



Respecting Self

Encouraging and Promoting Safe,
Equal, Respectful and Consensual Relationships.

A primary education pack for use in schools and youth settings



Barnardo's
North East

BELIEVE IN CHILDREN

Foreword

This Barnardo's education resource has been the result of a collaborative approach by the Barnardo's SECOS/ACE projects, Middlesbrough, Redcar & Cleveland Community Service, Contraception and Sexual Health Services and Middlesbrough Local Authority Housing department who provided funding support.

Barnardo's SECOS and ACE are community projects based in Tees Valley. The projects support children and young people aged between 11 – 25 years who are at risk of running away, abusive relationships, bullying and sexual exploitation. Our aim is to reduce the risk of young people becoming harmed sexually, physically and emotionally.

The pack is to be used with young people 15 – 24 years to encourage and promote safe, equal and respectful relationships. It highlights the dangers of abusive and physically violent relationships, how to avoid these, recognise signs and symptoms and how to seek support and self protect.

This pack supports the recommendations from the Sex Education forum (2006) Sex and Relationships Education Frameworks. London: The National Children's Bureau and would not have been possible without the commitment of Middlesbrough and Stockton-on-Tees secondary schools and various youth and community settings who have piloted and evaluated this pack.

Most of all we would like to thank all the young people for their participation, evaluation and creative contribution which resulted in the formation of this pack. A special thanks to Marysa Dowling and the young people pictured who modelled for this pack and the Barnardo's National Poverty Campaign.

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2 Taking Control of Yourself

3 Protecting Self from Unwanted Pregnancy and Sexually Transmitted Infections

4 The Grooming Process

5 Invisible Lives Strong Voices

6 Drug and Alcohol Awareness

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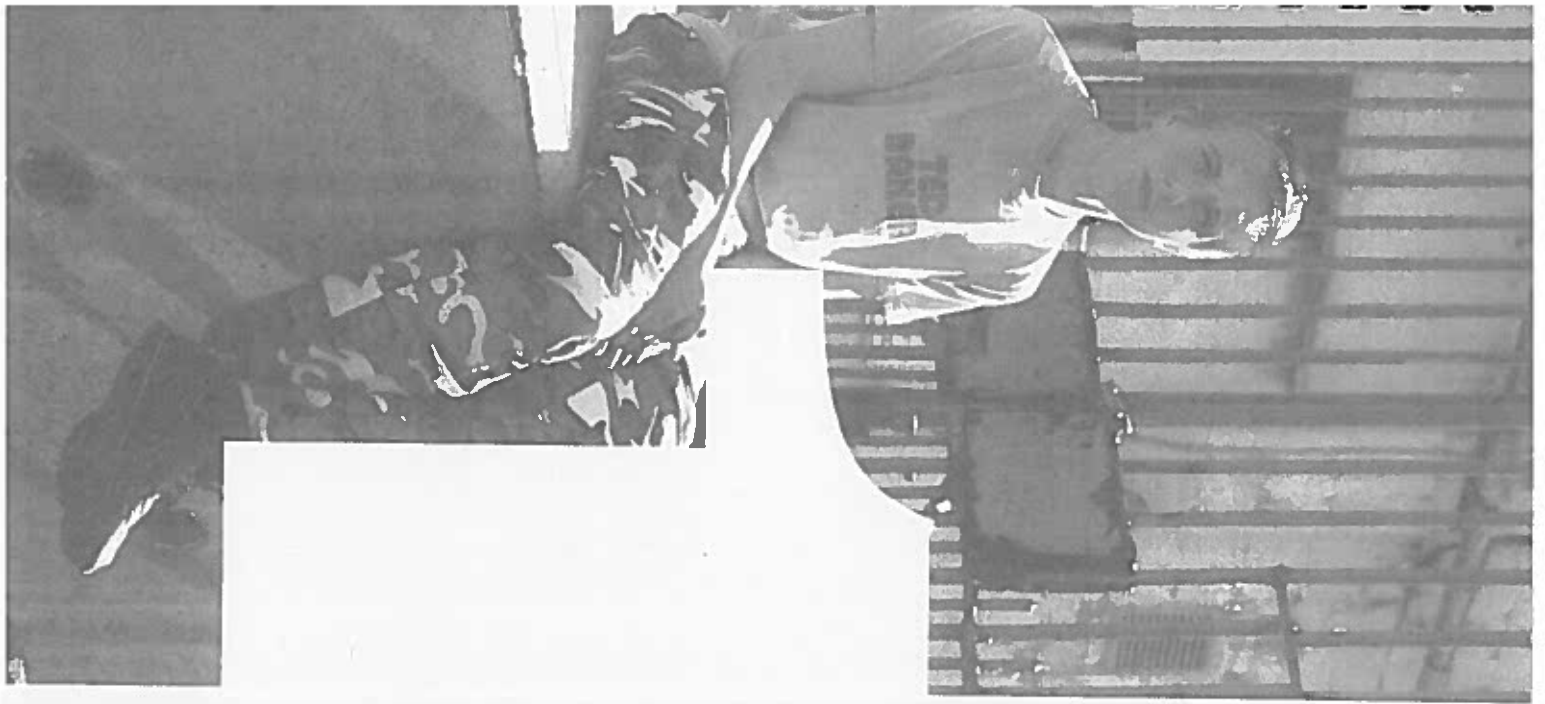
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Self Esteem & Confidence Building

Overview session 1

The aim of the session will be to introduce activities to recognise the significance of self esteem and ways to develop and maintain it.

Raising self esteem will be a theme throughout this pack alongside recognising personal strengths and qualities.

Key messages

Emphasise that individuals have different levels of self esteem which shape how they feel about themselves, how they behave, and how others perceive them. This will also have an impact on how people will treat them. Explain it is important for individuals to recognise that self esteem can change over time and through life experiences.

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Workshop: Self Esteem & Confidence Building

Duration:

60 minutes

Aim:

To provide information that will raise awareness about self esteem

Objectives:

- To discuss the term self esteem
- To explain what distorts and enhances self esteem
- To explore the cycle of self esteem
- To present a list of young people's rights and responsibilities.
- To introduce ways to raise confidence and preserve a high level of self esteem.

Learning outcomes:

Individuals will be able to measure their own level of self esteem and gain ideas on how to develop confidence.

TIME	DESCRIPTION	RESOURCES	WHO
10 mins	Self Esteem Depending on the size of the group either small groups or 1 person scribe and others offer words which relate to what they think self esteem is. Agree a definition.	Flip chart paper. Pens.	
10 mins	What distorts self esteem? What enhances self esteem? 2 Small groups. One group is given "What raises self esteem" and the other "What lowers self esteem". Feedback into whole group.	Flip chart paper. Pens.	
10 mins	Self Esteem Quiz Hand out and offer help to anyone who needs it.	Self Esteem Quiz. Pens.	
10 mins	Cycle of self esteem Present the cycle of self esteem exercise, request individuals write at least two words in each cycle. Emphasise the importance of individuals taking charge of their lives in a positive way.	Copies of cycle of self esteem. Pens.	
10 mins	Personal strengths and qualities Handout to everyone and request they put at least one attribute on each finger.	Copies of personal strengths	
5 mins	Rights and responsibilities Request that the young people choose up to 6 rights and responsibilities.	Copies of rights and responsibilities. Pens.	
5 mins	Evaluation Handout and ask each person to complete an evaluation.	Evaluation form. Pens.	

Respecting Self

Adapted from Rosenberg Self-Esteem Scale

Tick the answer which mostly reflects how you feel

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. On the whole, I am happy with myself:	4	3	2	1
2. At times I think I am no good at all.	1	2	3	4
3. I feel that I have some good qualities.	4	3	2	1
4. I am able to do things as well as other people.	1	2	3	4
5. I feel I do not have much to be proud of.	4	3	2	1
6. I feel useless at times.	1	2	3	4
7. I feel that I'm a person of worth and equal to others.	4	3	2	1
8. I wish I had more respect for myself.	1	2	3	4
9. All in all, I feel a failure.	4	3	2	1
10. I take a positive attitude towards myself.	1	2	3	4

Add up total scores.

Add up totals score. Scores range 10 – 40 with a higher score indicating higher self-esteem.

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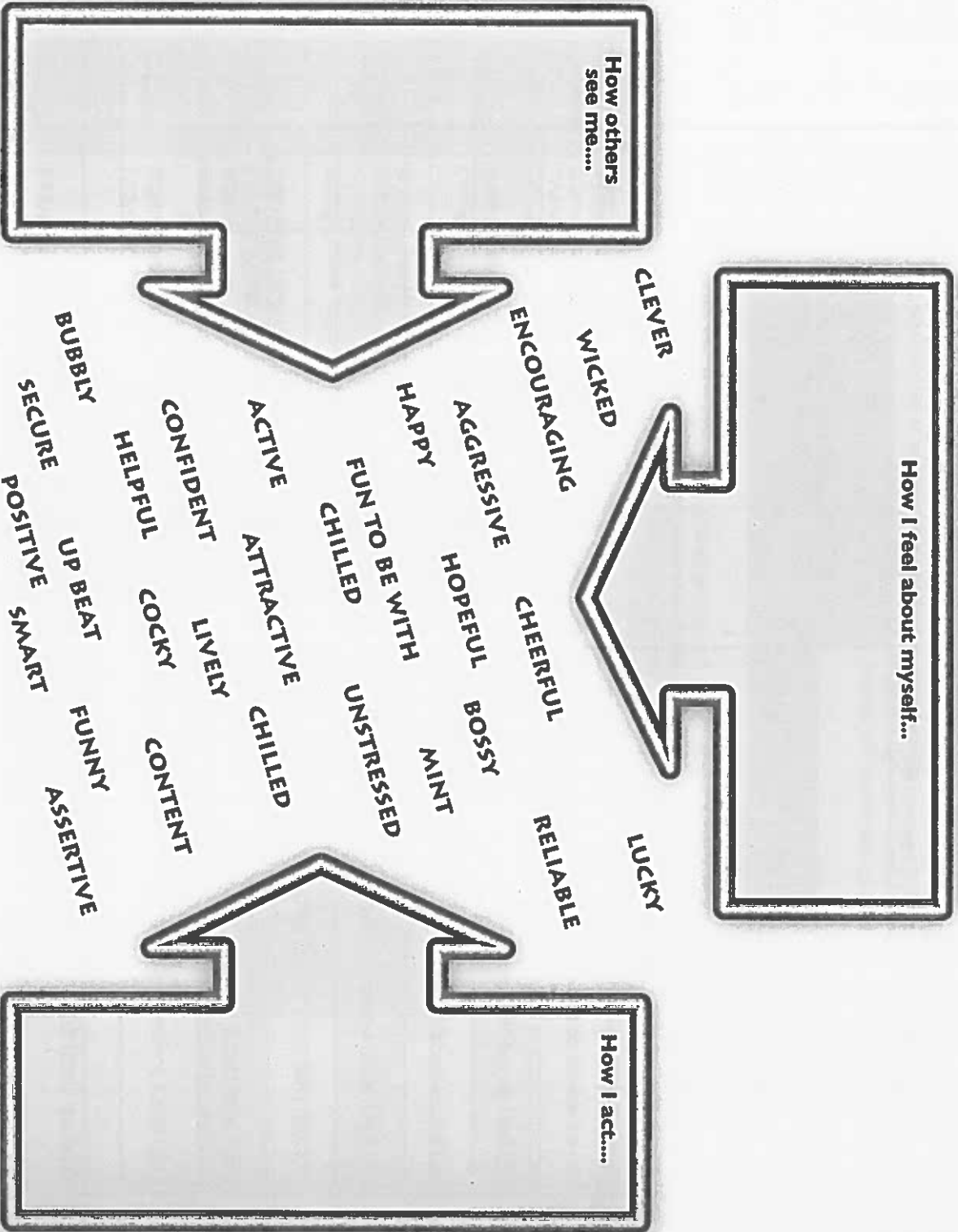
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The Cycle of Self Esteem

When my self esteem is high
(Choose some of the words here or add your own)



The Cycle of Self Esteem

When my self esteem is low
(Choose some of the words here or add your own)

How I feel about myself...

ANXIOUS
DEPRESSED
NEGATIVE
DIFFICULT
NERVY
UNATTRACTIVE
SCARED
2 FAT
SHY
WOODY
TROUBLED
EDGY
WORRIED

How others see me....

BULLIED
TIMID
MINGER
DOORMAT
QUIET
PICKED ON
FEARFUL
POSITIVE
JUMPY
UGLY
TENSE
LONELY
PANICKY
DEPRESSING
SAD
USELESS
2 THIN
COMWARDLY
NERVOUS
AWKWARD
ISOLATED
WEAK

How I act....

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Personal Strengths and Qualities

Choose 5 strengths and qualities which you feel you have or would like to have and write one in each finger. Try to remember your qualities and feel good about who you are. Choose from the words here or write your own.



My Rights and Responsibilities

We all have rights no matter what colour, what class, what sex, what age, what nationality or what religion we are.

With these rights there are also responsibilities. Please state below what you think are your rights and responsibilities.

My Rights

My Responsibilities

Rights

- to feel safe
- to have food
- to have shelter
- to be accepted
- to be happy
- to be listened to
- to be clothed
- to say how I feel
- to be free from abuse
- to have privacy
- to be free from exploitation

Responsibilities

- to be fair
- to listen to others
- to care for others
- to do my best
- to help others
- to look after where I live
- to not bully or harm others
- to respect others
- to accept constructive challenge and criticism

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Taking Control of Yourself

Overview session 2

The aim of the activities will be to present different risk taking scenarios and encourage individuals and/or groups to problem solve with an overall message to keep themselves safe.

Key messages

Emphasise the importance of decision making using the risk taking process e.g. "how do you feel, what can you do and what are the risks". Encourage individuals to adopt the keeping safe model to minimise risk taking behaviour.

Workshop: Taking Control of Yourself

Duration: 45 mins

Aim: To improve communication skills.

Objectives: To explore how to deal with difficult situations.

To explore the management of own personal safety.

To allow the opportunity for self reflection.

TIME	DESCRIPTION	RESOURCES	WHO?
10 mins	Warm up game Human Knot In a circle everyone cross arms then get hold of another person's hands. Without letting go of hands untie the knot.		
20 mins	Risk Taking Place laminated headings around the room, Fun, Safe, Risky and Unsafe. Read out the scenarios and keep checking what young people could do and what they could say?	Laminated headings. Scenarios	
10 mins	Helping hand Ask young people to name 5 people they could ask for support OR 5 things they could do to make themselves safe when in difficult situations. How have they helped people?	Photocopy of helping hand. Pens	
5 mins	Evaluation Hand out and ask each person to complete an evaluation form.	Evaluation Form Pens	

Fun

Safe

Risky

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Unsafe

Risk Taking Scenarios

You are at party. There is lots of alcohol. A guy you don't know offers you and your friend a tablet.

How do you feel?

What can you do?

What are the risks?

Your friend takes one.

How do you feel?

What can you do?

What are the risks?

Half an hour later your friend seems OK. She says she is buzzing.

How do you feel?

What can you do?

What are the risks?

Half an hour later you decide to take a tablet.

How do you feel?

What can you do?

What are the risks?

Half an hour later your friend collapses. She is blue and appears to be having problems breathing.

No one else seems to notice.

How do you feel?

What can you do?

What are the risks?

What would you do to make yourself safe?

What could have happened? (Possible date rape)

What could have happened if you weren't there?

What could happen if you both collapsed?

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Risk Taking Scenarios

You are out on a date with a guy you really fancy

- How do you feel?
- What can you do?
- What are the risks?

After a lovely meal he takes you to a trendy bar where he buys lots of alcoholic drinks for you both.

- How do you feel?
- What can you do?
- What are the risks?

He offers to drive you home.

- How do you feel?
- What can you do?
- What are the risks?

Instead of driving you home he takes you to his place.

- How do you feel?
- What can you do?
- What are the risks?

You decide to go in with him.

- How do you feel?
- What can you do?
- What are the risks?

He says he thinks you are gorgeous, intelligent and he has fancied you for ages and then he kisses you.

- How do you feel?
- What can you do?
- What are the risks?

The kiss is lovely; he suggests you go to bed. He tells you he has no protection but it's ok because he will take care of it.

- How do you feel?
- What can you do?
- What are the risks?

What could happen? What does he mean by "take care of it?"

How reliable is this? Do you think he respects you?

Risk Taking Scenarios

You normally go out in a group but this time you go out with one of the lads on your own.

- How do you feel?
- What can you do?
- What are the risks?

He treats you to a nice meal and takes you to the pictures.

- How do you feel?
- What can you do?
- What are the risks?

During the film he cuddles up to you.

- How do you feel?
- What can you do?
- What are the risks?

After the film he calls a Taxi to make sure you get home safely. He knows your parents aren't around and when you get home he gets out of the cab with you.

- How do you feel?
- What can you do?
- What are the risks?

He decides he is coming in for a coffee.

- How do you feel?
- What can you do?
- What are the risks?

You know your parents are due back and try to put him off but he becomes aggressive.

- How do you feel?
- What can you do?
- What are the risks?

He pushes you up against the door and says he has "sorted little tramps out like you before."

- How do you feel?
- What can you do?
- What are the risks?

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Risk Taking Scenarios

You and your mates are at the park having a drink and a laugh.

How do you feel?
What can you do?
What are the risks?

You hear shouting behind some bushes.

How do you feel?
What can you do?
What are the risks?

When you look behind the bush you see a man hitting a woman.

How do you feel?
What can you do?
What are the risks?

The woman sees you and shouts for help.

How do you feel?
What can you do?
What are the risks?

The man shouts at you to keep out of it and go away.

How do you feel?
What can you do?
What are the risks?

The woman is thrown to the floor.

How do you feel?
What can you do?
What are the risks?

The woman is crying and begging you to help.

How do you feel?
What can you do?
What are the risks?

Risk Taking Scenarios

You already have a conviction for a driving offence even though you are not old enough for a licence.

Your mate calls for you in a car you do not recognise. He doesn't have a licence either.

How do you feel?

What can you do?

What are the risks?

He convinces you its OK. You get in the car.

How do you feel?

What can you do?

What are the risks?

He drives to a local park to show off his skills.

How do you feel?

What can you do?

What are the risks?

He begins to drive really fast.

How do you feel?

What can you do?

What are the risks?

Suddenly lots of little children from the local primary school come into the park.

How do you feel?

What can you do?

What are the risks?

Your mate doesn't seem to have noticed and continues to drive extremely dangerously.

How do you feel?

What can you do?

What are the risks?

What can you do to make yourself safer?

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Risk Taking Scenarios

You are in the park with a mate. It's raining hard. You are cold, hungry and bored.

A bloke comes along and starts talking to you.

How do you feel?

What can you do?

What are the risks?

He seems friendly enough. He offers you fags and alcohol.

How do you feel?

What can you do?

What are the risks?

He tells you he has a flat nearby where you could go and chill out, get dry and have more drinks.

How do you feel?

What can you do?

What are the risks?

In the flat he shows you pornographic movies.

How do you feel?

What can you do?

What are the risks?

Two of his mates arrive with more alcohol and begin to watch the porno movies with you.

How do you feel?

What can you do?

What are the risks?

You and your friend decide to leave but the door is locked.

How do you feel?

What can you do?

What are the risks?

How do you make yourself safer?

Helping Hand

Name 5 people you could ask for support or help.

Put one name in each finger or name 5 things you could do to make yourself safe in a difficult situation

Consider who you would choose

Family member, teacher/ tutor, mentor, friend, police officer, doctor, helpline.

Consider their qualities

Caring, trustworthy, honest, respectful, understanding, good listener, non judgemental.

How do you choose them?

Instinct, trying them out, reputation etc.....



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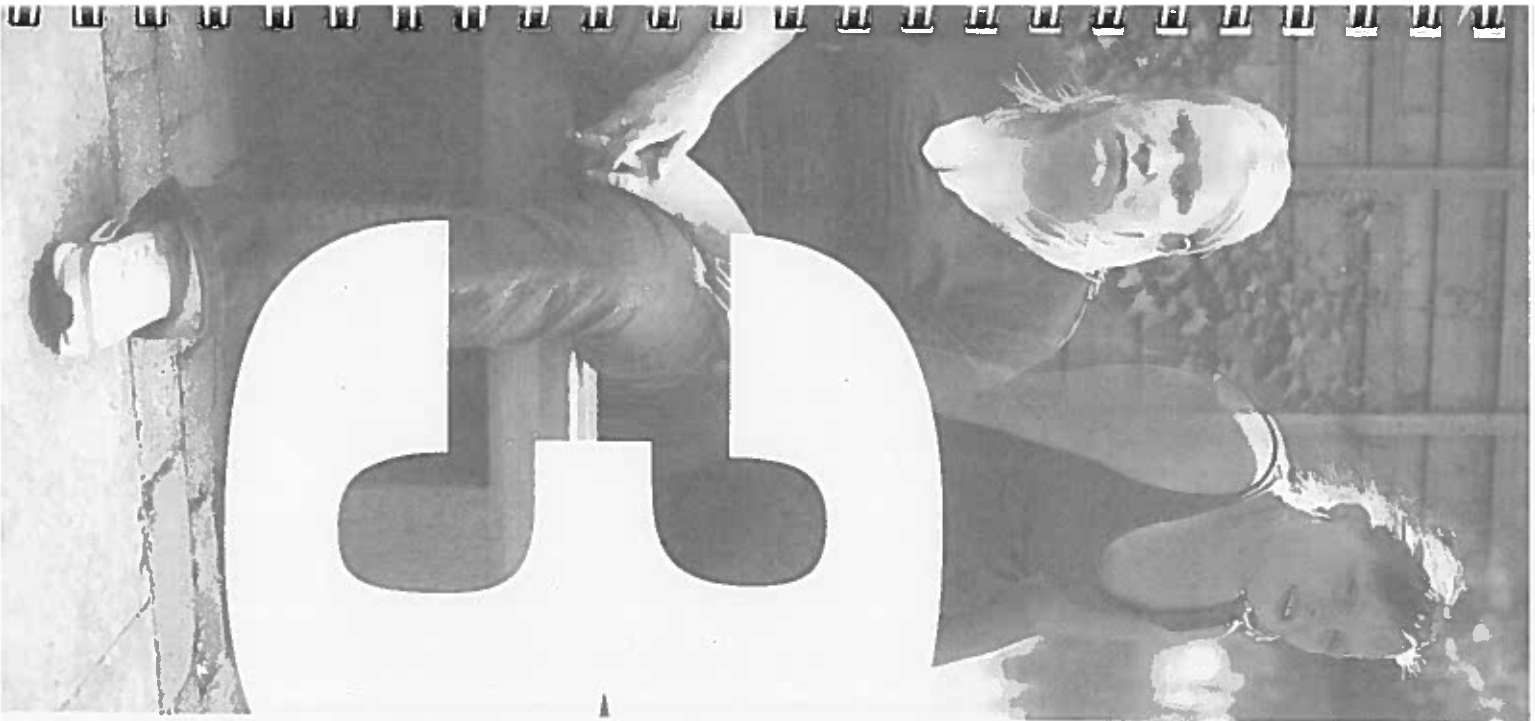
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Protecting Self from Unwanted Pregnancy and Sexually Transmitted Infections

Overview of session 3

The aim of the activities are to explore the different types of contraception available and the advantages and disadvantages of each method, taking into consideration ease of use of the method and the potential for user error. Male condoms will be discussed in detail. This will include demonstrating the correct way to put a condom on and when, how and why this may be difficult.

Key Messages

When looking at the condom emphasise how important it is to use a condom every time a person has sexual contact in order to reduce the risk of contracting and/or spreading a sexually transmitted infection.

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Workshop: Protecting Self from Pregnancy and Infection.

Duration:

70 minutes long so you can be selective, run over or take the workshop over two sessions.

Aim:

To improve understanding of methods of contraception and Sexually Transmitted Infections.

Objectives:

To explore in detail the advantages and disadvantages of different methods of contraception
To practice how to put a condom on correctly and consider why it is important to use a condom.

TIME	DESCRIPTION	RESOURCES	WHO
10 mins	Warm up game, Hand shake Ask for volunteers. Arrange 10 chairs in a circle. (See additional guidance in notes for tutors)	Chairs	
20 mins	Methods of contraception Dream method of contraception. In two groups give out various art/craft materials and ask people to invent the perfect contraception. Feedback to whole group. Why is yours the dream method? Who is it aimed at and what are the advantages and disadvantages	Art & craft materials	
10 mins	In two groups hand out various methods of contraception What is it? Who is it for? How does it work? What are the positives and negatives of this type of contraception? Give just a few minutes for each method of contraception, and discuss.	Contraception box. Pens flip chart	
15 mins	Condoms Hand out one to each group. Ask how to use them safely. Ask the young people to write all the pro's and cons. Why don't we use them? What might stop young people from using them? Feedback to whole group	Condoms Paper pens	
10 mins	Put a condom on blindfolded or with the use of beer goggles Put a blindfold on a volunteer or the beer goggles. Ask them to put the condom on the demonstrator. Discuss how difficult it was, the affects of alcohol etc.	Condom demonstrator. Condoms Blindfold or beer goggles	
5 mins	Evaluation Handout and ask each person to complete an evaluation form.	Copies of evaluation form. Pens	

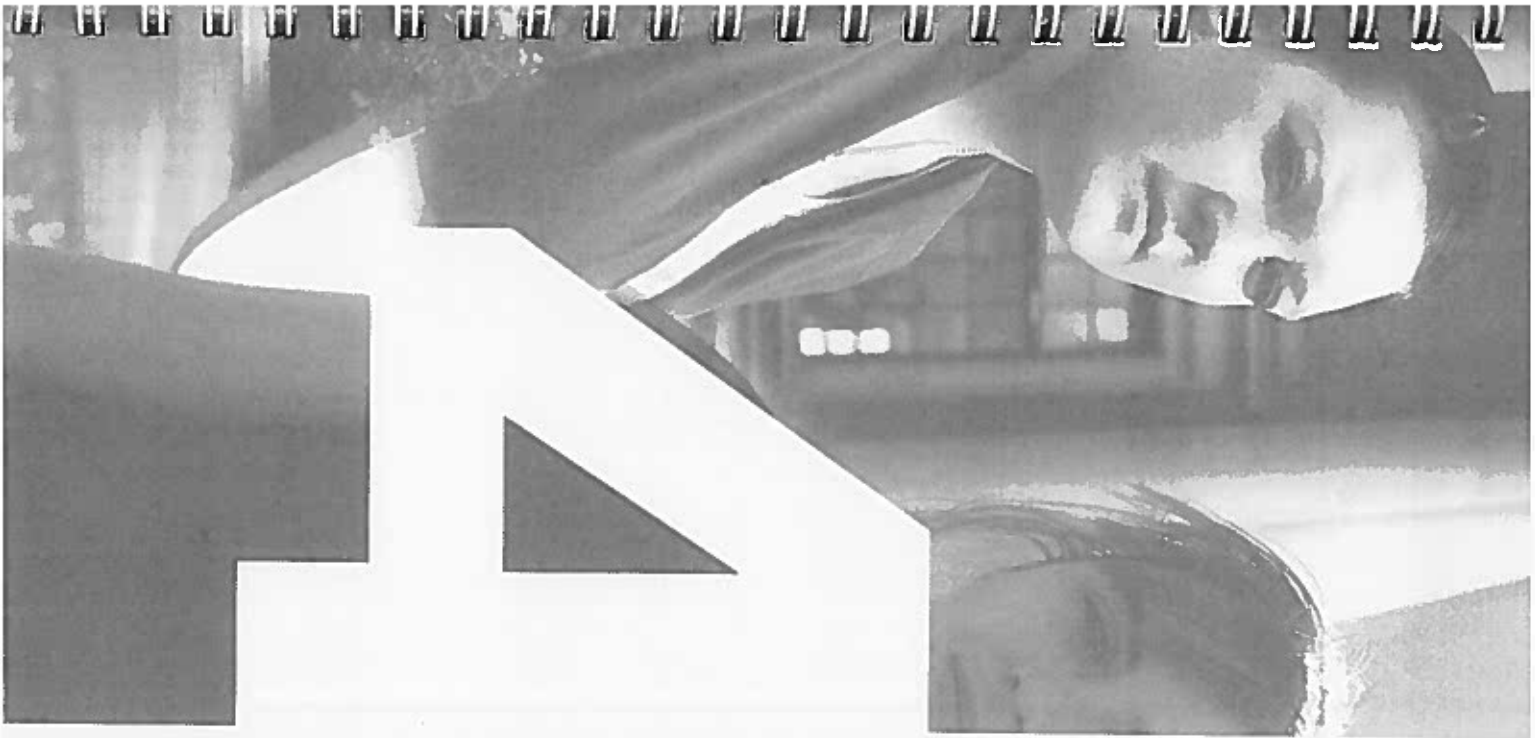
Handshake game

- Say very little by way of introduction to this exercise except that you are going to explore the possible impact of getting involved in a sexual relationship.
- Ask for ten volunteers from the class. Either arrange a circle of ten chairs in a central space with the rest of the group sitting in a second circle around them or have each of the ten bring a chair out to the front. Start off with the ten volunteers standing; invite each of them to shake hands with one other person and to remember who it was. Then ask them to mill about the group and shake hands with two more people and remember who they were.
- Now tell them that unfortunately 'A' (and pick one fairly strong character in the group of ten) had an easily transmitted infection that is passed by shaking hands. 'A' must sit down as a sign that he/she is infected. Ask 'A' who they shook hands with first. When this person ('B') has been identified, explain that the infection has been passed on, so 'B' must sit down too. Now ask if anyone shook hands with 'A' or 'B' at any stage in the activity. Unfortunately all these students are now infected too, so they must sit down. If anyone who remains standing shook hands the third time with anyone who is now sitting, they too are infected and should sit down. At this point, at least six of the group should be sitting down.
- Explain to the class that this activity was to illustrate the ease of transmission of some common STI's (though of course, not transmitted via hands) and that you are now going to explore what they know about them.

Tutor Notes

Correct sequence for putting on a condom.

- Store in a cool dry place.
- Check package for damage.
- Check packaging for the British Standard Kite Mark, the European EN600 or international ISO 4047 (some condoms only show quality/reliability marks on the outside of the pack not on individual condoms).
- Check expiry date.
- Before any genital contact push condom to one side of wrapper, open foil wrapper.
- Take care with jewellery and nails, be aware of which way it rolls.
- Squeeze teat to exclude air, and roll down erect penis until fully unrolled to base.
- Check rolled down properly (right way round).
- If not, discard and start again with new condom, not turning the same one round.
- No value in using 2 condoms because there is a greater chance of splitting.
- Water based lubricants (not oil based).
- Withdraw immediately after ejaculation holding the condom in place at base of penis to avoid leakage.
- Check for splits.
- Wrap condom in tissue for disposal in a bin (not toilet).
- Never re-use the condom, but get another for further sexual contact.



The Grooming Process “Befriending for Sexual Gain”

Overview session 4

The aim of the activities will be to focus on inappropriate relationships, including domestic abuse and how young people are groomed.

Key messages

- Explain there are two types of relationships 'power and control' and 'equal, respectful and consensual'.
 - Discourage power and control within relationships and give examples of behaviour i.e. Intimidation
 - Physical and sexual abuse/ violence
 - Forcing and threatening
 - Using money and gifts to control
 - Shaming and blaming
 - Emotional abuse
 - Cutting young people off from support.
- Encourage equal, respectful and consensual relationships - use the card game to give examples.

Workshop: The Grooming Process

Durations:

65 minutes long so you can be selective, run over or take the workshop over two sessions. To provide information that will raise awareness about inappropriate relationships including grooming stages and sexual exploitation.

Aims:

To discuss and agree a definition of inappropriate relationships. To explain the way children and young people are groomed.

Objectives:

To explore loving and abusive relationships using a card game "I want to be with you because".

TIME	DESCRIPTION	RESOURCES	WHO?
5 mins	The grooming process Handout copies of the Grooming Process. Ask for a volunteer to read out each stage.	Copies of The Grooming Process Poster	
30 mins	Stephen's story or Joanne's story Depending on the sex of the group or if it's a mixed sex group ask the young people which story they want to do. Split the group into two. Ask for a volunteer to read out part one of the story. Then in the two groups give each a question from the story. Allow a few minutes to discuss then feedback to the whole group. Continue until the story is concluded. Discuss different stages of grooming from stories.	Copy of Stephen or Joanne's story. Paper, pens	
25 mins	I want to be with you because.....(Card game) The object of the game is to swap cards until the player is happy with their choice of partner. See attached sheet for guidance.	Pre photocopied and cut out cards from the I want to be with you because card game	
5 mins	Evaluation Hand out and ask each person to complete an evaluation.	Copies of evaluation form. Pens	

Stephen's story

Stephen is 14 and lives at home with his mother. Once a week Stephen goes to a local sports centre to play footie with his mates.

Every week after the football match he goes to the vending machine for a drink. The last couple of weeks there has been a guy there waiting at the machine and he always says hello to Stephen. One week Stephen goes to get his usual drink and the man says I have bought two of these drinks by mistake would you like one? Stephen had seen this man many times before so he trusted him and didn't think there would be any harm in taking the drink. The guy says he has been watching Stephen play football and reckons he is class. The guy says his name is Tony and that he is a football scout and is always looking out for new talent like Stephen. He goes on to say that he could get him a trial at the local football team. Stephens is buzzing and it makes him feel good about himself.

What would make Stephen want to go for the trial with this man? What would worry Stephen about going with this man?

Tony says he will pick Stephen up at the same time next week after the match. Stephen goes to school and tells all his mates that a footie scout has spotted him. He wants to get him into the local team. All Stephen's mates think he is lucky.

The week goes by and Stephen meets Tony at the sports centre.

Tony pulls up in a flash car.

Stephen thinks this is mint.

Stephen gets into the car and Tony says lets go and buy you some new football boots.

What would make Stephen want to go with Tony for new football boots? What would make him worry about Tony buying him new football boots?

Tony takes Stephen to buy the boots and gives him £100 and tells him to keep the change because he is so excited at having found such a talented footballer. He asks him not to tell anyone because he can't afford to do it for everyone and he doesn't want to get the other lads jealous.

He takes Stephen to meet another man who asks Stephen to get changed into his kit and show off his skills at a local park. Both men agree that Stephen is special. They tell Stephen about another man who scouts for the local Premiership club. They tell him about a party at the weekend where there will be other young talent like him. Stephen asks if he can take his girlfriend but they say it will be mostly male footballers like him and she will get bored.

Stephen's story continued.....

**What would make Stephen want to go to the party?
What would make him worry about going to the party?**

At the party most of the lads are about 20.
Stephen feels good cos he is in a bar with older people and feels grown up and respected.
One of the lads called Danny offers him a drink.
It tastes good and he begins to feel high.
Someone offers him tablet and though he is scared he wants to be like the others so he takes it. He doesn't know what it is.

**What would make him want to take the drugs?
What would make him worry about taking the drugs?**

Stephen takes the drugs and doesn't know what he is doing. The rest of the night is a blank and he wakes up in a strange bed naked and confused; he's not sure if anything else has happened, so feels ashamed, confused and anxious. The football scout tells him "to keep this as our little secret as you don't want all your mates to find out about this do you."

All the promises the guy made haven't happened he hasn't become a member of the local football team yet though Tony takes him to matches with the promise of buying him a season ticket for the Premiership club.
Tony tells him that he is good but not quite good enough yet. He says "Stick with me and I will train you up". Stephen feels trapped and it's beginning to affect his school work and home life.

How does Tony keep Stephen interested?

What can Stephen do?

Who can he tell?

Jo's story

Jo is a 13 year old girl who lives with her mum, dad, brother and sister. She attends school and is described as being a caring young girl. From as young as she can remember Jo has witnessed her dad being physically violent towards her mum. Jo now hates being at home and spends as much time as she can out with her friends hanging around the streets. Jo and her mates have a special place they like to go to. It's a wall by the local Pizza Shop, where they enjoy talking and flirting with a group of local lads, who attend a different school nearby.

One day when it was raining some men who work in the Pizza Shop came over to talk to them. They are much older than the other lads but seem really good fun, joking around with Jo and her friends and offering them free pizza, alcohol and cigarettes.

Some time after this Jo witnessed her parents fighting again, she tried to stop them fighting and was shouted at. Upset she left the house and sat on the wall by the Pizza Shop. One of the men called Nabaz who she had met earlier from the Pizza Shop sees her and goes over to talk to her. Jo tells him how unhappy she is at home and she hates living there. He listens to her and offers to let her stay at his place anytime she wants to. He says he will not treat her like a child like her parents do because she is more grown up and special than that.

What would make her want to go to stay with Nabaz?

What would make her worry about going to stay with Nabaz?

Jo felt good that someone was listening to her about her life at home. She felt it was the first time anyone believed in her and her situation and that someone cared about her.

She decided to go home that night and the next day she tells her friends about the fight at home and how kind Nabaz had been and how he had made her feel special. She asked them if she should go and stay with him and would any of them go with her because she would feel safer with others being there.

If you were Jo's friend what advice would you give her?

Would you go with her?

Jo's story continued

Jo decides not to go, but a few weeks later her dad came home drunk and swearing, he had a funny look in his eye. Jo knew this meant there was going to be a big fight between her parents. She texts Nabaz and he tells her not to worry, he will help and she is to meet him at the wall. Some of her friends are already at the wall when Jo gets there. A few minutes later Nabaz turns up in a car and invites Jo and her friends to go to his house.

What would make them want to go to his house?

What would make them worry about going to his house?

When they get to Nabaz's home three of his male friends are already there. The house is really clean, warm and tidy. They are playing wicked music, whilst cooking food and drinking alcohol. Jo and her friends chat and play on their mobile phones and are given food and drink. The men start taking photos of each other and the girls with their mobile phones. The girls are having a great time dancing with the men and having a laugh. One of the girls phone rings, it's her dad on the phone. He demands to know where she is, as it's 11.30pm and she was supposed to be back home by 10.00pm at the latest. The girl realises that the men have tricked them by pretending it was much earlier than 11.30pm by turning the clocks back.

Why did the men turn the clocks back?

How did the girls feel about being tricked?

Jo's friends decide to leave because they know they will be in big trouble at home, Nabaz asks Jo to stay.

What would make Jo want to stay?

What would make her want to leave with her friends?

Jo decides to stay and Nabaz and his friends give her more alcohol. She wakes up the next day feeling confused and doesn't know what has happened. Nabaz says "you're my girl now." He also adds, "you had better not go home as your parents will be angry and might get the police involved."

Why might Nabaz be afraid of the police knowing?

What would make Jo want to stay with Nabaz and what are the risks?

What would make Jo want to go home?

Where could Jo get help?

I Want To Be With You Because... Game

Aim:

To give students the opportunity to identify and evaluate helpful and unhelpful elements of relationships.

Procedure

- Form groups of 6 – 8.
- Players gather round a table and choose a chair person.
- Give each group a set of "I want to be with you because" cards and a prompt card.
- Explain that the object of the game is to end up with a hand of cards that describe qualities, attitudes or characteristics that make a good relationship.
- The chairperson shuffles the card and deals five cards to each person, leaving the remaining cards in a stock pile face down on the table.
- The dealt cards are placed up over for everyone to see.
- The person to the left of the chairperson begins play by reading aloud their cards and deciding then giving a reason why they want to swap (encourage group discussion about rejected card).
- They may return an unwanted card and take a replacement from the top of the stock pile.
- Unwanted cards form a reject pile.
- Students take it in turn to play until each person is happy with their choice of cards.

You destroy things I love

I don't know what you will
do next

You control what I say
and Do

You are jealous

You make me scared

You are possessive

You threaten me
with weapons

You lock me up

You don't put pressure
on me

You are affectionate to me

You comfort me

You consider my likes
and dislikes

You are proud of me

You negotiate sexual acts

You are understanding

You listen to me without
judging me

You control where I go

You shout and swear at me

You make me feel bad

You pretend you love me

You control what I wear

You put me down

You call me names

You make me feel stupid

You listen to my feelings

You speak nicely to me

You make me feel safe
and secure

You share your thoughts
and feelings

You share information
about yourself

You do what you say
you will do

You are there for me

You admit it when you
make a mistake

You blame me when
you have hit me

You say everything
I do is rubbish

You make me feel guilty

You act like the boss

You laugh at my problems

You lie to me

You make all the decisions

You take advantage of me

You are open and honest

You tell me how you feel

You share your views

You make joint plans with me

You stick to your promises

You try to make things work
even when they are bad

You negotiate with me

You make financial
commitments

You deny me my rights

You make me ask
others for money

You keep me forever in debt

You make me do illegal things

You make me ask
you for money

You wont let me have a job

You give me things then
take them away

You threaten to kill me

You allow me to
express myself

You respect my friends

You respect my family

You respect my opinions

You look for a win
win situation

You check things out
with me

You are fair

You accept it when
you are wrong

You threaten to dump me

You threaten to kill yourself

You threaten to hurt me

You slap me

You kick me

You punch me

You burn me

You cut me

You discuss options
and choices

You make compromises

You make joint decisions

You respect my rights

You are encouraging to me

You care for me

You look after me

You love me

You choke me

You force me to do sexual
acts with your friends

You won't let me
see my family

You force me to
do sexual acts

You won't let me
see my friends

You won't let me out
of the house

You give good advice

You establish boundaries
with me

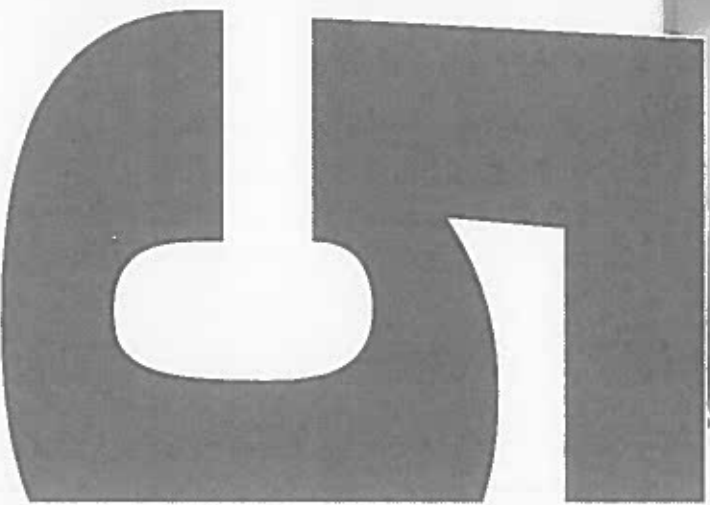
You try to help me
with my problems

You support me

You try to help me
with my worries.

You buy me things

**I want to be with
you because**



Invisible Lives Strong Voices

Overview session 5

The aim of the activities will be to introduce ways in which young people are sexually exploited and the effects on the individual.

Key messages

Ensure the young people have identified support systems as this may be a sensitive session and could bring up issues for some individuals. The DVD is based on young people's true stories who share their experiences of abuse including sexual exploitation. Barnardo's and many other childcare organisations use the term 'sexual exploitation' rather than 'child prostitution' or 'rent boys' etc. This is because sexual exploitation defines a broader form of abuse that can include children and young people exchanging sex for accommodation, food, gifts and drugs etc. It also clearly places the responsibility upon the adults, who are exploiting the young people for their own ends, whether they do it for money, their own kudos or for feeling of power.

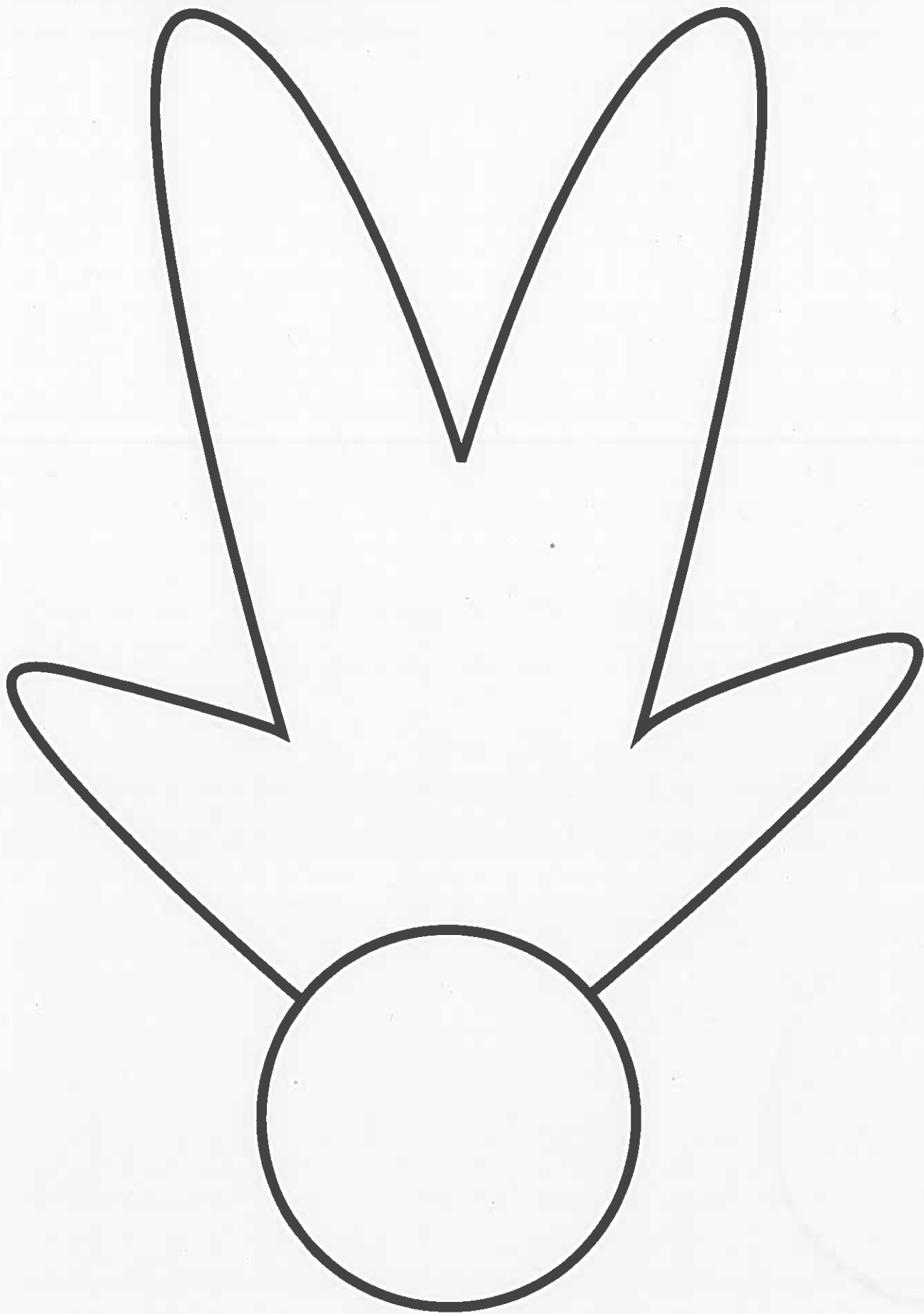
Workshop: Invisible Lives Strong Voices.

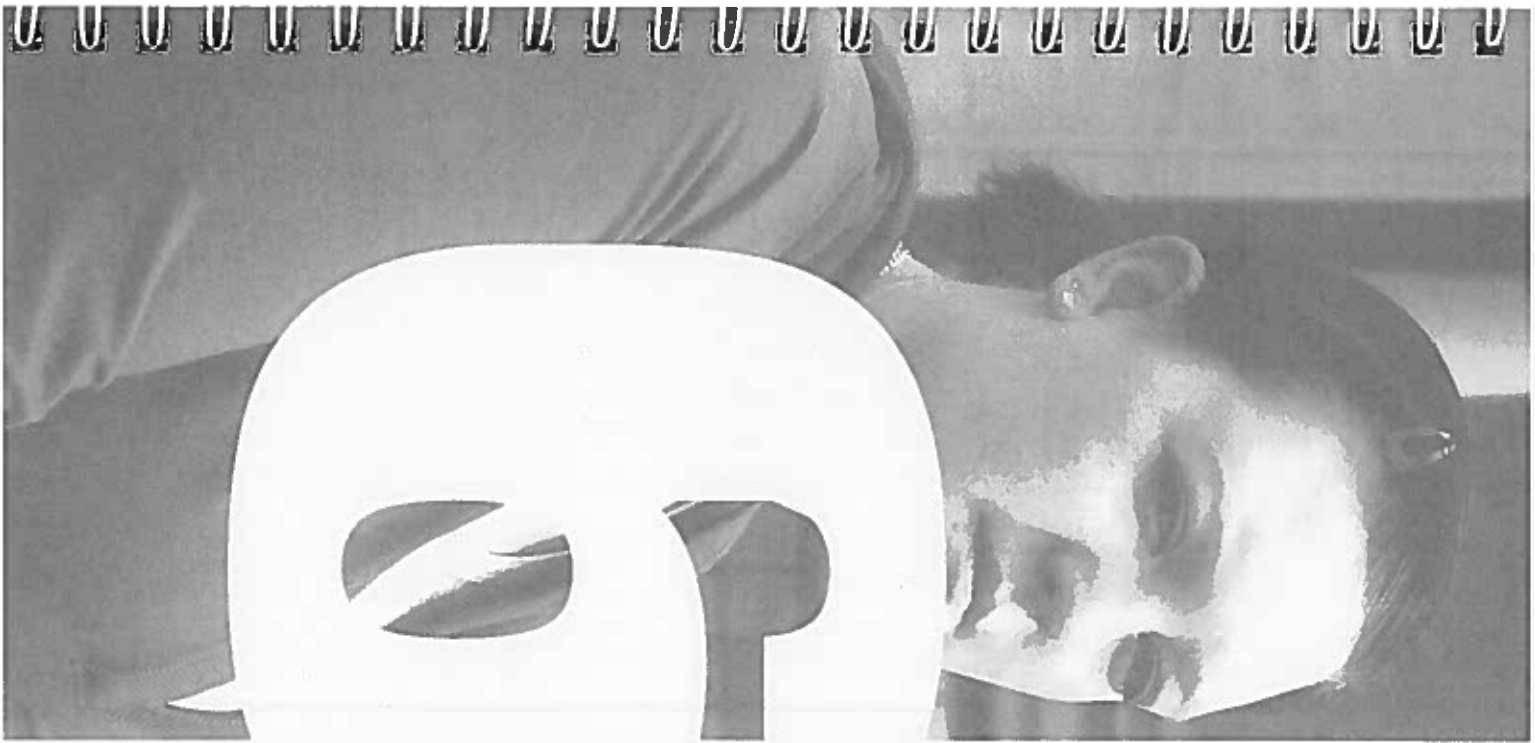
Aim: To provide information which will raise awareness about how, where and by whom young people are sexually exploited.
Duration: 55 minutes.

Objectives:
 To set the scene through a worksheet activity to challenge myths and perceptions about child abuse.
 To present a DVD which will give facts and the effects on young people who are sexually exploited.
 To challenge inappropriate sexualised attitudes within the group.
 To discuss the reality of sexual exploitation and the grooming process.
Learning Outcomes: Individuals will be able to describe what the term sexual exploitation means and the impact effects of sexual exploitation on young people

TIME	DESCRIPTION	RESOURCES	WHO
5 mins	<p>Helping Hand Hand out and ask young people to identify 5 people they could turn to for help or 5 things they could do if they were worried about something.</p>	<p>Copies of Helping Hand. (see section 2.13) Pens</p>	
20 mins	<p>Setting the scene The object of the session is to clarify that children and young people under the age of 18 cannot consent to their own abuse and therefore should not be called a child or juvenile prostitute. Discuss the term prostitution and examine their own and society's attitude and misconceptions. Split into three groups and hand out a copy of the body image. Ask one group to label their body a 'male prostitute'; another group a 'female prostitute' and the last group a sexually exploited/abused child. Ask each group to describe the appearance of their given poster and ask they write the labels often associated with their young person. They do not have to own these labels. Ask that they include the HOPES, FEARS, THOUGHTS & FEELINGS. Feedback to the larger group. Note any similarities. Discuss the labels and gently challenge any homophobic and negative attitudes towards male and females who are sexually exploited.</p>	<p>Copies of Body image. Coloured pens</p>	
25 mins	<p>DVD. Invisible lives, Strong Voices: a girl's story and a boy's story. Experiences of sexual exploitation. Explain that this may trigger some feelings in some of the young people Show DVD. In two groups ask: How did the young people become involved, what happened to them and what support will they need now. Feedback to whole group.</p>	<p>TV & DVD Flip chart Pens</p>	
5 mins	<p>Evaluation Handout and ask each person to complete an evaluation.</p>	<p>Copies of evaluation form. Pens</p>	

*NB Please checkout support systems for any young people who may have or may be experiencing any form of abuse.





Drug and Alcohol Awareness

Overview session 6

The aim of the activities will be to present facts about drugs and promote keeping safe and harm minimisation.

Key messages

Explore and discuss young people's experiences of drug and alcohol use and assist the young people to identify risks and how to keep safe.



Workshop: Drug and Alcohol Awareness

Duration:

55 minutes.

Aim:

To provide information which will raise awareness about drug and alcohol use.

Objectives:

To give the opportunity to dispel and challenge any stereotypes or myths relating to people who use drugs/alcohol.
To provide information about harm reduction.

TIME	DESCRIPTION	RESOURCES	WHO?
15 mins	Alcohol True/False statements Place True and False headings at opposite ends of the room. Read out and ask the young people to stand where they believe the answer is. Discuss as a group.	True False headings	
20 mins	Identity Game – young people to be asked to draw someone who uses drugs and someone who uses alcohol. Explain that they do not have to own what they say but invite them to say or draw everything they have ever heard. Within this activity young people are also asked to think about what hopes and fears and what the future holds for young people who use drugs and alcohol. Discuss as a group.	Paper Felt pens	
10 mins	The affects of drugs and alcohol Hand out and request that everyone puts at least two effects into each box. Discuss as group	Affects of drugs and alcohol handout. Pens	
5 mins	Keeping safe How do we keep ourselves safe if drugs/alcohol have already been taken?	Hand out copy of harm reduction.	
5 mins	Evaluation sheet Handout and ask each person to complete an evaluation form.	Copies of evaluation form. Pens	

True

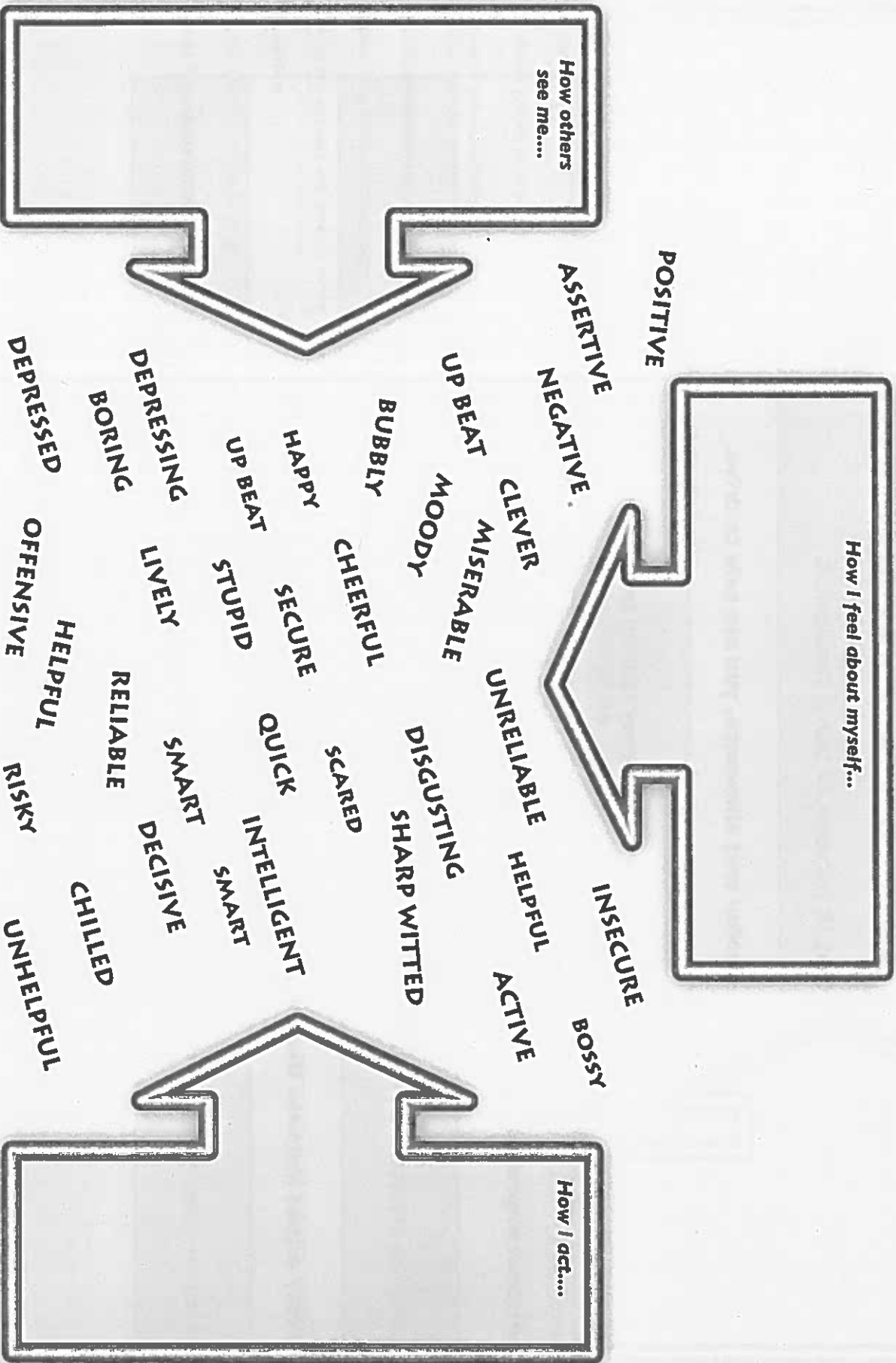




False

Effects of alcohol drugs

When I take alcohol/drugs
(Choose some of the words here or add your own)



Alcohol

True/False Statements

Alcohol reaches the brain within 10 minutes of being swallowed.

If you stick to the suggested alcohol unit allowance, you are safe to drive.

People who drink too much the evening before may still be over the limit the next morning.

Alcohol improves your mood and makes you more attractive to the opposite sex.

Alcohol affects men more likely than it does women and the affects last longer.

Fizzy drinks increase the speed in which alcohol is absorbed into the body.

Alcohol gives you confidence and makes it more likely that you would ask someone to use a condom.

Alcohol

True/False Statements Answers

Alcohol reaches the brain within 10 minutes of being swallowed.

Answer: False (it is actually 5 minutes)

If you stick to the suggested alcohol unit allowance, you are safe to drive.

Answer: False

People who drink too much the evening before may still be over the limit the next morning.

Answer: True

Alcohol improves your mood and makes you more attractive to the opposite sex.

Answer: It can exacerbate your mood.

Discuss with the group

Alcohol affects men more likely than it does women and the affects last longer.

Answer: False, it affects women more.

Fizzy drinks increase the speed in which alcohol is absorbed into the body.

Answer: True.

Alcohol gives you confidence and makes it more likely that you would ask someone to use a condom.

Answer: False, discuss with the group about the dangers of having unprotected sex.

Harm reduction

- Harm reduction is a term which covers activities and services that acknowledge the continued drug use of individuals, but seek to minimise the harm that behaviour causes.
- The only way to *completely* remove the risks from drug use is **not to use**. Below, basic advice is given about reducing the risks specific to particular drugs.

- **Cannabis**

Use is only occasionally. Regular use may lead to increased tolerance and dependency on tobacco.

Eating the resin eliminates damage to the mouth, throat and lungs but it is harder to control the dose and the effects last longer.

Don't drive or use machinery.

- **Alcohol**

Safe drinking guidelines are 3 – 4 units a day for men and 2 -3 units daily for women.

Avoid drinking on an empty stomach.

Keep out of rounds.

Avoid high doses in one session.

Don't drive or operate machinery with any amount of alcohol.

Don't mix with other drugs especially depressants.

Remember to practice safe sex.

- **Cocaine/crack**

Use only occasionally to avoid becoming dependent

Do not inject

Avoid mixing with other drugs, especially depressants such as heroin.

Be aware of dehydration especially if combined with ecstasy.

If injected don't share equipment, obtain new equipment from a needle exchange and dispose of equipment safely.

- **Heroin**

Use only occasionally.

Don't mix with other drugs, especially other depressants like alcohol or stimulants like cocaine.

Overdose is more likely when the drug is injected rather than smoked.

Adulterants can be dangerous if injected and there is often large batch to batch variation in strength which can lead to overdose.

If it is injected:

- Filter
- Use sterile works
- To avoid blood borne virus infection, don't share injecting equipment
- Get new injecting equipment from a needle exchange.
- Dispose of equipment safely.

• Ecstasy

Bear in mind that the tablet may not be ecstasy and may therefore cause different effects.

Different 'brands' of ecstasy differ in composition. If unsure about the strength take no more than half a tablet.

Use only occasionally.

Avoid strenuous activity or overheating.

Drink water: no more than a pint an hour.

Avoid alcohol, which promotes dehydration.

• Amphetamines

Use only occasionally.

High doses can cause convulsions.

Don't mix with other drugs.

Avoid strenuous activity to reduce the risk of dehydration.

Avoid injecting. If injected, don't share equipment, use new equipment from a needle exchange and dispose of equipment safely.

• Solvents

Please note volatile substances have the direct capacity to suddenly and unpredictably kill.

Do not spray directly into your mouth.

If sniffed from a plastic bag, use a small one to avoid suffocation.

Ensure safe surroundings.

Don't use solvents alone

Do not use with alcohol.

Be aware of the risk of flames and explosion.

Taken from NECA Training, Drug Awareness level 2, 2007

Respecting Self

Evaluation
It would be useful for us in planning future sessions if you could complete an evaluation of today's session. Thanks for your time.

1. How interesting did you find the session?

Please circle



5.....4.....3.....2.....1.



2. How useful did you find the session?

Please circle



5.....4.....3.....2.....1.



3. What do you think you have learned from the session today?

Please circle

LOADS
SOMETHING NEW
NOTHING

4. Do you have any suggestions for improvements to the session?

Please circle

LESS TALKING
MORE TALKING
TOO LONG
MORE FUN
TOO SHORT
MORE ACTIVITIES
LESS ACTIVITIES

5. Overall comments about the session?

Please circle

EASY
MINT
UNHELPFUL
CONFUSING
DIFFICULT
BORING
INTERESTING
CLASS
WORRYING
FUN

Thank you for your valued feedback.

Respecting Self

A practical education pack for use in schools and youth settings



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IN QUALITY