this occurs at 'sex parties', and young people who are involved may be used as agents to recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by perpetrators. Trafficking is one of the features of this model (see section 2.5 above) (Puppet on a String, Barnardo's, 2011)

3.6.4 - Other types of CSE

Many young people are groomed into CSE but other forms of entry do exist:

- Some young people are exploited by the exchange of sexual activity for accommodation or money when homeless.

This fits with the definition of CSE given at the start of these notes, but may not necessarily be part of a grooming process.

- Children being exploited by family
- Children involved in self-organised activity without adult involvement

This does not seem to be a common occurrence but is still a form of CSE.

- Children abused via the internet and mobile phones

This can fit in with one or all of the models described above, but should be considered as a method on its own. This will help to focus on the safer use of available and emerging technologies.

- Children being abused through association with gangs / groups

This form of child sexual exploitation can involve peers as well as adults.

Gangs are defined as:

"...relatively durable, predominantly street-based, social groups of children, young people and, not infrequently, young adults who see themselves, and are seen by others, as affiliates of a discrete, named group who (1) engage in a range of criminal activity and violence; (2) identify or lay claim to territory; (3) have some form of identifying structural feature; and (4) are in conflict with similar groups."

Groups are defined as:

"...two or more people of any age, connected through formal or informal associations or networks, including, but not exclusive to, friendship groups."
(*If Only Someone Had Listened, OCC. 2013*)

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3.7 - Sexual Violence

There is no single definition for sexual violence though there are some that are currently in use:

"any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work."

World Health Organization., World report on violence and health (Geneva: World Health Organization, 2002), Chapter 6, pp. 149.

The organisation, Rape Crisis, describes sexual violence as:

"...any unwanted sexual act or activity. There are many different kinds of sexual violence, including but not restricted to: rape, sexual assault, child sexual abuse, sexual harassment, rape within marriage / relationships, forced marriage, so-called honour-based violence, female genital mutilation, trafficking, sexual exploitation, and ritual abuse. Sexual violence can be perpetrated by a complete stranger, or by someone known and even trusted, such as a friend, colleague, family member, partner or ex-partner. Sexual violence can happen to anyone. No-one ever deserves or asks for it to happen".

Violence against women generally, including sexual violence has been a focus of new initiative, policy and legal developments over recent years. The Home Office is developing materials in support of a change of attitudes to what is and is not acceptable in relationships.

The Home Office has a 'Violence Against Women and Girls Action Plan', 'Ending Gangs and Youth Violence Action Plan' and 'Human Trafficking Strategy'. These are being used to 'improve the identification, protection and support of vulnerable children and adults from these forms of abuse and exploitation.'

(Sexual Violence against Children and Vulnerable People: National Group Progress Report and Action Plan, Home Office, 2013)

Sexual violence can be a feature of relationships where there is domestic violence. There are also concerns about violence used against boys and girls in sexual exploitation, through all the models that are described in section 2.6 above.

It is helpful to think about the idea of domestic abuse, as well as domestic violence, as this brings together all elements of what is abusive in relationships, including acts of violence of any kind. The Home Office updated their definition in 2013 to state:

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

<https://www.gov.uk/domestic-violence-and-abuse>

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...continued

Recent research into ideas around consent in sexual relationships has revealed that girls who had sex against their will were frequently held to blame, often by other girls as well as boys. "Views that girls who had already had sex had forever given up their right to refuse consent appeared to be prevalent. This research shows that these attitudes are widespread, compounded by the age-old double standard that boys who have sex are 'legends' while girls are 'sluts'."

("Sex without consent, I suppose that is rape": How young people in England understand sexual consent, OCC, 2013)

Violence against women is perhaps the most shameful human rights violation and is perhaps the most pervasive. It knows no boundaries of geography, culture or wealth. As long as it continues we cannot claim to be making real progress towards equality, development and peace (Kofi Annan, UN General Secretary)

There is a lack of understanding amongst some young people about what is and is not acceptable. Rape, for example is often seen as the action of a stranger against a victim. There is less clarity when it comes to rape between individuals who know each other:

"Sex without consent but where the parties know each other, including when the victim clearly is not willing or is too intoxicated to know what is happening, is frequently seen as somehow different from rape. The victim, usually a girl (but boys are victims too), is invariably blamed for their own assault. They should not have gone to visit the boy; should not have worn a tight top; should not have had the drink; have 'done it before' so have no right to say 'no'."

(Ibid.)

Boys and girls will be viewed differently for having sexual experience and activity.

For boys it may boost their sense of manliness.

For girls, if outside of a loving healthy relationship, or if a casual involvement, it may be perceived as something that makes them dirty or cheap. This will be reflected in the attitudes, language and responses to such situations:

"If a boy goes round having sex with girls, his mates will call him a legend, a player, and all of that. But as soon as you find out about another girl having sex with quite a few lads, it's 'slag', 'sket' or another slur' (Young man, 16, SW-I10)."

(Ibid,p.10)

A recent Scottish study involving 1395 young people aged 14-18 found that a third of young men and a sixth of young women thought that using violence in intimate relationships was acceptable under certain circumstances.

(Burman, M and Cartmel, F (2005))

- 20% of girls and 10% of boys experienced domestic violence.
- 31% of girls and 16% of boys reported some form of sexual partner violence
- 70% of girls and 13% of boys stated that the sexual violence had negatively impacted on their welfare.
- 44% of girls and 30% of boys stated they used physical violence in self-defence.
- 12% of boys and 3% of girls reported using some form of sexual violence.

NSPCC findings: (Barter, C. et al (2009) Partner exploitation and violence in teenage intimate relationships: NSPCC)

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...continued

You may want to use the following model to look at the different elements of relationships when undertaking groupwork with children and young people. It is something that Barnardo's has developed through our work with children and young people to raise awareness of issues within relationships:

Wheel of equal, consensual and respectful relationships



Adapted, with kind permission, from original work by Duluth Domestic Abuse Intervention Project, Minnesota, USA.
www.duluth-model.org

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3.7.1 - Signs and Vulnerabilities

Signs -

- Physical signs of injury
- Missing school
- Decline in attainment at school
- Changes in behaviour, mood and personality, becoming withdrawn and passive
- Bullying/being bullied
- Isolation from family and friends
- Inappropriate sexual behaviour, language or attitudes
- Depression
- Self-harm, eating disorders, problems with sleeping
- Use of drugs or alcohol (especially where these haven't been used before)

RELATIONSHIP ABUSE BETWEEN YOUNG PEOPLE: INFORMATION FOR SCHOOLS, NSPCC, 2013

Vulnerabilities -

- Being 'looked after'
- Having a special educational need
- Having a disability
- Being identified as lesbian, gay, bisexual or are questioning your sexuality

RELATIONSHIP ABUSE BETWEEN YOUNG PEOPLE: INFORMATION FOR SCHOOLS, NSPCC, 2013

3.7.2 - Sexting

Sexting is “the exchange of sexual messages and images, creating, sharing and forwarding sexually suggestive nude or nearly nude images through mobile phones and the internet” (NSPCC).

As a feature of a violent relationship, young people may be coerced into doing this.

3.8 - Risking: fun/safe/unsafe/risky. Barometer concept. Drugs & alcohol.

This approach is to consider that life and learning is about risk taking. This is a natural part of adolescence, and as the brain is still in development, such things as the ability to control a range of impulses are not fully in place. The work that needs to be done must therefore focus on what are reasonable risks to take and what are the risks that are unnecessary and will cause harm.

It is important to think why young people are taking certain risks: are they being encouraged to by others? Are these other people their peers? What is being achieved by this risk taking and for whom?

3.8.1 - Risking: fun/safe/unsafe/risky

There is an exercise in the lesson plan on this, looking at different elements of risk and separates out fun and safe activities from risky and unsafe ones. You will notice that some things are fun at the same time as being risky etc, and these are the things that you will need to be prepared to discuss.

3.8.2 - The Barometer

The Barometer that appears in the accompanying e-learning course relates to the different levels of risk that a young person can get involved in through a range of behaviours. The barometer will change from red to green; red for danger, green for less risk. This will go up and down through the e-learning course to show how risk changes dependent on behaviour and engaging in certain activities.

It will help you to note which activities push the barometer into the red and which push it into the green, and be able to explain why this is.

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3.8.3. Drugs and alcohol

In terms of drugs and alcohol, these are often used in the process of grooming, leading in to sexual exploitation. Young people may well be interested in trying either or both as part of their risk taking behaviour. Groomers will use these for a number of reasons:

- To attract young people
- To assess whether or not children and young people are open to trying such activities: testing out.
- To lower inhibitions, with a view to engaging in sexual acts
- To develop addiction and therefore dependence on the groomer to provide more substances
- To provide access to the adult world that the young person may not be able to access
- To create dependence on the groomer for access to these substances
- As leverage for manipulating a child or young person into sexual acts – I've given you this, so you have to give me that.
- To engage children and young people in criminal acts as another form of leverage: isolating young people from safe care by creating secrecy around drug/alcohol use
- To manipulate young people to have sex in return for further supplies of substances
- To normalise the exchange of sex for substances – creating the idea in the child or young person that sex for substances is a fair exchange and not an exploitative relationship.

It is these elements that need to be considered when reflecting upon what may be expected risk taking behaviour, and what may be happening as the result of the manipulative and controlling behaviour of others.

“They said “Oh, there’s this party. We’re gonna have a drink and there’ll be a few people there. Do you wanna come?” So I’d go with them. ...They gave us alcohol and cannabis so that they could do what they wanted to us. ... At the time is seemed like fun and like it was normal and you’d think “Well, they have got us a drink and everything” so you’d feel like you’ve got to return the favour ... like you had to give something back.”

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