

Risky Biz

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

A practical education pack for use in schools and youth settings

**Believe in
children
Barnardo's**



Risky Biz

a practical education pack for use in schools and youth settings

Pack Designed by Robert Gaibraith



Integrated Youth
Support Service



North East Tees Valley, SECOS, East West Centre, Ayresome Green Lane, Middlesbrough, TSS 5BA, Tel: 01642 819743 Fax: 01642 820597
Barnardo's Head Office: Tanners Lane, Barking, Essex IG6 1Q6 Tel: 020 8550 8822 Fax: 020 8551 6870 www.barnardos.org.uk

Registered Charity No. 216250 and SC037605

Foreword

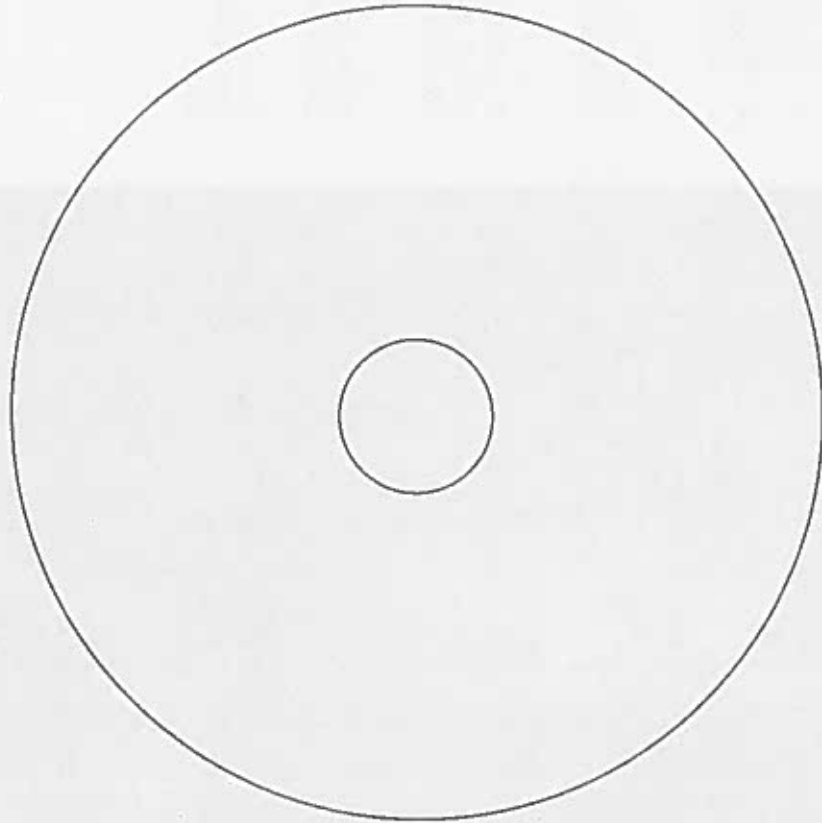
SECOS and ACE along with other Tees Valley Barnardo's community based projects in Middlesbrough, Stockton, Hartlepool, Darlington, Durham, Redcar & Cleveland work alongside police, schools, integrated youth services and local authorities to support children and young people who are at risk of abusive relationships and sexual exploitation.

This 'risky biz' education resource is an updated version of the successful Barnardo's protecting self and keeping safe pack that has proven invaluable in raising awareness of risky behaviours in children and young people.

The pack promotes the exploration of the term relationship whilst allowing children and young people to express feelings and understanding in a safe environment. It gives children and young people a voice in which to ask questions and grasp further knowledge around controversial subjects. This in turn allows the professional using the resource to promote healthy discussion and offer support where needed.

In addition to the protecting self and keeping safe resource 'risky biz' can also be used to support children and young people from any ethnic origin, including lesbian, gay, bisexual and transgendered communities. It is important to note that some young men and boys who may be exploring their sexuality are at higher risk of sexual exploitation.

Wendy Shepherd, Programme Manager
Mel Foley, Education Coordinator



To understand what is meant by the term relationship

Ground rules/ways to keep the group safe

- One person speaking at a time
- No personal questions
- Confidentiality
- Respect others
- Ask appropriate questions

Activity 1 What is a relationship?

Some young people struggle to identify a definition. This is fine as long as you feel they are clear about what a relationship is.

Activity 2 Who do we have them with?

It is helpful to have one person writing down the names and the other person guiding the ball of string; you may wish to ask for a helper. If it is a big group you will need a large ball of string.

Activity 3 How do we define these people?

What do these relationships have to offer eg love, friendship, someone to care for you but also anger, loss betrayal etc.

Activity 4 'Love is' and 'Love isn't'

This works well when everyone has a pen to make a contribution if they wish.



Aim: To understand what is meant by the term relationship

TIME	DESCRIPTION	RESOURCES
5 mins	Activity 1 - What is a relationship? In small groups what is a relationship.	Paper, pens
15 mins	Activity 2 – Who do we have them with? Ask the group to sit in a circle, one person holds the ball of string and names someone who they might have a relationship with, eg mum, friend etc. When the next person names someone the ball of string is thrown to that person with the original person holding on to the end (you end up with a web effect) A facilitator writes on a flip chart all the names suggested.	Flip chart paper, pens, ball of string
15 mins	Activity 3 – How do we define these people? Divide into small groups. Hand out flip chart paper previously divided into four squares with 'intimate', 'friend', 'family' and 'someone we know' written within each square. Explain and agree the four headings. Explain 'intimate' eg its more than holding hands, kissing etc. Refer to names written from previous activity and ask the young people to agree and write them into the headings. Feedback to bigger group, discuss what these relationships have to offer eg love, support, anxiety etc.	Flip chart paper with headings written on, pens
10 mins	Activity 4 – 'Love is' and 'Love isn't' Divide the group into two. Give one group flip chart paper headed 'Love is' and the other group flip chart paper headed 'Love isn't'. Ask each group to write as many responses to their headings as possible, swap to allow for more ideas from each group. Feed back to bigger group.	Flip chart paper, pens
5 mins	Evaluation Evaluate the session and discuss key points.	

Raise awareness of early warning signs for when something does not feel right

Ground rules/ways to keep the group safe

- One person speaking at a time
- No personal questions
- Confidentiality
- Respect others
- Ask appropriate questions

Activity 1 Warm and fuzzy, cold and prickly

Some of the common words from the 'Love is' and 'Love isn't' activity have been included in the pack, but if your group identifies extra or very different words you can add them to the session. Facilitate discussion by asking the young people to check out if the descriptions are always obvious, e.g. is 'cuddling' always warm and fuzzy? What if someone is cuddling you who you do not want to be cuddled by? What does that feel like? Where in the body do they feel this discomfort? What can they do to keep themselves safe? You may not want to look at all the cards. The discussion is the most important aspect.

There are several ways to deliver this activity:

- Use 3 gift bags and label them Warm and Fuzzy, Cold and Prickly and In the Middle
 - Use three sheets of A4 paper with Warm and Fuzzy, Cold and Prickly and In the Middle written on them.
 - Write on a flip chart and ask the young people to write their word on a post it and stick under the appropriate heading.
- You may wish to laminate the words to make them durable.

Activity 2 Early warning signs (refer to activity 2 in the lesson plan)

You may want to elaborate the stories to get the young people to feel their scares. Ask what they can do in that situation? e.g. for the fairground leave the queue, for the footsteps, run, shout, use their mobiles etc.

Activity 3 Feelings buddy

Try to facilitate discussion about what they feel and what they can do. Remind them that when they feel something isn't right, it is a sign that things are not OK and they should listen to their bodies and try to DO something about it.

Activity 4 Define abuse

You may not need to complete this activity if you have already discussed the types of abuse within activity two.

Activity 5 Supporting hand

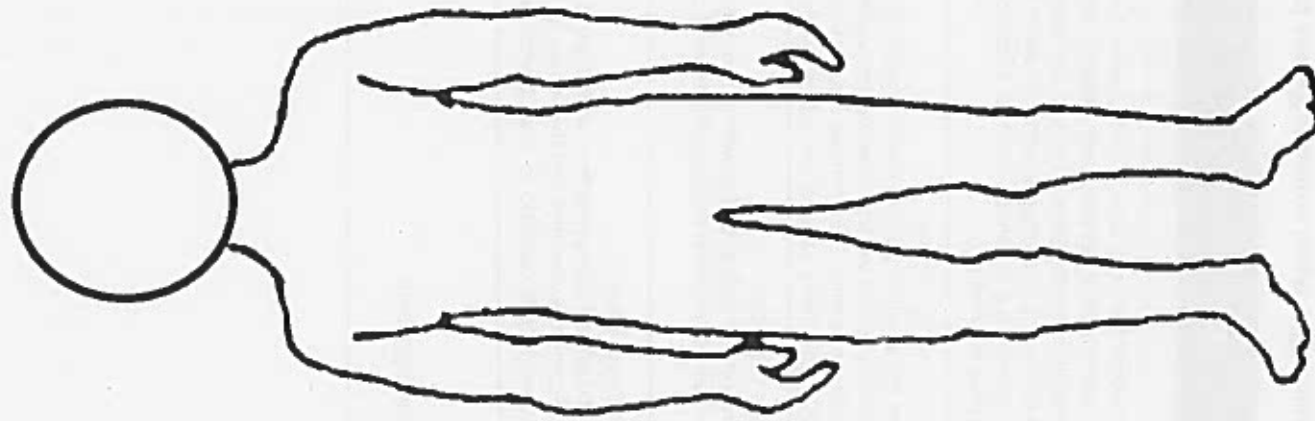
Some young people do not have people they can turn to for help so get them to identify things that they can do to keep safe and other agencies who can help.



Aim: To raise awareness of early warning signs when something does not feel right

TIME	DESCRIPTION	RESOURCES
20 mins	<p>Activity 1 - Warm and fuzzy, cold and prickly feelings Remind the group about the words from the 'Love is' and 'Love isn't' activity. (Use your own from previous activity or use the examples provided). Refer to notes for session for different ways to run this activity. In turns choose a card from the feelings cards. Ask the person to read out loud and then agree as a group whether its warm fuzzy, cold prickly or in between. Challenge the answers e.g. is it always warm and fuzzy to be cuddled etc. (The person holding the card has the final say).</p>	<p>Feelings cards, 3 labeled gift bags, A4 sheets or flip chart paper, post it notes</p>
20 mins	<p>Activity 2 - Early warning signs Discuss how we feel when we are about to go on a scary fairground ride, and where in our bodies we feel this. Then discuss how we feel when we are walking down a street late at night and we hear footsteps behind. Ask what we can do. Try to get the young people to think about feelings, then actions. e.g what can you do when you feel scared.</p>	
10 mins	<p>Activity 3 - Feelings buddy Ask the young people to draw on the feelings buddy where they may feel these scares. Discuss how they could keep themselves safe in these situations, what actions they could take?</p>	<p>Feelings buddy Pens</p>
5 mins	<p>Activity 4 - Supporting hand Turn the feelings buddy over and ask the young people to draw around their hand. Write along each finger the name of someone who they feel they could turn to for help and support. Ask the young people what they could do to make themselves safe.</p>	<p>Feelings buddy Pens</p>
5 mins	<p>Evaluation Evaluate the session and discuss key points.</p>	

Feelings Buddy





Not being trusted



Being punched

Being threatened

Being sworn at



Being made to do
something you
do not want to do

Being emotionally
abused



Feeling uncomfortable



Feeling threatened



Constantly threatening
to get back with
their ex

Being told you are
too fat or too thin

Feeling scared

Rape

Stops you from seeing
your friends



Someone touching you
when you do not want
them to



Stops you from
seeing your family



Going for meals
together

You laugh together

Being stroked



Having your hair pulled



You feel comfortable around them



Holding hands



Will not allow you to say NO



Kissing



Has a bad

unpredictable temper

Makes you feel special



Makes you
feel accepted

Cuddling



Being text constantly

Being humiliated

Being rang
constantly



Receiving gifts



Makes you feel on
edge all the time

Arguing



Being shouted at for not
answering texts or calls

Being constantly
checked up on

Secrets

Makes you feel
like you cannot
do anything right



Looking forward
to seeing them

Feeling trusted



Feeling happy

Feeling respected

To raise awareness of violence within relationships

Ground rules/ways to keep the group safe

- One person speaking at a time
- No personal questions
- Confidentiality
- Respect others
- Ask appropriate questions

Activity 1 Definition of relationship abuse

Some young people struggle to identify a definition. This is fine as long as you feel they are clear about what relationship abuse is.

The key is that one or more people in the relationship has a sense of entitlement to control their partner by WHATEVER means.

Activity 2 Home Office films (short films about violence within teenage relationships)

Be aware that some of the young people may be currently experiencing domestic violence either at home or within their relationship.

Activity 3 Relationship abuse examples

It may be helpful to ask someone to read out the headings and check that everyone understands what they mean. Depending on the age of the group you may want to be selective regarding which statements you read out loud. It may be helpful to read some from each heading as there may not be time to read them all out.

Activity 4 True or False

Write on paper and display at either end of the room.

Activity 5 Support information cards

Provided but you may wish to add local support services.

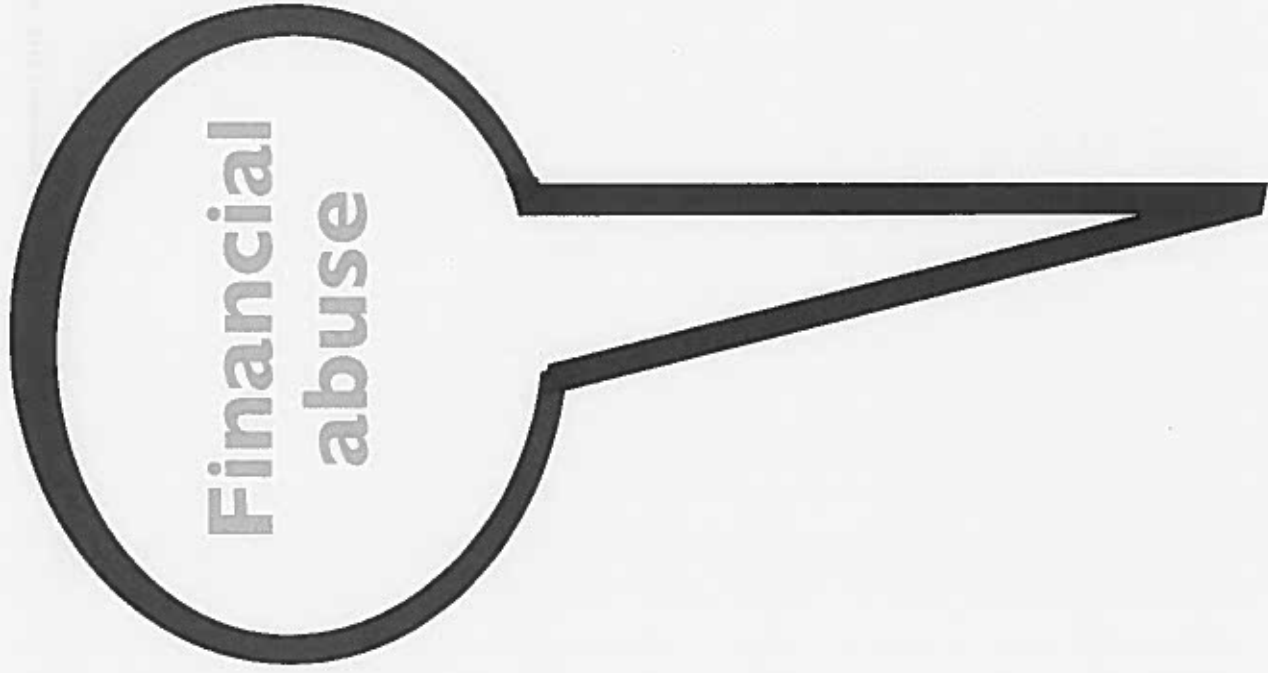
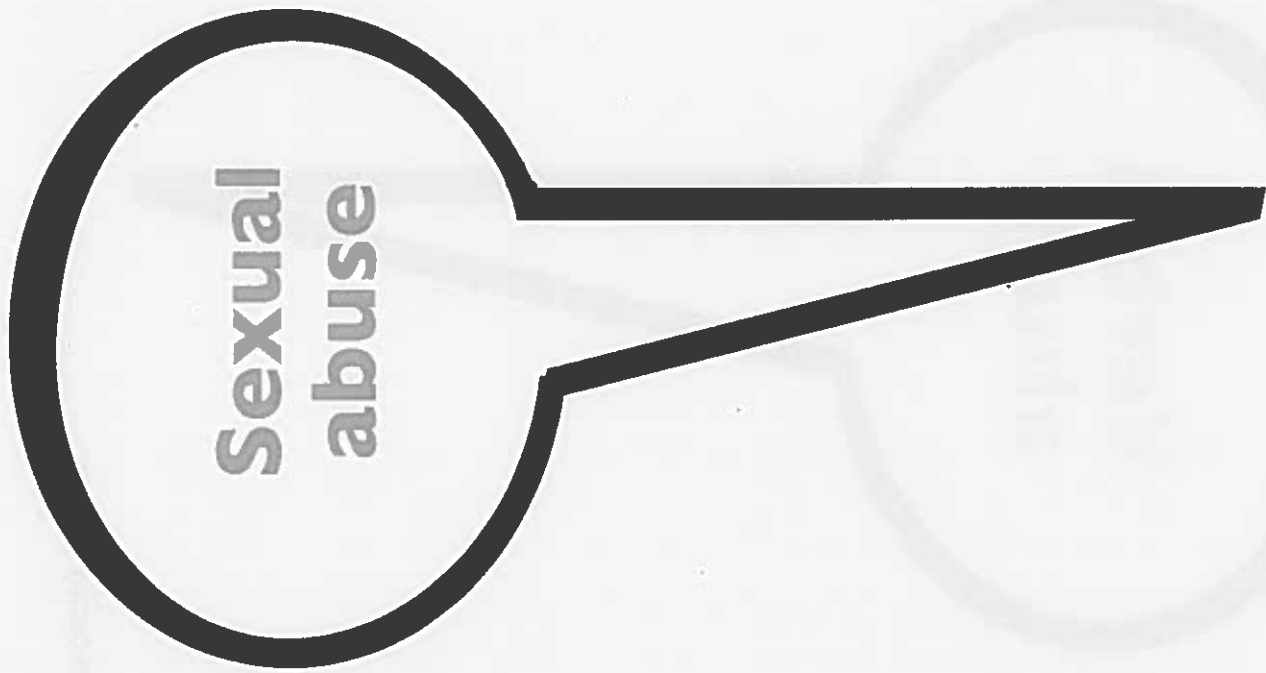


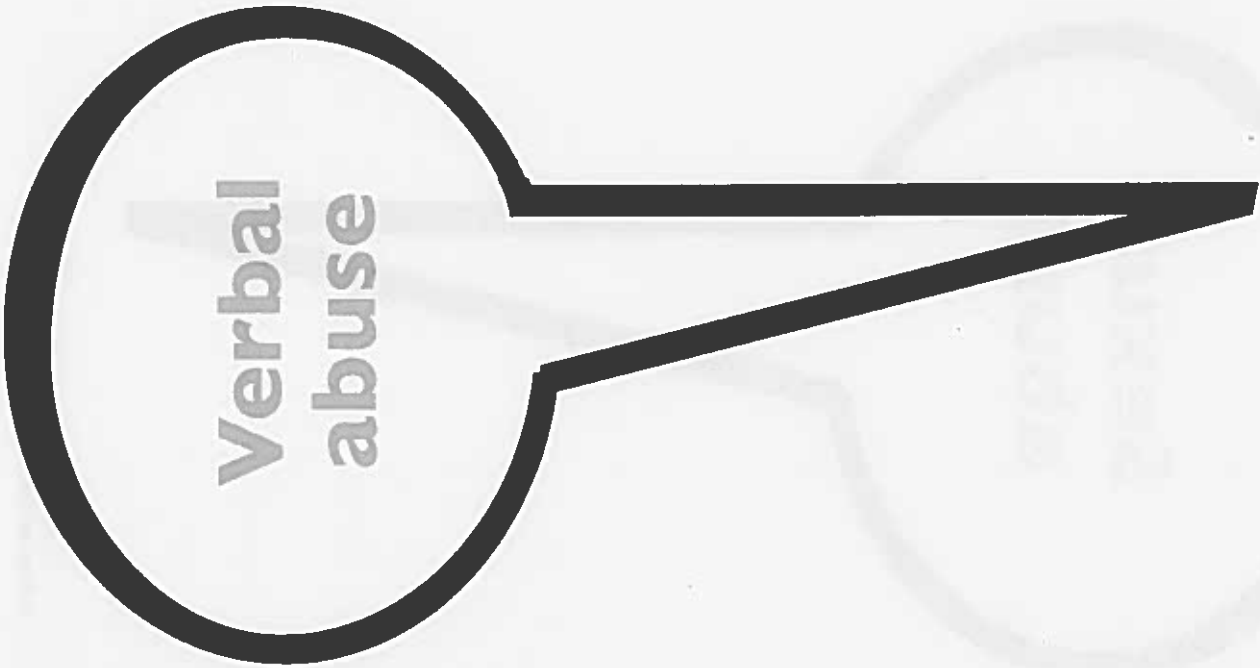
Aim: To raise awareness of violence within relationships

TIME	DESCRIPTION	RESOURCES
5 mins	Activity 1 – Definition of relationship abuse In small groups ask the young people to come up with a definition or examples of violence within relationships. Remind them that it is not just people who are married but boyfriend and girlfriend also including same sex couples.	Flip chart paper pens
10 mins	Activity 2 - Home office short films Anti domestic violence. Watch the teen films and discuss. Ask where young people could go for help and support? Ask is this sort of violence common among young people?	DVD Player Projector
15 mins	Activity 3 – Relationship abuse examples Photocopy and cut out the Physical abuse, Sexual abuse, Emotional/Psychological abuse and Financial abuse paddles. Ensure there is a set for each group. Read out the statements from the relationship abuse examples list and ask the young people to discuss in their group then agree which paddle they are going to hold up. Ask each group to explain why they have chosen the paddle. There are no right or wrong answers, the discussion is the most important element.	Cut out copies of abuse headings
15 mins	Activity 4 – True or False Ask everyone to stand in the middle of the room with 'True' displayed on one end of the room and 'False' on the other. Read out the statements from the true or false sheet and ask people to stand where they feel is most appropriate. Discuss why they have stood there. After each discussion ask if anyone wants to change position.	
5 mins	Support information cards Photocopy and cut out information cards for young people to obtain support if required. Check out how people are feeling.	Support information cards
5 mins	Evaluation Evaluate the session and discuss key points	

**Physical
abuse**

**Emotional/
Psychological
abuse**





Physical abuse

A partner who:

- Slaps, kicks, punches and or nips you
- Pulls your hair
- Chokes you
- Shoves you around
- Throws things
- Burns you
- Uses or threatens to use weapons on you
- Physically restrains you – pinning you against the wall or bed

Emotional/psychological abuse

A partner who:

- Texts you hundreds of times a day
- Locks you in a room "to protect you"
- Doesn't like you to take drink or drugs unless he/she gives you them
- Doesn't like you to put weight on
- Doesn't like your friends or family
- Checks your phone
- Demands to know everything you have done or said
- Picks you up and drops you off at school

Financial abuse

A partner who:

- Takes your money off you
- Buys you mobile top ups then gets angry when you have phoned anyone other than him/her
- Makes you explain every penny you spend
- Forces you to commit crimes for money
- Forces you to do sexual favours with his friends for money or other rewards such as drugs or alcohol

Sexual abuse

A partner who:

- Forces you to have sex when you don't want to
- Takes pictures of you naked and threatens to send them to school or friends
- Takes naked pictures of you even though you have said no
- Makes you do sexual favours with his friends.
- Threatens to post sexual comments on facebook or BBM
- Forces you to strip
- Calls you sexually derogatory names

Verbal abuse

A partner who:

- Shouts or growls at you
- Makes threats to hurt you
- Threatens to get back with his/her ex
- Mocks you
- Leaves nasty messages on your phone
- Calls you names
- Purposely does things to annoy you
- Blames you for his/her violence
- Shows you up in front of people

True or False

1. **When a girl says NO she really means YES**
2. **Jealousy is a sign of true love**
(Ask what jealousy can lead to – eg bad feelings, arguments, violence etc)
3. **If someone gives you pizza, alcohol, drugs or a place to stay they have a right to expect something in return** (Ask what this might be e.g. sexual pictures, sexual acts)
4. **If someone stalks you it's a sign they fancy you**
5. **Most relationships start with a bit of violence**
6. **When someone texts you every 5 minutes this is love**
7. **Children and young people are harmed by domestic violence**
8. **Local services have a duty to help and support children and young people affected by domestic violence**
9. **Children and young people have a RIGHT to be protected from domestic violence**
10. **Learning about violent relationships will help you leave a violent partner**
11. **It's natural if your boyfriend/girlfriend wants you to send them a sexy picture**

(ask what can happen when the relationship ends)

<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>	<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>	<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>
<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>	<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>	<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>
<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>	<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>	<p>Useful numbers</p> <p>Child Line 0800 1111</p> <p>National Domestic Violence helpline 0808 2000 247</p> <p>www.thesite.org/sexandrelationships www.direct.gov.uk/thisisabuse</p>

Photocopy Master

To raise awareness of the grooming process leading to sexual exploitation

Ground rules/ways to keep the group safe

- One person speaking at a time
- No personal questions
- Confidentiality
- Respect others
- Ask appropriate questions

Activity 1 Random text

Encourage discussion

Hints re general discussion to unpick the trapping process and belief systems of the sexually exploited young person.

Try to unpick as many of the points as possible.

e.g. Is she really getting what she wants... what is he/are they getting?

"He gives me a mobile phone"..... This is usually because he wants to know exactly where she is 24 hours a day and to demand she meets him at a moments notice.

"He takes me to school and picks me up"..... This is so he is in control and she can't talk to anyone else.

"He wants to meet my family"..... So he can also groom them.

"He locks me in my room to keep me safe"..... Is this Ok even for a few minutes? What if it is hours or days.

"No-one believes me anyway, they think it's what I want"..... Who wants to be abused in this way?

"I think I am in control"..... Ask are they really? At what stage can they get out or stop it, what might happen if they do exit this abuse?

Activity 2 Grooming process

Poster provided.

Activity 3 Show 'Silent Witness' DVD

DVD provided.

Activity 4 & 4a The Trapping Process

There are two ways to deliver this activity. Deliver the same as the grooming process or copy and cut out the template game.

Activity 5 The Escape Process

Encourage discussion. Perhaps have a competition between the groups for the best ideas.



Aim: To raise awareness of violence within relationships

TIME	DESCRIPTION	RESOURCES
5 mins	Introduction to the subject. Explain that there are many ways in which children and young people are sexually exploited. Today we are going to look at some of them. Does anyone know what sexual exploitation is?	Flip chart paper pens
10 mins	Activity 1 - Random text Explain that the text is sent out randomly by blue tooth in places where young people hang out. Inform the young people that this is just one way in which young people can be groomed for sexual exploitation "Hi Sexy, come over to the white car, you look gorgeous and I'd really like to talk to you and invite you to a party" Split into two groups; ask one group "what would make a young person want to go?" Ask the other group "what would make a young person not want to go?" Feedback to main group Ask all: "What might be happening in the lives of young people to make them want to go?" and "What might the adults be offering?"	Flip chart, paper, pens
5 mins	Activity 2 - Grooming process Hand out copies of the Grooming Process. Ask for volunteers to read out each stage. Explain that this is what LEADS a young person into exploitation.	Grooming process
10 mins	Activity 3 - Show 'Silent Witness' DVD Ask the group to describe how the girls were groomed.	DVD Player Projector
5 mins	Activity 4 - Trapping Process Hand out copies of the Trapping Process. Ask for volunteers to read out each stage. Explain that this is what KEEPS young people in exploitation. Discuss the points (see notes below).	Trapping process poster
20 mins	Activity 4a - Trapping Process Game Alternatively hand out empty template and give each group the cut out statements asking them to put into columns where they feel is most appropriate. It is important to remember that there are no right or wrong answers it's the discussion which is important.	Trapping process template
15 mins	Activity 5 - The Escape Process In their groups ask the young people for their ideas on how other young people can escape from exploitation. Feedback to main group for best ideas.	
5 mins	Evaluation Evaluate the session and discuss key points.	

The Grooming Process



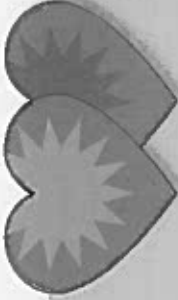
Targeting stage

- Observing the child/young person
- Selection of child/young person
- Befriending – being nice, giving gifts, caring, taking an interest, giving compliments, etc
- Gaining and developing trust
- Sharing information about young people between other abusive adults



Friendship forming stage

- Making young people feel special
- Giving gifts and rewards
- Spending time together
- Listening and remembering
- Keeping secrets
- Being there for them
- 'No-one understands you like I do'; being their best friend
- Testing out physical contact – accidental touching
- Offering protection



Loving relationship stage

- Being their boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering their inhibitions – eg showing them pornography
- Engaging them in forbidden activities – eg going to clubs, drinking, taking drugs
- Being inconsistent – building up hope and then punishing them



Abusive relationship stage

- Becomes an 'unloving' sexual relationship
- Withdrawal of love and friendship
- Reinforcing dependency on them – stating young person is 'damaged goods'
- Isolation from family and friends
- 'Trickery and manipulation – 'you owe me'
- Threatening behaviour
- Physical violence
- Sexual assaults
- Making them have sex with other people
- Giving them drugs
- Playing on the young person's feeling of guilt, shame and fear

Photocopy master

Taken from the *Divorce2 Sexual Exploration* resource pack © Copyright Barnardo's, 2007 and used with kind permission. Visit www.barnardos.org.uk for more details | Barnardo's Registered Charity Nos. 2146250 and SC037605 8747

THE SWEET TALK	ITS OK	HE LOVES ME REALLY	I'M SCARED/TRAPPED
<ul style="list-style-type: none"> • I'm getting what I want. • They're nice to me. • I feel good about myself. • I feel accepted and respected. • He takes me to college/school and picks me up. • He gave me a mobile phone and other gifts. • He gives me alcohol and or cigarettes. • He gives me drugs. • I feel protected. • He treats me like an adult. • He treats me like a dad should. • I think I'm in control and can stop this if I want to. 	<ul style="list-style-type: none"> • I have a feeling of belonging. • All my friends are doing it (normalise). • They won't hurt me because I respect them. • He wants to meet my family. • Mum likes him, "he says all the right things". • Its fun. • Well I've got a reputation now anyway. • Who else will want me now? • I think I'm in control and can stop this if I want to. 	<ul style="list-style-type: none"> • He locks me in a room to protect me. • He doesn't like me to drink or take drugs unless he gives me them. • He doesn't like me to put on weight. • He doesn't like my friends or family. • He wants me to convert to his religion. • He checks my phone. • He texts me all the time and gets upset if I don't reply immediately. • He has chosen me over his other girlfriends. • I think I'm in control and can stop this if I want to. 	<ul style="list-style-type: none"> • He has taken pictures of me naked and threatens to send them to school family and friends. • He threatens to go back to his ex. • He makes me do sexual favours with his friends. • He threatens to post sexual comments on facebook or BBM. • I feel like my family are sick of me. • I'm pregnant. • No-one believes me anyway they think it's what I want. • Where else can I go? • I don't think I can stop it, I don't know where to go.

The Trapping Process

I'm getting what I want.	I have a feeling of belonging.	He locks me in a room to protect me.	He has taken pictures of me naked and threatens to send them to school family and friends.
They're nice to me.	All my friends are doing it (normalise).	He doesn't like me to drink or take drugs unless he gives me them.	He threatens to go back to his ex.
I feel good about myself.	They won't hurt me because I respect them.	He doesn't like me to put on weight.	He makes me do sexual favours with his friends.
I feel accepted and respected.	He wants to meet my family.	He doesn't like my friends or family.	He threatens to post sexual comments on facebook or BBM.
He takes me to college/school and picks me up.	Mum likes him she says "he says all the right things".	He wants me to convert to his religion.	I feel like my family are sick of me.
He gave me a mobile phone and other gifts.	Its fun.	He checks my phone.	I'm pregnant.
He gives me alcohol and or cigarettes.	Well I've got a reputation now anyway.	He texts me all the time and gets upset if I don't reply immediately.	No-one believes me anyway they think it's what I want.
He gives me drugs.	Who else will want me now?	He has chosen me over his other girlfriends.	Where else can I go?
I feel protected.	I think I'm in control and can stop this if I want to.	I think I'm in control and can stop this if I want to.	I don't think I can stop it, I don't know where to go.
He treats me like an adult.			
He treats me like a dad should.			
I think I'm in control and can stop this if I want to.			

Identifying and reducing risks relating to missing from home

Ground rules/ways to keep the group safe

- One person speaking at a time
- No personal questions
- Confidentiality
- Respect others
- Ask appropriate questions

Activity 1 Missing from home Quiz

Quiz provided.

Activity 2 Pushes and Pulls

Internal (the home) and external (outside influences)

Pushes could include, domestic violence, alcohol abuse, sibling rivalry, stress within the home, money worries for parents; abuse of any kind, parents mental or ill health etc

Pulls could be invitations to parties, boyfriends /girlfriends, peer pressure, excitement, alcohol, wanting to be with friends, bullying, etc

Some of the reasons could fit into the category of pushes or pulls.

Activity 3 Consequences

Cold, hungry, scared, raped, sexual exploitation, murdered, criminal record etc.

Activity 4 Show Innocence DVD

DVD provided.

Activity 5 Reducing the Risks

This is a fun way to help the young people to consolidate knowledge.



Aim: Identifying and reducing risks relating to missing from home

TIME	DESCRIPTION	RESOURCES
5 mins	Introduction to the subject A 2010 report estimated that 140,000 people under the age of 18 go missing in the UK each year (The Home Office, 2010:5).	
5 mins	Activity 1 - Missing from home quiz Hand out then ask for feedback.	Quiz pens
10 mins	Activity 2 - Pushes and Pulls Why do young people go missing or run away? Explain that young people who go missing from home have usually experienced a trigger or triggers that have prompted their missing episode. These can be sorted into pushes and pulls (internal and external reasons). In small groups ask one group to write the pulls and the other to write pushes (see additional notes).	Flip chart, pens
5 mins	Activity 3 - Consequences Ask the group to write on the white board or flip chart the consequences of running away for the young person and to the other people in their lives. e.g. sexual assault, mugged, physical assault, hunger; parents worry etc.	White board, pens
15 mins	Activity 4 - Show Innocence DVD or show the CEOP Missing film Identify the pushes, pulls and consequences from the film. Was there anything that Millie or her mum could have done? If you were Millie's friend what would you do?	Innocence DVD
20 mins	Activity 5 - Reducing the Risks Make a poster. Ask the group to make a poster to include..... If you are already missing, how are you going to stay safe? e.g. go to a safe place, ring home or where you live, go to a family member or safe person, have your mobile charged, have emergency numbers on you, money, trust your feelings and gut instincts. Next time you are feeling like running away, what could you do instead? e.g. talk it over with someone you trust, go somewhere and calm down, think it over, negotiate and listen to the other person's point of view, ask them to listen to yours, express your feelings in another way, like writing a letter, stay calm. Ask them to include the Missing People helpline number 116 000	Flip chart, pens
5 mins	Evaluation Evaluate the session and discuss key points.	

Missing From Home Quiz.

Please circle your answers

Q1. How often does a young person get reported missing from home in the UK?

Every 3 min Every day Every hour

Q2. How many young people under the age of 18 are reported missing from home in the UK every year?

30,000 140,000 80,000

Q3. What percentage of males compared to females go missing from home in Middlesbrough?

40% 50% 60%

Q4. What age group do young people go missing from home the most in Middlesbrough?

11/12 years 12/13 years 14/15 years

Q5. What are the reasons that young people in Middlesbrough give for going missing from home?

Problems at Home Problems at School Being Bullied Want to be with peers

Q6. What risky behaviours are young people likely to be exposed to if they are missing from home?

Alcohol Misuse Drug Misuse Sexual Exploitation Self Harm

Q7. What percentage of young people across Barnardo's 22 sexual exploitation projects in the UK disclosed that they had been sexually exploited when they had gone missing from home in 2009/10?

28% 51% 35%

Q8. Who can you speak to if you are thinking of running away from home? Please turn the page over and list ideas...

Missing From Home Answers

Answers:

- Q1. A young person is reported missing from home every 3 minutes in the UK.
- Q2. 140,000 young people are reported missing from home every year.
(National research estimates that around 100,000 young people under the age of 16 run away from home or care in UK)
- Q3. 60% of males go missing from home in Middlesbrough compared to 40% females.
- Q4. 14/15 years olds go missing from home the most in Middlesbrough.
- Q5. ALL
- Q6. ALL
- Q7. 51% of young people who had been missing from home were sexually exploited in 2009/10.
- Q8. Who can young people speak to? Ask for a list. There are lots of people who can help. Have a look at the different places below that can give you support.

- Missing Kids UK - Call: 116 000 Text: 116 000 Email: 116000@missingpeople.org.uk
- Childline: 0800 1111
- Barnardo's Missing From Home Service: 01642 819743

Remember: if you are in any danger or feel unsafe, get in contact with the police immediately, or talk to a trusted, caring, supportive adult such as a relative or teacher etc and ask for help.

NPIA (2011) Missing Persons: Data and Analysis 2010/11, National Policing Improvement Agency, (Bramshill: National Policing Improvement Agency)
The Home Office (2010) The Missing Persons Task Force: A report with recommendations for improving the multi-agency response to missing incidents (London: The Home Office) For more information please contact Duncan Cameron (Information Officer) by email at duncan.cameron@missingpeople.org.uk or by phone on 020 8392 4508

Barnardo's Puppet on A String 2011 - The urgent need to cut children free from sexual exploitation

To raise awareness of coercion and the issue of consent

Ground rules/ways to keep the group safe

- One person speaking at a time
- No personal questions
- Confidentiality
- Respect others
- Ask appropriate questions

Activity 1 Definition of coercion

It doesn't matter what the group come up with it's the discussion that is important, however the Oxford Dictionary states that coercion is the 'practice of forcing another party to act in an involuntary manner (whether through action or inaction) by use of threats or intimidation or some other form of pressure or force. In law, coercion is codified as the duress crime. Such actions are used as leverage, to force the victim to act in the desired way. Coercion may involve the actual infliction of physical pain/injury or psychological harm in order to enhance the credibility of a threat. The threat of further harm may lead to the cooperation or obedience of the person being coerced. Torture is one of the most extreme examples of coercion i.e. severe pain is inflicted until the victim provides the desired response'.

Activity 2 What is Coercion?

Ask the group to list lots of ideas about how people can be coerced.

Activity 3 Techniques

Ask the group to list as many techniques as possible. If the group are struggling suggest that they think of current soap opera stories or films. Remind the young people that its not always males coercing females it can be the other way round and can also include same sex couples and young people coercing other young people.

Activity 4 Sex and the Law

Guidance sheet provided.

Activity 5 Introduce the grooming process.

Poster provided.

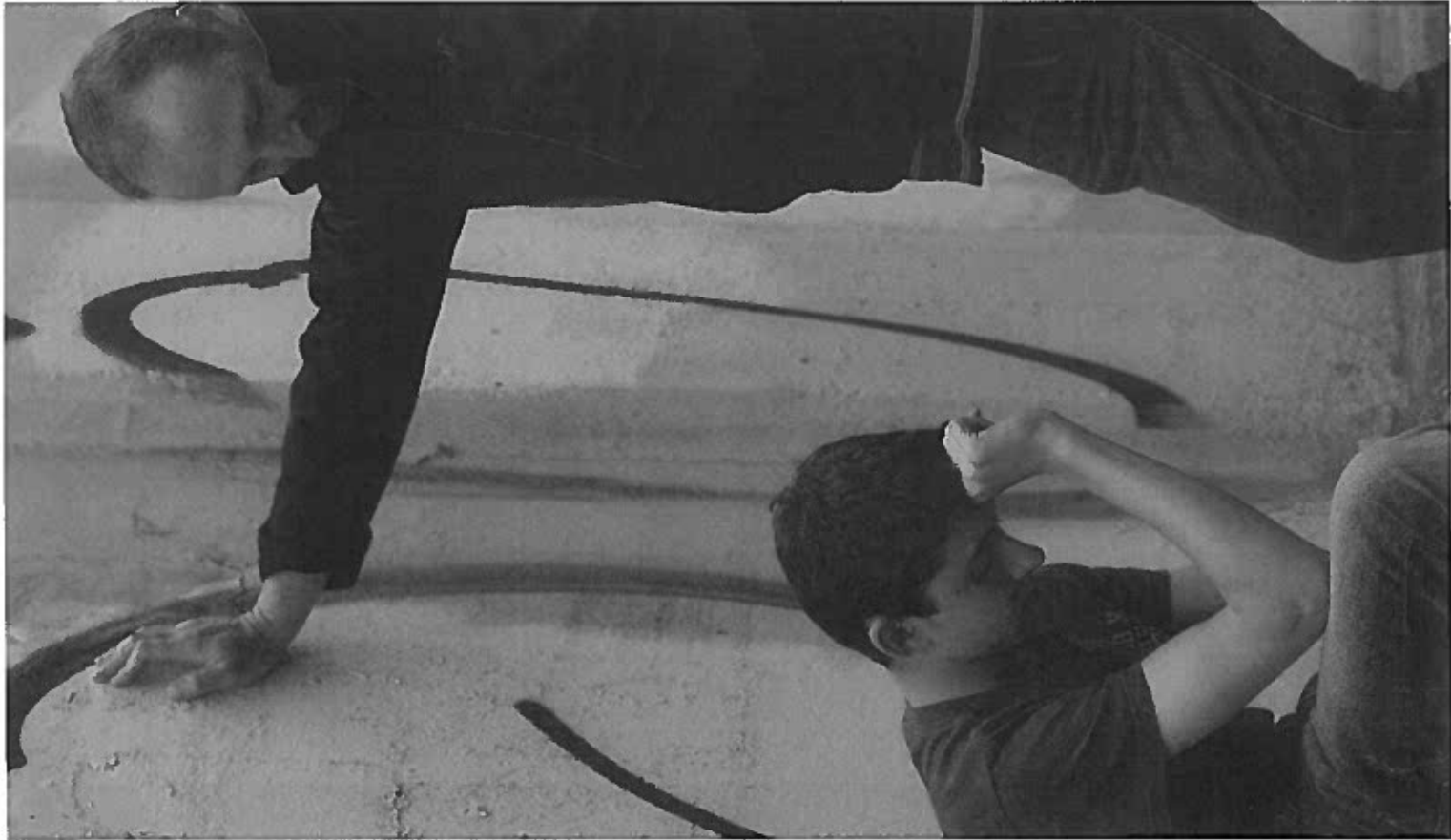
Activity 6 Case studies

There are many case studies so you may wish to choose ones which you feel are pertinent to your group.

Activity 7 Reduce the risk

This will help to consolidate knowledge learned and help the young people to see that they have a choice. Hand out copies of the abuse leaflet to assist with ideas.

Issue of consent - A clip from the series Shameless is included in session 7. This highlights the links between pornography and sexual violence. This can be added to this session if required. It will fit in before or after the case studies. This is an accurate but brutal film of a graphic sexual encounter. We would advise staff to view it prior to showing the individual young people. Refer to Sex and the Law handout. Ensure you make it clear that she didn't have any choice nor was she able to give consent.



Aim: To raise awareness of coercion and the issue of consent

TIME	DESCRIPTION	RESOURCES
5 mins	Activity 1 - Definition of coercion In small groups ask the group to come up with a definition of coercion.	Flip chart, pens
5 mins	Activity 2 - What is Coercion In small groups ask the young people "what is coercion?" e.g. "if you don't tidy your room you won't get pocket money", include internet/facebook etc. Ask the group to identify as many examples as possible and include coercion within relationships.	Flip chart, pens
5 mins	Activity 3 - Techniques What techniques do men and boys use to get girls to have sex or give sexual favours? In small groups give examples. (Explain that this can be the other way around and includes same sex couples)	Flip chart, pens
5 mins	Activity 4 - Sex and The Law Hand out Sex and the Law - guidance. Ask the young people to read it. Explain that they are going to read some case studies and will need to refer to it to find which laws have been broken.	Sex and the law guidance sheet, pens
10 mins	Activity 5 - Introduce the grooming process. Hand out a copy of the grooming process and ask for volunteers to read aloud each stage.	The grooming process poster (see 4.3)
20 mins	Activity 6 - Case studies (or 'Shameless' clip) Hand out the case studies and in pairs ask for feedback on the main discussion points. Ask that they refer to the grooming process and the sex and the law guidance notes to see which laws have been broken (see notes for session 6).	Sex and the law guidance sheet
10 mins	Activity 7 - Reduce the risk Hand out the case studies of the 'Abuse Leaflet' and ask the young people to produce their own poster to promote the sexual rights of an individual. Ask the young people to include any local support services for sexual exploitation or youth support services that they are aware of.	Paper, felt tip pens, crayons etc...
5 mins	Evaluation Evaluate the session and discuss key points.	

Sex and the Law - guidance handout

1. It is illegal to have sex with someone who is incapacitated (can't consent to sex) due to alcohol or drugs.
2. The definition of a sexual offence often revolves around consent. In simple terms, it's all about permission (or agreement). This is something that must be clearly established between two people before any kind of sexual act or behaviour. If an individual is accused of a sex offence, they must show that they reasonably believed consent had been given by the other person.
3. Under the Sexual Offences Act 2003, it is an offence for any male to penetrate with his penis the vagina, anus or mouth of a female or male without their consent. A person found guilty of this offence could be sent to prison for life.
4. It is an offence for any male or female to penetrate the vagina or anus of another person without their consent. The offence is committed where the penetration is by a part of the body (for example, a finger) or anything else (for example, a bottle) for sexual intent.
5. A boy aged 10 or over can be prosecuted for having sex with a girl aged 12 or under.
6. You can get married at 16 if your parents or guardians agree.
7. It is legal for anyone aged 16 years and over to engage in consensual sexual activity with partners of the same or opposite sex. This applies to anyone with a learning disability provided the person has the capacity to consent to sexual activity. The definition of consent within the Sexual Offences Act 2003 is as follows: "A person consents if s/he agrees by choice and has the freedom and capacity to make that choice."
8. It is an offence for any male or female to intentionally touch another person sexually without his or her consent. A person found guilty of this offence could be sent to prison for a maximum of ten years.
9. It is an offence to cause or encourage another person to engage in sexual activity without his or her consent. If penetration is involved then a person found guilty of this offence could be sent to prison for life. If no penetration is involved then a person found guilty of this offence could be sent to prison for up to ten years.
10. Any form of sexual activity that's against your will constitutes as sexual abuse. This includes bodily contact (such as sexual kissing, touching, fondling of genitals or penetration - oral, anal, or vaginal) and genital exposure (flashing), verbal pressure for sex and sexual exploitation through pornography or prostitution.
11. If you were under 18 when the sexual pictures/footage were taken the law considers it a paedophilic image. Even keeping it on his/her computer/phone counts as 'possession', and texting it to a mate or posting it online counts as 'distribution'. These are serious crimes with hefty jail sentences.

Consent

Zadia's story

Zadia is 12 she has a boyfriend Marc who is 19. Zadia really loves Marc. They have been going out together for nearly 2 months. Marc picks her up from school in his car. All her friends are jealous. Marc often takes Zadia to the big cinema in the next town. He is always buying her nice things. He treats her like a grown up. Zadia's parents know about Marc but are not too happy about the age difference. She wants to show Marc how much she loves him but she doesn't have any money to buy him things. One night Marc takes Zadia to his flat where he gives her some alcohol. Zadia is not used to alcohol and feels a bit dizzy. She needs to lie down so Marc takes her to the bedroom. They start kissing and cuddling and then Marc has sex with her.

1. **Could she have said NO?**
2. **If so at what stage's could she have said NO?**
3. **What would have happened if she had said NO?**
4. **Do you think she consented to sex?**
5. **What do you think about the age difference?**
6. **Can you retract consent even if half way through a sexual act?**
7. **Could marc be accused of rape?**
8. **Could YOU have said No?**

Katie's story

Katie is 13; she lives at home with her mam, dad and 4 brothers and sisters. Her mam and dad often get drunk and end up fighting and arguing. Katie spends most of her time in her room. This is to get some peace and stay away from the fighting and arguing. Katie goes online a lot and has met a lad called Kyle, who is 19 and lives in Australia. Katie talks to him all of the time. She has been talking to him for months now. Kyle is really nice and understanding he really listens to her, she feels like she can tell him anything, she has told him all about her family. Kyle compliments her and tells her how gorgeous she is. Katie has never had this before and is really flattered by the attention. Kyle is her boyfriend and they are talking about when he can come to England to see her. Katie looks forward to talking to him every day and can't wait to get on skype. As they are boyfriend and girlfriend, Kyle has asked her to send pictures of her self naked so he can really feel like he knows her. Katie refused at first, but she did, (for a laugh) have a bit of dirty talk with him by email. Kyle is now saying she has led him on, and he feels like he has been there for her, and if she loves him like he loves her, she would want him to see her naked. Katie agrees with Kyle and feels he has been so good to her, that she couldn't have coped without him these last few months, so she takes the photos and sends them.

1. **Is this coercion?**
2. **Has Kyle groomed Katie?**
3. **How has Kyle groomed Katie?**
4. **What could Katie have done to avoid things getting to this stage?**
5. **What should Katie do now?**
6. **What would you do?**
7. **Who would you talk to?**
8. **How would you avoid something like this?**

Rafael's story

Rafael is 15, he started to hang about with a group of lads he met at the arcades. These lads are known to the police and have a bad reputation. Rafael went with them one night when they did a burglary. One of the gang members called Matt, got caught and didn't mention Rafael's name to the police. Rafael was relieved as he wants to go to college and knows it will affect his future if he has a conviction for burglary. Rafael knows his parents would go off it especially his dad who has a bad temper. Matt is now reminding Rafael that he owes him, as he took the rap for Rafael. Rafael wants to distance himself from the gang and feels he had a lucky escape by not getting caught in the burglary incident, but Matt insists he comes to a flat where he often goes for a drink and a smoke with some blokes he knows. Rafael reluctantly goes and after a few cans he begins to relax, the next thing he remembers is waking up naked and feeling confused and sore. He tells Matt that something has happened to him, but Matt tells him to get real and that was pay back for Matt taking the rap for the burglary.

1. **Is this coercion?**
2. **Is this sexual exploitation?**
3. **Did Rafael feel forced or pressured into going to the house with Matt?**
4. **What might have happened if he didn't go?**
5. **Can he distance himself from them when they are threatening to grass him up?**
6. **What else might happen?**
7. **Who can Rafael talk to?**
8. **Which organisations can help Rafael?**
9. **What would you do?**

Josh's story

Josh is 14; he hates school and doesn't get on very well with his mam and dad. He has started hanging out at a house where some older friends live. It's always relaxed and fun in the house and there is no one telling him what to do all the time or treating him like a kid. There is usually drink and cannabis too. There is a woman there called Jane who is 20 and they have kissed a few times. Josh really fancies her and can't believe that Jane would be interested in him. Colin, who owns the house, is 40 and he tells Josh he can come round any time for a smoke and a drink.

1. **Is this coercion?**
2. **Do you think he is being groomed?**
3. **Why would Jane and Colin want a 14 year old hanging out with them?**
4. **Is there something else they are wanting from Josh?**
5. **What should Josh do?**
6. **Who should Josh tell?**
7. **What would you do?**

Max and Joe

Max is 14 and Joe his best friend is 15. Joe spends a lot of time at Max's house and knows his family well. Max has a younger sister Jenny aged 6 she is lively and good fun and knows Joe well. Joe and Jenny get on well together. Joe shows Max some pornographic videos on his phone and says wouldn't it be good if we could make one of our own. Neither of them knows any girls who would be in a porn video. Joe thinks Jenny is pretty and could be persuaded. Max isn't sure but Joe keeps putting pressure on him. Joe threatens to tell all their friends that there must be something wrong with him if he won't video Jenny.

The boys are in Max's bedroom and Jenny comes in to see what they are doing. Jenny wants to show them her new dress. Joe winks at Max and gets his phone out. Joe persuades Jenny to get changed into another dress while they video her. As she is changing they ask her to remove her underwear. Joe whispers to Max ask her to touch herself because she will for you. Max doesn't want to but remembers Joe's threats so asks Jenny.

1. **Is this coercion?**
2. **Who is being groomed?**
3. **Is it legal?**
4. **What can Joe do?**
5. **Could Joe or Max be prosecuted?**
6. **What would you do?**
7. **Which organisations could help?**
8. **How would you feel?**

Lauren and Hannah

Are 15 year old, they are friends and go to the same school. Lauren has started to meet some guys from the local Pizza shop. The guys are really nice and friendly. They often give Lauren free Pizza's and fags. Lauren persuades Hannah to go with her to meet them. Hannah quite likes the men but one of the guys is a bit creepy. A few weeks later the men invite the girls to a party and they promise drink and drugs. By now Lauren is going out with one of the men. Hannah doesn't want to go but Lauren puts pressure on her saying "come on, do it for me I thought you were my friend, I don't want to go on my own, you can't leave me." So Hannah agrees to go.

1. **Is this coercion?**
2. **Who is being groomed?**
3. **Is it legal?**
4. **What can Hannah do?**
5. **Could the men be prosecuted?**
6. **What would you do?**
7. **Which organisations could help?**
8. **How would you feel?**



Just because two people have had sex before it does not mean that consent is not needed the next time they have sex.



Rapists often use emotional pressure and manipulative techniques to intimidate and pressure their victims into sex, rather than physical force.



Someone doesn’t have to say the word NO to withhold permission. There are lots of ways they might say they don’t want to have sex. Many people find it hard to say anything, and will show through their body language that they don’t want to.

Consent is someone giving permission or agreeing to something, after they have thought carefully about whether or not they want to do something.

To be able to give your consent you should be sure that it is your decision and not one you have been pressured to make.

Sex with someone who doesn’t want it is RAPE
For help and information www.direct.gov.uk/thisisabuse

To raise awareness of the links between pornography and sexual violence

- Ground rules/ways to keep the group safe
- One person speaking at a time
 - No personal questions
 - Confidentiality
 - Respect others
 - Ask appropriate questions

Activity 1 Definition of pornography
it's the discussion that is important here.

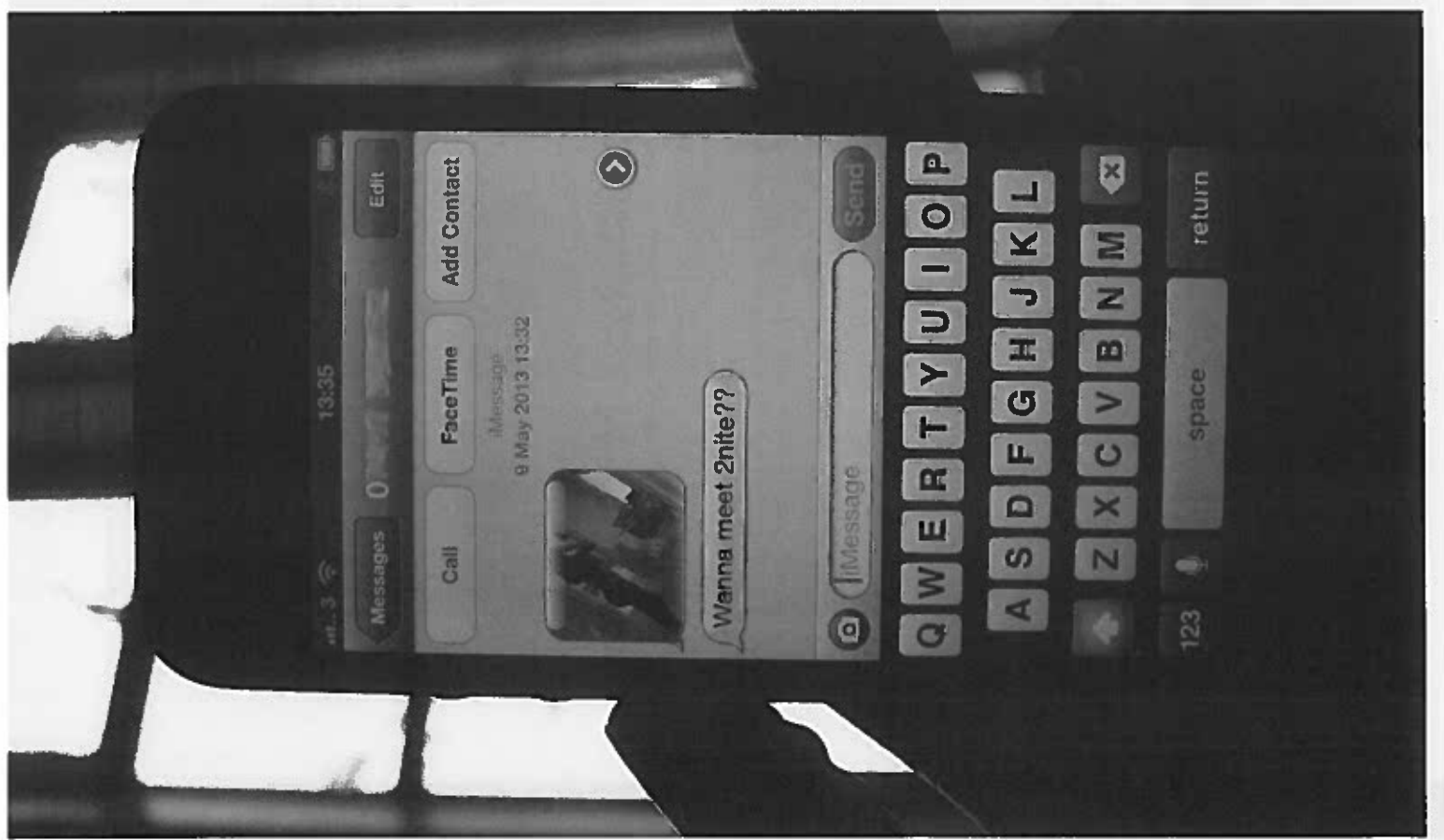
Activity 2 Myth busting.
Encourage discussion.

Activity 3 Porn discussion cards
Refer to general discussion points
Write True, False on paper and blu tack either ends of the room.

Activity 4 Issue of consent (shameless clip).
This is an accurate but brutal film of a graphic sexual encounter. We would advise staff view it prior to showing it to the young people. Please ensure that you make it clear that she didn't have any choice nor was she able to give her consent.

Activity 5 Sex and The Law
Sex and The Law – guidance provided.

Activity 6 Pornography vs reality
leaflets and useful contacts information sheets provided.



Aim :To raise awareness of the links between pornography and sexual violence

TIME	DESCRIPTION	RESOURCES
5 mins	<p>Activity 1 - Definition of pornography What is it? Who is it for? How accessible is it? In two groups give the young people some flip chart paper and ask them to answer the questions. Feedback to main group. Ask what percentage of people watch porn. Answer 31%.</p>	<p>flip chart paper and pens</p>
5 mins	<p>Activity 2 - Myth busting. What percentages of young people are having sex? Get lots of answers. Answer 25% What messages do we get from porn? In groups ask for ideas. e.g. all men have big penises, women like you to be violent with them. Is it normal?</p>	<p>flip chart paper and pens</p>
15 mins	<p>Activity 3 - Porn discussion cards Place 'False' at one end of the room and 'True' at the other end. Read out the cards and ask the young people to stand where they think is right for them. Ask why they have stood there. General points for discussion: Is this behaviour okay? Why/why not? Does this happen often? What might the consequences/risks be? What effect might this have on the young person involved? What do you think the law says about this?</p>	
15 mins	<p>Activity 4 - Issue of consent (shameless clip). This is an accurate but brutal film of a graphic sexual encounter. We would advise staff view it prior to showing the individual young people.</p>	<p>Shameless DVD</p>
5 mins	<p>Activity 5 - Sex and The Law Hand out Sex and The Law - guidance. Ask the group to refer to the law and identify which laws have been broken.</p>	<p>Refer to page 6.3</p>
5 mins	<p>Activity 6 - Pornography vs reality Hand out the leaflets and useful contacts information sheets. Hand out copies.</p>	<p>Pornography vs reality leaflets. Useful contacts list</p>
5 mins	<p>Evaluation Evaluate the session and discuss key points.</p>	

Attitudes and Values

- **It's normal for young men to watch porn**
- **People who look at child pornography should be jailed**
- **Pornography is a good way for young people to learn about sex**
- **Pornography empowers women**
- **People who watch porn are sexual deviants**
- **Watching pornography can spice up a couples sex life**
- **Images of topless models should be banned**
- **If 2 people consent to filming themselves it can be a lot of fun**
- **People should have to 'opt in' to watch pornography on the internet**
- **'Lads mags' should be on the top shelf**

Porn Leaflet

Porn

Porn is completely different from real sex. It's just acting. It's made up of actors and actresses pretending to enjoy it. It's just a job to them. It's edited to make it look like fun but most of the time they will have stopped half way through for a cuppa. It can include same sex couples. Porn is often negative and violent towards women...
 Who wants to be hurt??
 Porn is generally made by straight men for straight men.

Losing your virginity

Everyone is having amazing sex... except you ... RIGHT?... think you're the only virgin on the planet?? Wrong... Lot's of people lie about losing their virginity. Many young people believe that up to 70% of other young people are having sex when in reality it's nearer 20%.
 Sex should only be when you are ready and feel that you can trust and respect the person you are with.
 Don't feel pressured to do something you don't want to do.
 If you DO feel pressured then it's NOT right.

Sexting

When you're in love or really like someone, you think the relationship is going to last forever. So there's no harm in sending a few saucy pics is there?? Problem is not all relationships last, especially when you are young. What if other people see it then put it on line?

Removing naked photos or video's

- Contact the person who posted it and demand they take it down.
- Report it immediately to the website in question.
- Untag yourself from any material so they're not connected to you.
- If you are, or were under 18 when the material was made, the law considers it paedophilic material, remind the person who posted it and also the website that they could get into serious trouble with the law.

Where to get help.....

Child line 0800 1111

www.thinkuknow.co.uk

Get connected 0808 808 4994

Useful Websites and Resources

Child Exploitation and Online Protection Centre <http://ceop.police.uk/>

Lots of free, useful resources for working with young people around online safety; this is also the site where young people can report online bullying and harassment.

Safe <http://www.safesocialnetworking.org/11-16/resources>

Resources for working with young people around social networking

BISH Training <http://bishtraining.com/>

You can buy sexual health resources from here, Planet Porn for £10.50 as a download.

The Site <http://www.thesite.org/>

Loads of useful advice for young people on a variety of topics including pornography, and features the Porn vs Reality video.

FPA <http://www.fpa.org.uk/>

You can buy the Fantasy vs Reality teaching resource from here, and also the Educational Guide to Porn leaflets

