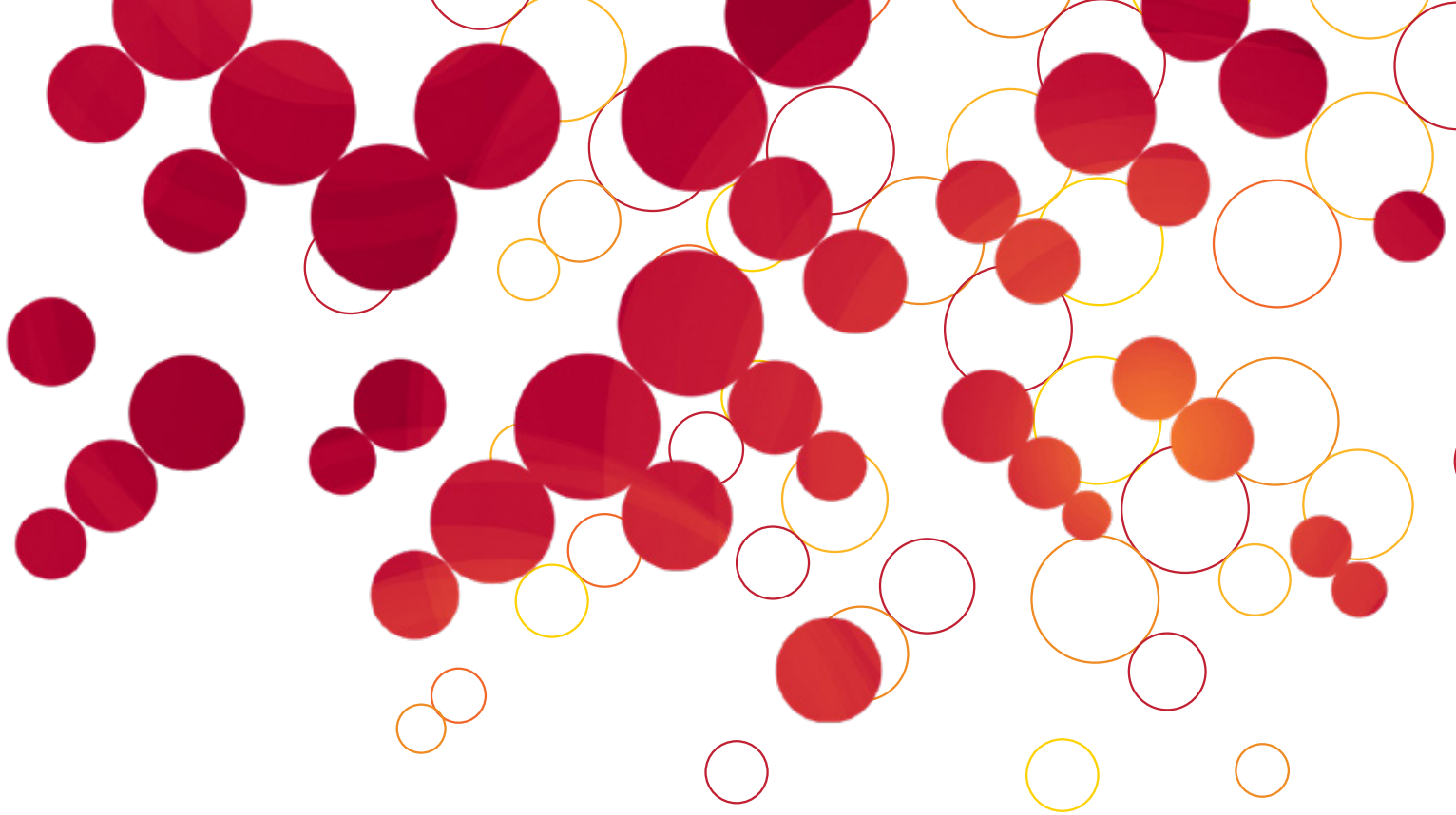


SAFE CONNECTIONS

A RESOURCE KIT TO SUPPORT YOUNG PEOPLE IN
CARE AT RISK OF CHILD SEXUAL EXPLOITATION



ACKNOWLEDGEMENTS

This kit was developed by the Centre for Excellence in Therapeutic Care with support from the NSW Department of Communities and Justice.

The Centre for Excellence in Therapeutic Care is a partnership between the Australian Childhood Foundation and Southern Cross University.

CITATION

Mitchell, J., Fernandes, C., Macnamara, N., Tucci, J. (2021).
Safe Connections – A resource kit to support young people in care at risk of child sexual exploitation. Australian Childhood Foundation, Melbourne.

© 2021, Centre for Excellence in Therapeutic Care

TABLE OF CONTENTS

What is the <i>Safe Connections</i> resource kit?	6
How to use the <i>Safe Connections</i> resource kit	7
Preparing to use the program	7
Practice considerations underpinning the program	7
Relationship based approach	7
Cultural considerations for working with young people from Aboriginal and Torres Strait Islander backgrounds	7
Cultural considerations for working with young people from Culturally and Linguistically Diverse (CALD) backgrounds	9
Balancing risk and safety	9
Gender identity and sexual orientation considerations	9
Taking care of yourself	11
Set up and delivery of the modules	11
Let us know your feedback	12
Module 1 - Understanding Child Sexual Exploitation	13
Key messages	14
Things you may need	14
Activity 1. What is Child Sexual Exploitation?	15
Activity 2. Who is at most risk of being sexually exploited?.....	16
Handout 1: Who is most at risk of being sexually exploited?.....	17
Activity 3: Grooming Tactics.....	18
Handout 2: Signs of grooming.....	20
Handout 2: The Grooming Process.....	21
Activity 4. Exploring how exploitative relationships work	22
Activity 5: Scenarios	24
Handout 3: Case Scenarios.....	25
Closing	27



Module 2 – Strengthening Protective Factors 28

Key messages 29

Questions to consider 29

Things you may need 29

Activity 1. Identifying and reinforcing strengths and talents 30

Activity 2. Developing and building cultural links as a means
of increasing self-esteem and a positive sense of identity 32

Activity 3. Goals and Values as a means of increasing self esteem 33

Activity 4. Feelings - Identifying and Managing Strong Feelings 35

Activity 5. Managing Feelings 36

Activity 6. Connecting how young people can keep themselves strong
so they are less likely to experience sexual exploitation 37

Closing 38

Module 3 - Healthy Relationships 39

Key messages 39

Things you may need 39

Additional Resources 39

Activity 1. What is a healthy relationship? 40

Activity 2. What are the signs of an unhealthy relationship? 42

Activity 3. Knowing the difference between healthy, unhealthy and abusive relationships ... 44

Closing 46

Module 4 - Consent, Risk, Responsibilities and Safety 47

Key messages 47

Things you may need 47

Additional Resources 47

Activity 1. What does the word consent mean in the context of sexual relationships? 48

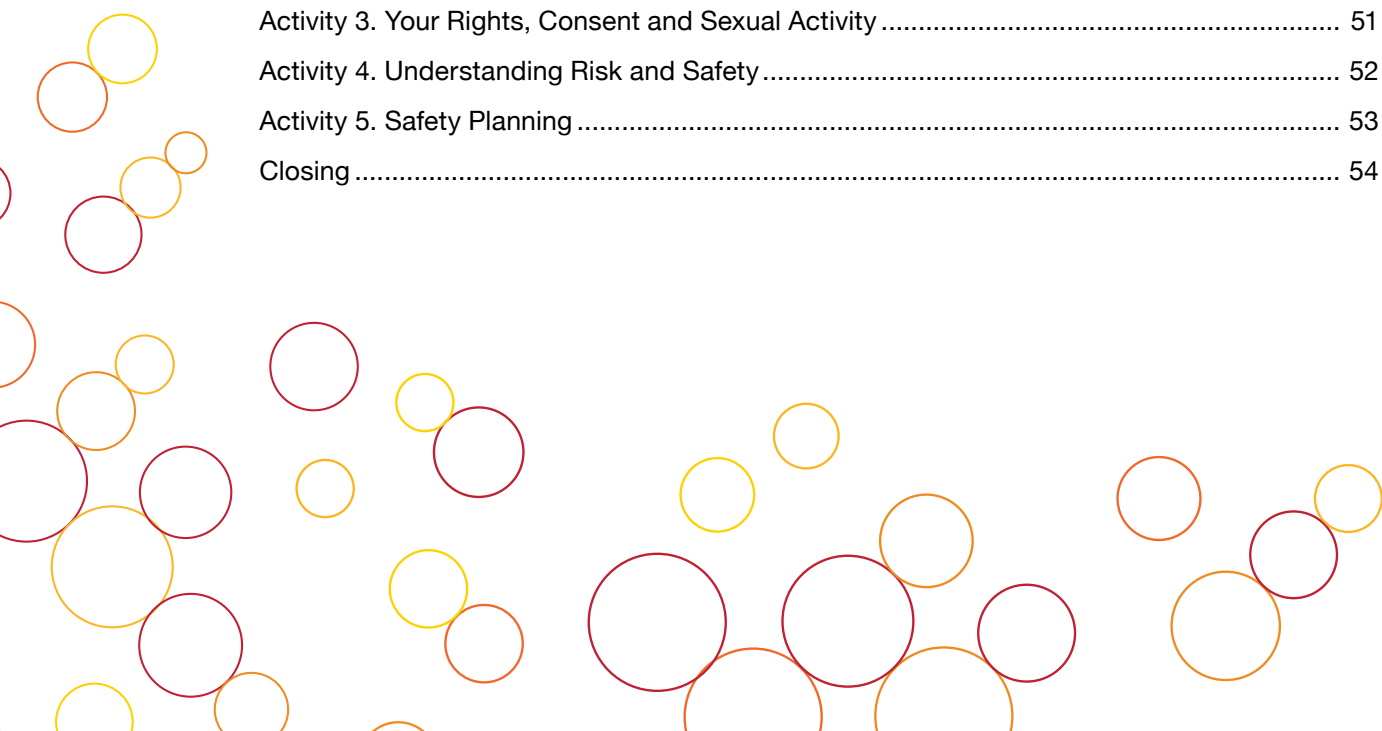
Activity 2. When can consent be given? 50

Activity 3. Your Rights, Consent and Sexual Activity 51

Activity 4. Understanding Risk and Safety 52

Activity 5. Safety Planning 53

Closing 54



Module 5. Self-Care and Sexual Health 55

Key messages 55

Things you may need 55

Additional Resources 55

Activity 1. How do I look after my needs? 56

Activity 2. Self-care routines 58

Activity 3. Increase Knowledge of Sexual Health 59

Activity 4. Barriers to Accessing Services 61

Closing 62

Module 6 - Staying Safe Online 63

Key messages 63

Things you may need 63

Activity 1. Dangers of online grooming 64

Activity 2: Reducing the risk of online grooming 65

Activity 3. What are the messages from pornography? 66

Activity 4. Knowing the difference between the Porn World and the Real World 67

Closing 68

Module 7- Getting Help 69

Key messages 69

Things you may need 69

Activity 1. Why young people do not disclose sexual exploitation 70

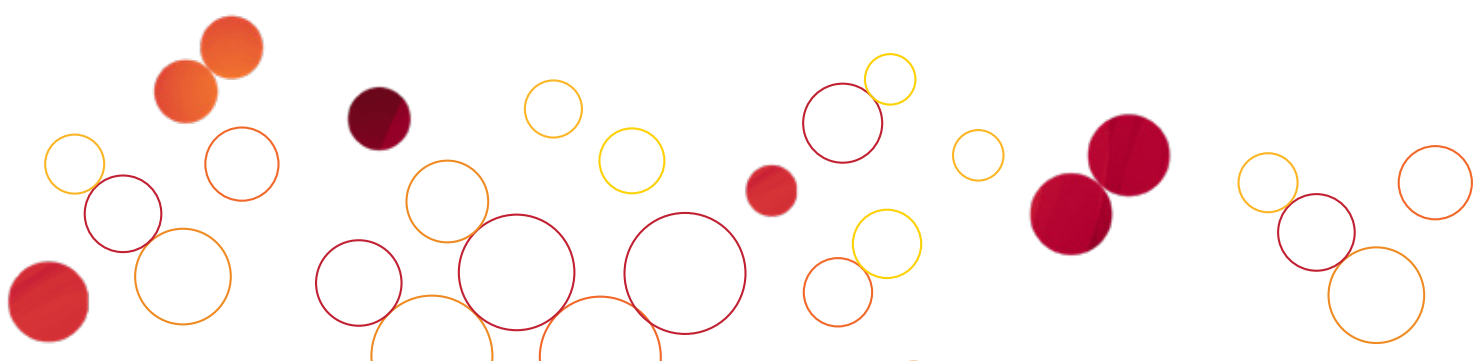
Activity 2. How do you know if your friend is being exploited and what should you do? 72

Activity 3. Responding to Disclosures 74

Activity 4. What happens once a young person reports sexual exploitation? 76

Closing 78

References 79



WHAT IS THE SAFE CONNECTIONS RESOURCE KIT?

The *Safe Connections* resource kit has been designed for use with young people at risk of or experiencing child sexual exploitation in care.

Child sexual exploitation is a form of sexual abuse that can have long lasting effects on a young person's physical, emotional, mental and educational outcomes and wellbeing.

The *Safe Connections* resource kit contains seven modules which can be used with young people either individually or in a group setting. The seven modules aim to help young people gain a better understanding of child sexual exploitation, distinguishing between healthy and unhealthy relationships including the importance of consent, identifying risky situations and learning strategies to stay safe and finally getting help including engaging with the Police and courts.

The modules include:



1. INTRODUCTION TO CHILD SEXUAL EXPLOITATION



2. STRENGTHENING PROTECTIVE FACTORS



3. HEALTHY RELATIONSHIPS



4. CONSENT, RISK, RESPONSIBILITY AND SAFETY PLANNING



5. SELF-CARE AND SEXUAL HEALTH



6. STAYING SAFE ONLINE



7. GETTING HELP

The modules can be used flexibly according to the needs of the young person/people you are working with. You do not have to use all the modules or use them in any particular order. Tailor the modules you use to the needs of the young person/people.

It is important that out of home care workers using these modules with young people have a sound understanding of:

- child sexual exploitation
- assessing risk and safety
- the importance of and developing relationships with young people so they can be effectively supported
- working collaboratively
- vicarious trauma and self-care.

Out of home care workers should have completed the online course entitled: [Preventing and Responding to Child Sexual Exploitation](#) accessible through the [Centre for Excellence in Therapeutic Care](#).

HOW TO USE THE *SAFE CONNECTIONS* RESOURCE KIT?

PREPARING TO USE THE PROGRAM

PRACTICE CONSIDERATIONS UNDERPINNING THE PROGRAM

This kit is underpinned by a trauma-informed, culturally strong approach that is sensitive to the needs, vulnerabilities, strengths and capacities of young people in care. The activities in this program are designed to open critical conversations with young people about safe relationships. Much of the video content has been created with an adolescent (12 to 18 year old) audience in mind, and requires workers to use their professional judgement and knowledge about the developmental needs, capacities and vulnerabilities of the young person/people and their ability to make meaning of the content. Review the following practice considerations in the context of your own role and the needs of the young people with whom you may be using these resources. You can also watch our short video on [How To Use the Resource Kit](#).

RELATIONSHIP BASED APPROACH

In preparing to use *Safe Connections* it is crucial to consider your relationship with the young person/people with whom you will use these resources.

Young people need safe, trusting and honest relationships within which they feel listened to without being judged, shamed or criticised. Developing these relationships takes time and persistence, particularly when we consider young people's experience of trauma.

Young people may resist discussions about sexual exploitation particularly if they feel embarrassed or judged, they do not want to change, or they may be frightened to talk about

what is happening to them. Consider how your relationship can prepare and support young people to feel safe with you to have these conversations. Continuing to engage young people in small ways demonstrates that you care about them, you do not need anything in return and that you can be trusted (Gilligan, 2016).

For more information on relationship-based practice, refer to [Practice Guide – Relationship-based practice in therapeutic care](#).

CULTURAL CONSIDERATIONS FOR WORKING WITH YOUNG PEOPLE FROM ABORIGINAL AND TORRES STRAIT ISLANDER BACKGROUNDS

When talking with young people from Aboriginal and Torres Strait Islander backgrounds it is important to understand both the impact of their current trauma as well as intergenerational trauma and policies that have contributed to further discrimination and isolation of them and their families, communities and culture.

The importance of maintaining and strengthening connections to family, community and the land as a meaning of healing from trauma and developing a cultural identity is a key consideration in working with young people from Aboriginal and Torres Strait Islander backgrounds.

Guidance produced by the Queensland Department of Health (2013) suggests the following key considerations when talking about sexual health with Aboriginal and Torres Strait Islander young people:



1. SEX AND SEXUALITY IN ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES

“Generally, Aboriginal and Torres Strait Islander people do not openly discuss matters relating to sex or sexual behaviours, practices, identity, preferences and interests. Sex is a taboo topic for some. Some Aboriginal and Torres Strait Islander people still maintain their own beliefs and practices about sexual health. For some Aboriginal people, these sexual health practices and beliefs are kept separate as men’s and women’s business. There are topics that are taboo for each gender. Neither gender would be involved in the practices, have knowledge of, or discuss matters relating to the other gender. Men would not talk about women’s business, nor do women talk about men’s business. Aboriginal and Torres Strait Islander cultural values and beliefs, including those around sex, have been influenced by European settlement, cultural and religious ideologies.” (Queensland Health 2013, p.18)



2. SHAME MAY BE A POWERFUL BARRIER

“The concept of ‘shame’ is more than just a feeling of embarrassment for Aboriginal and Torres Strait Islander people. It is associated with deep-seated feelings of inadequacy and disempowerment. Feeling shame is a reflection of how the young person feels about themselves and their associated feelings of self-doubt. Shame also may involve feeling outcast and ostracised from friends and family, which is particularly relevant to the high value of group belonging in Aboriginal and Torres Strait Islander cultures. Shame can impact on an adolescent’s level of knowledge. Sexual behaviour is not openly discussed in Aboriginal and Torres Strait Islander cultures; therefore, a young person may lack the knowledge or may have some misunderstanding or stigma attached to sexually transmitted infections. Consequently, disclosing and discussing sexual health matters may be viewed as breaching cultural practices and can evoke feelings of ‘shame’ or internal disharmony. Disclosure may take some time and when information is shared it may not be provided with clarity. The adolescent may be ‘shame’ to describe symptoms or be examined. Sexual health workers will need to be patient and use alternative strategies such as storytelling, diagrams and/or examples to try and extract the information. Once information is shared, it is critical that the sexual health worker avoids causing further shame. If the adolescent feels that they are being judged for being promiscuous or perceived as being unintelligent for catching a sexually transmitted infection (STI), this can also cause feelings of shame and may result in the adolescent not returning or accessing any service. If an adolescent perceives, or is aware of, breaches of their privacy, this will also cause shame. Sexual health workers must take the necessary steps to ensure that the adolescent understands confidentiality policies and procedures and is confident that their privacy will be respected.” (Queensland Health 2013, p.5)

For more information read [Queensland Health \(2013\). Aboriginal and Torres Strait Islander adolescent sexual health guideline.](#)

Where possible consider the following options in using this material with young people from Aboriginal or Torres Strait Islander backgrounds:



seek the young person's views about their desire to have an Aboriginal or Torres Strait Islander worker talk to them about these issues,



consider co-working with an Aboriginal staff member or community representative to work together with young people using this material ,



obtain cultural advice about how you can use this material with cultural sensitivity.

CULTURAL CONSIDERATIONS FOR WORKING WITH YOUNG PEOPLE FROM CULTURALLY AND LINGUISTICALLY DIVERSE (CALD) BACKGROUNDS

Similar considerations need to be made when working with young people from CALD backgrounds. These young people have often come with their own experiences of trauma. They have grown up in families with different values and beliefs around sex and sexuality which might make it difficult for them to disclose abuse, talk about sexual health and reach out and seek support. Gaining more information about the young person's culture by speaking to them and other people in their community is an important first step in making the modules relevant.

Where possible consider the following options in using this material with young people from CALD backgrounds: including firstly asking the young person about their desire to have a CALD worker talk to them about these issues. When their wishes are clear consider the following options:



seek the young person's views about their desire to have a CALD staff member or community representative to work with them when using this material



consider co-working with an CALD staff member or community representative to work together with young people using this material



where possible, seek cultural guidance from a local cultural resource centre or community group.

BALANCING RISK AND SAFETY

Young people want to have a greater sense of agency over their lives and respect regarding privacy and confidentiality (Lefevre et al., 2017). However, the wishes of young people need to be balanced with risk and safety issues. Whilst this is not easy to achieve, being transparent and open with young people and having conversations about this can help.

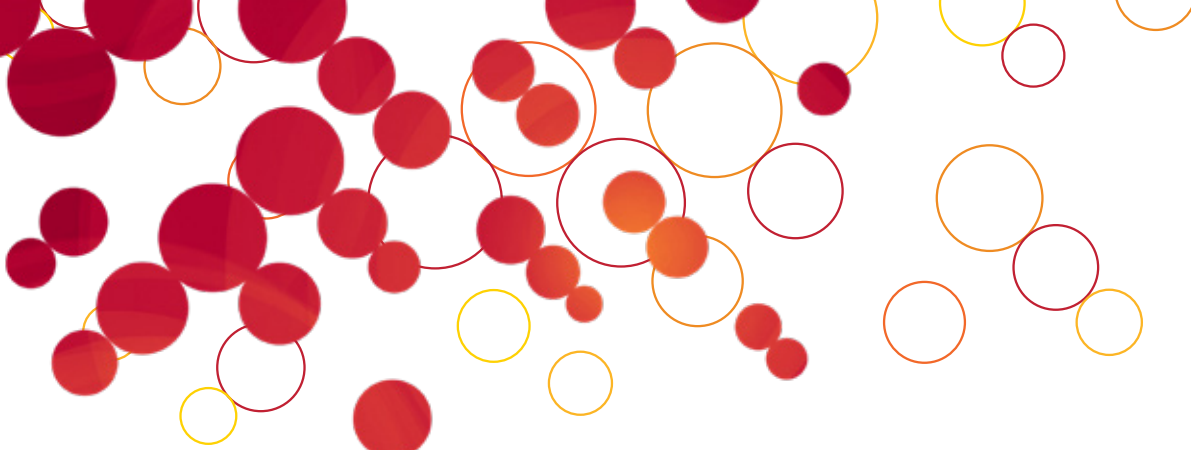
CONSIDER THE LIMITS TO CONFIDENTIALITY AND HOW YOU MIGHT TALK TO YOUNG PEOPLE ABOUT THIS TOPIC.

WHERE POSSIBLE, INVOLVE YOUNG PEOPLE IN DECISION-MAKING ABOUT THE SHARING OF INFORMATION WITH OTHERS AND HOW THIS WILL HAPPEN.

GENDER IDENTITY AND SEXUAL ORIENTATION CONSIDERATIONS

Hallett et al., (2019) noted the need for a greater understanding of how behavioural responses to trauma can be different for young women and young men. These gender differences may lead to different risk trajectories in relation to child sexual exploitation. They emphasise the need for workers to reflect on their assumptions of sexual norms and behaviours among young people, particularly in relation to gender and their ideas about vulnerability and risk.

Always, consider your own assumptions and beliefs about gender stereotypes in relation to sexual norms. Involve young people in your exploration from the beginning so that they have some experience of being in control of how the topics are discussed, in what environment, when, with whom and for how long.



Reflect on how your own culture or the cultural background of the young person and how this may influence assumptions about gender that may exist between you or the group.

Consider the needs of LGBTQIA+ young people in the use of this material. The Children’s Society (2018) highlighted that young people who identify as LGBTQIA+ face numerous factors that may result in them being vulnerable to, or victims of, child sexual exploitation including:



barriers to disclosure



a lack of access to appropriate advice and support



impacts on mental health



places and spaces children and young people visit for advice and acceptance



the lack of visibility of LGBTQIA+ young people in narrative around child sexual exploitation.

A lack of safe relationships within which young people feel comfortable to talk about their sexual orientation can place LGBTQIA+ young people at increased risk for sexual exploitation and abuse. Reflect on your own comfort to discuss sexual orientation and gender diversity with young people. Seek advice and support where required.

HOW OPEN IS THE CULTURE IN THE CARE ENVIRONMENT TO INCLUSIVITY AND TALKING SAFELY AND OPENLY ABOUT SEXUAL ORIENTATION? HOW MIGHT THIS ACT AS A BARRIER OR OPPORTUNITY IN USING THIS MATERIAL?

WHAT CAN YOU AND YOUR TEAM DO TO MAKE THE ENVIRONMENT AND CULTURE OF THE HOUSE MORE WELCOMING AND INCLUSIVE?

TALK TO COLLEAGUES OR SUPERVISORS WHERE NECESSARY.

For more information on addressing the needs of LGBTQIA+ young people:



1. Read [Supporting LGBTQ+ Children and Young People at Risk of Child Sexual Exploitation//Guidance For Professionals](#)



2. Read the [Research Briefing: The Needs of LGBTIQ Young People in Out of Home Care](#)



3. Contact your local sexual health clinics or local district health services.



4. Visit the [Gender Centre](#) for sexual health information.

TAKING CARE OF YOURSELF

The sensitive nature of the topic and working with young people who have been traumatised also means it is crucial that you seek support and regular supervision when undertaking these modules. This will enable you to reflect on issues that arise for you and address your own well-being needs.



For more information read [Practice Guide: Secondary Traumatic Stress and Staff Well-being – Understanding compassion fatigue, vicarious trauma and burnout in Therapeutic Care.](#)

SET UP AND DELIVERY OF THE MODULES

The *Safe Connections* resource kit has been developed into seven modules which can be flexibly delivered in a format that best meets the needs of the young person or people.

The modules include:



1. INTRODUCTION TO CHILD SEXUAL EXPLOITATION



2. STRENGTHENING PROTECTIVE FACTORS



3. HEALTHY RELATIONSHIPS



4. CONSENT, RISK, RESPONSIBILITY AND SAFETY PLANNING



5. SELF-CARE AND SEXUAL HEALTH



6. STAYING SAFE ONLINE



7. GETTING HELP

USING THE MODULES

For ease of use each module is divided into the following sections:

- **Introduction**
Provides an overview and purpose of the module.
- **Key messages**
These are the key messages to discuss with young people through the activities.
- **Things you need for the activities**
This section details all the resources you will need to conduct the activities.
- **Activities**
This section details the range of activities to select from to explore the key messages of the module.
- **Closing**
This section provides you with activities to close the session with the young person/people.



REMEMBER

You do not need to cover all the activities included in the modules.

Consider how to deliver the content and over what time frame.

Consider the context within which you will deliver the content – individually over a series of discussions or as a group.

Do not rush the process.

As you are introducing the material to the young person/people, it will be important to gauge their level of interest, comfort and mood. This will help in deciding both the content and how far you proceed with each module at any one time.

The involvement and participation of the young person/people is the key to successful engagement.

CONSENT

It is important that you talk to the young person/people about participating and their willingness engage in these conversations. You may want to consider obtaining written consent from the young person.

If a young person is under the age of 15 it is important to seek written consent from the young person/people's legal guardian. In some circumstances where the young person/people is over 15 the material can be discussed with them directly without consent from their guardian. You and your manager should make these decisions together.

CONFIDENTIALITY

Careful consideration must be given to the messages of confidentiality that are provided to young people with whom you are using this material.

How you do this will depend on whether you are using the material with young people individually or as part of a group. If you are delivering these modules as part of a group, a negotiated working agreement or group guidelines outlining the limits of confidentiality should be clearly negotiated with the young people. This should include some of the following principles:



Everything that is said whilst participating in these sessions will be confidential. This means everyone will not share with anyone else what others have said in the group. However, if there is a risk to anyone's safety or a disclosure of something that is against the law, this will need to be reported to the police or child protection.



If you are worried about yours or someone else's safety do not tell the whole group, ask to speak to one of the adults privately.



There is no pressure to speak up about any personal or private information unless you choose to do so.

Ensure young people are involved in tailoring these principles and adding anything further in their own language and in ways that make sense to them. Try to explore the principles at the beginning of each session if relevant for a group.

PROVIDING A SAFE ENVIRONMENT

Consider your level of experience and the strength of your relationship with the young people when thinking about how best to use these modules. You may consider having two facilitators if you are running the modules with a group. This will increase the capacity to meet the needs of individual young people in the group.

Ensure that you can take a positive approach that values and respects the contribution of everyone and aims to focus on young people's strengths and what they can do to keep themselves healthy, safe and lead happy and fulfilling lives.

Think about the space that you are delivering the sessions. Is it private? What can you do to make it more welcoming? How can you use cushions, bean bags, music, fidget toys, snacks and drinks to make the conversation more comfortable?

SPEND TIME FAMILIARISING YOURSELF AND PLANNING EACH SESSION AS WELL AS TAKING THE TIME TO REFLECT AFTERWARDS ON WHAT WORKED WELL AND WHAT MIGHT NEED TO BE CHANGED OR DELIVERED DIFFERENTLY.

LET US KNOW YOUR FEEDBACK

We hope the content in the modules is helpful in working with young people who are at risk of being sexually exploited in care and look forward to receiving your feedback on the delivery of the program. You can send feedback to cetc@childhood.org.au.

MODULE 1

UNDERSTANDING CHILD

SEXUAL EXPLOITATION

The aim of this module is to help young people gain a better understanding of what constitutes child sexual exploitation. This includes some of the reasons that young people may be tricked or coerced into a sexually exploitative situation, the tactics that might be used to groom them as well as a reinforcement of the message that young people have a right to feel and be safe.

The module includes five activities that you can select from that enable young people to explore their understanding of child sexual exploitation. The activities support young people to increase their understanding and knowledge of child sexual exploitation, the tactics of grooming and who is most vulnerable to being exploited. Some of the activities give you options to choose from. Most of the activities ask the young person to rather to reflect on stories of other young people from video clips or short vignettes rather than focus on their own personal experience. Use the activities that you think best meet the needs and circumstances of the young person/people.

It is crucial that whilst delivering this module that the language used does not imply that young people are making a choice when they are sexually exploited and therefore should avoid phrases such as “placing themselves at risk”. Young people have a right to feel safe and be safe. It is the responsibility of all adults to keep them safe. A more detailed discussion about language can be found in Module One of the online training course: [Preventing and Responding to Child Sexual Exploitation](#).

IT IS IMPORTANT TO TAKE NOTE OF YOUNG PEOPLES' NONVERBAL LANGUAGE AND CHECK IN WITH THEM ABOUT HOW COMFORTABLE THEY ARE TO CONTINUE THE CONVERSATION. IF THEY ARE DISTRESSED, YOU MAY DECIDE TO STOP ONE ACTIVITY AND DO SOMETHING MORE LIGHT-HEARTED AND FUN WHILST AT THE SAME TIME OFFERING AN OPPORTUNITY TO SPEAK ABOUT WHAT IS UPSETTING THEM IF THEY WANT TO.

REMEMBER TO GO AT THE PACE THAT SUITS THE YOUNG PERSON/PEOPLE. DO NOT RUSH.

It is always helpful, given the nature of the topics, to end each session on something active and different. Depending on the number of young people, this could be a board game, or something active such as a walk, a game of basketball / table tennis or listening to some music.

It is also useful to check in with your supervisor after each session so that you can discuss any concerns you may have about a young person and as well as a means of debriefing and your own self-care.

KEY MESSAGES



In the past, crimes of child sexual exploitation have often happened 'under the radar' or been overlooked. Victims of child sexual exploitation have been known to be characterised as 'promiscuous' or even worse, assumed to be the manipulating force in the relationship. We are slowly coming towards a better awareness of the truth: that this is not a 'lifestyle choice' for any young person, and that the power the exploiter holds means that the situation is inescapable for the victim unless the situation is detected and acted on by authorities.



Child sexual exploitation is a form of sexual abuse involving children and young people under 18 who might be manipulated or coerced into sexual activity in exchange for food, accommodation, affection, money and gifts.



Young people have a right to feel safe and be protected from sexual abuse and exploitation. It is important that the language we use does not hold the young person responsible for what has happened to them or imply that they are making a lifestyle choice. How we talk to young people about sexual exploitation may influence their capacity to speak up and seek support.



Young people need to be informed about the tactics that maybe used to groom them as well as develop an understanding of who is most at risk of sexual exploitation.



The relationships we have with others should be safe. They are not meant to hurt us or in any way be controlling.

THINGS YOU MAY NEED

Depending on the activities you use you will need:

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- Activity 2 - Handout 1: Who is most at risk of being sexually exploited?
- Activity 3 – Handout 2: Signs of grooming
- Activity 3 – Handout 3: The grooming process
- Activity 5 – Handout 4: Case Scenarios
- Access to computer to play video clips
- Snacks and drinks for young people during the session
- Quiet space suitable for listening and reflection

ACTIVITY 1

WHAT IS CHILD SEXUAL EXPLOITATION?

INSTRUCTIONS



Begin by asking the young person/people how they understand sexual exploitation. Discuss their ideas.



Watch this brief YouTube clip with the young person/people [‘I didn’t know’: child sexual exploitation](#).



At the end of the video talk with the young person/people about the following:

- What did they learn about child sexual exploitation?
- What are some of the signs of child sexual exploitation that the young people discussed?
- Was there anything new in the video that they previously did not know?

IMPORTANT DISCUSSION POINTS TO COVER



Child sexual exploitation is a form of sexual abuse where children and young people under the age of 18 are manipulated or coerced into sexual activity in exchange for something they want/need such as money, alcohol, drugs, love, status or gifts.



Child sexual exploitation can occur using technology without the young person recognising it, such as the sending of sexual images, and may not involve financial or other forms of payment. In many instances violence, coercion and intimidation are used to get the young person to behave in certain ways.



Identify who young people can talk to and where they can seek support if they believe they are being sexually exploited.

RESOURCES

- Butcher’s Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- I Didn’t Know campaign. YouTube clip link: <https://www.youtube.com/watch?v=-ky6O2GITXs>

ACTIVITY 2

WHO IS AT MOST RISK OF BEING SEXUALLY EXPLOITED?

INSTRUCTIONS



Provide copies of Handout 1: [Who is most at risk of being sexually exploited?](#)



Using the handout, ask the young person/people to brainstorm and write down some reasons that may place Person A at risk or being pushed/pulled into sexual exploitation. You can start the list by writing down one or two factors such as running away or missing from care.



Ask the young person/people to brainstorm some of the reasons Person B may be at less risk of sexual exploitation (protective factors). Once again, you can start the list by writing down one or two factors such as speaking up and seeking support.



Depending on whether you are using this activity with one person or a group you can:

- Help the young person/people to record their own responses for themselves.
- Use butcher's paper or whiteboard (group setting).

IMPORTANT DISCUSSION POINTS TO COVER

PERSON A - MORE VULNERABLE TO SEXUAL EXPLOITATION (RISK FACTORS)

- Running away from home or care
- Associating with unfamiliar adults
- Associating with friends who socialise with adults
- Going to parties where there are older adults and you get "free" alcohol and drugs
- Unsafe use of technology
- Getting into cars with unknown adults
- Living in out of home care

PERSON B - LESS VULNERABLE TO SEXUAL EXPLOITATION (PROTECTIVE FACTORS)

- Speaking up about abuse that has happened to them or a friend
- Seeking support
- Do not have a drug and alcohol problem
- Have friendships with peers of a similar age

IT IS IMPORTANT TO EMPHASISE THAT YOUNG PEOPLE ARE NOT RESPONSIBLE FOR BEING SEXUALLY EXPLOITED. HOWEVER, THEIR EXPERIENCES OF GROWING UP AND BEING PLACED IN CARE MAY MAKE THEM MORE SUSCEPTIBLE TO BEING EXPLOITED BY THOSE WHO APPEAR TO NOTICE THEM AND OFFER THEM LOVE OR INCENTIVES, BUT WHO ARE IN FACT TAKING ADVANTAGE OF THEM.



HANDOUT 1

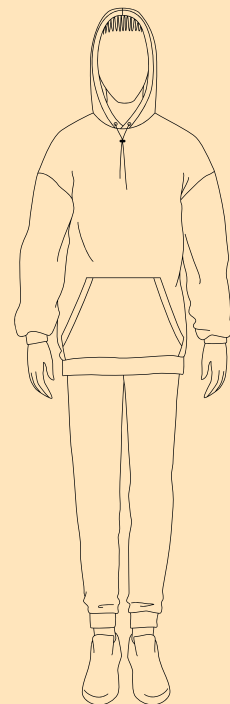
WHO IS AT MOST RISK OF BEING SEXUALLY EXPLOITED?



PERSON A - RISK FACTORS

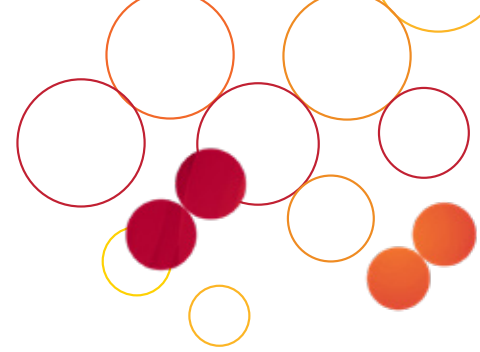


PERSON B - PROTECTIVE FACTORS



ACTIVITY 3

GROOMING TACTICS



Grooming is defined as when someone builds a relationship, trust and emotional connection with young person so they can manipulate, exploit and abuse them.

INSTRUCTIONS



Explore the young person/people's understanding of grooming and talk with them about who they think can be a groomer. What sort of people are they?



Watch this video of Rebecca with young people and discuss what the signs are that this young person was being groomed. ['Know about CSE: Rebecca's Story'](#) (8.34 minutes)



Use **Handout 2: Signs of grooming** to record answers if helpful.

IMPORTANT DISCUSSION POINTS TO COVER



Discuss the young person/people's answers making sure the discussion covers the following signs that Rebecca was being groomed including:

- Being targeted by a young person who is older
- Going to a party with people she has met Online
- Provided free drinks and drugs at a party
- Slowly being isolated from friends and family
- Having your photograph taken without your permission
- Having nude photographs taken when you are drunk and/or passed out

RESOURCES

- [Handout 2: Signs of grooming](#)
- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: ['Know about CSE: Rebecca's Story'](#)
(<https://www.youtube.com/watch?v=vqJWPSToZ-8&feature=youtu.be>)

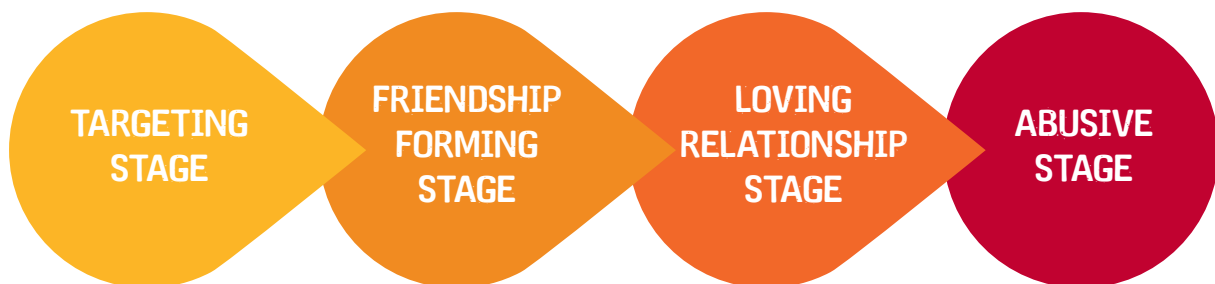
ACTIVITY 3

GROOMING TACTICS

CONTINUED

THE GROOMING PROCESS

Some people have described the grooming process as having stages which include



The grooming process may not always follow these stages in a linear fashion, but it may explain why young people may not feel they are being exploited but rather are in a loving relationship. Young people may not view the sexually exploitative relationship as part of a grooming process but more transactional - as an exchange for money, drugs and other incentives.

Grooming can feel exhilarating – at first. The exploiter employs attentiveness, sensitivity, (false) empathy and positive reinforcement to seduce the young person. For their part, young people can be so enthralled with, or overwhelmed by the attention they are receiving that they may overlook or ignore red flags that might alert them that the person who is showering them with that attention is somehow “off”. Little by little, the exploiter breaks through a young person’s natural defences, gains trust, and manipulates or coerces them into doing his/her bidding. The young person finds themselves willingly engaging in inappropriate, illegal or morally ambiguous activities, or acting as a proxy for the abuser, fighting the abuser’s battles, and carrying out their will. The young person often feels confusion, shame, guilt, remorse and disgust at his or her own participation. Equally powerful, is the panic that comes with the threat of being exposed for engaging these activities. There may also be an overwhelming fear of losing the emotional bond that has been established with the exploiter.

At this stage, it is important not to challenge or be critical of a young person and their experiences but rather to listen and allow them the space to be heard.

FINISHING THE ACTIVITY



Using **Handout 2: The grooming process** discuss with the young person/people what they think about the idea of there being stages in the grooming process. Explore their reactions to this and what they are taking into account in forming their views.



Ask the young person/people to consider how Rebecca felt when she was first engaged by her exploiter?

HANDOUT 2

THE GROOMING PROCESS

TARGETING
STAGE



REFLECTIONS

FRIENDSHIP
FORMING
STAGE



REFLECTIONS

LOVING
RELATIONSHIP
STAGE



REFLECTIONS

ABUSIVE
STAGE



REFLECTIONS

ACTIVITY 4

EXPLORING HOW EXPLOITATIVE RELATIONSHIPS WORK

INSTRUCTIONS



Watch the video: [Billy's Story](#) (3min 6sec) and then explore the young person/people's answers to the following questions.

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: [Billy's Story \(https://www.youtube.com/watch?v=rj3b8cSTYw4\)](https://www.youtube.com/watch?v=rj3b8cSTYw4)

QUESTIONS TO ASK



What were Billy's experiences of growing up which lead to him being vulnerable to being sexually exploited?

Possible answers:

- Mum was unwell and he ended up in a police car.
- Billy went to live with his Dad and all went well until his father died.
- Billy went to live in residential care. He experienced lots of changes of workers. He did not feel that he had an adult that he could speak to.



What did the man (Chris) who sexually exploited Billy offer that was so attractive to him?

Possible answers:

- He gave him gifts.
- He took him to parties.
- He spent time with Billy him listening to him.
- Billy thought he had a "relationship" with someone who cared for him and he could trust.



Question: How did Chris take advantage of Billy?

Possible answers:

- He made Billy have sex with unknown strangers.
- He made him deal drugs.

ACTIVITY 4

EXPLORING HOW EXPLOITATIVE RELATIONSHIPS WORK CONTINUED



Question: What do you think may have helped Billy?

Possible answers:

- Billy needed someone who was always going to be there for him.
- Billy needed a consistent adult he could rely on.
- Billy needed someone who would spend time with him.
- Billy needed someone who was interested in him.
- Billy needed someone who could help him answer questions when he needed them.

FINISHING THE ACTIVITY

At the end of the discussion about Billy reinforce the following key messages:



It was not Billy's free choice to pursue the relationship with Chris.



Billy had been manipulated and coerced. He had been taken advantage of.

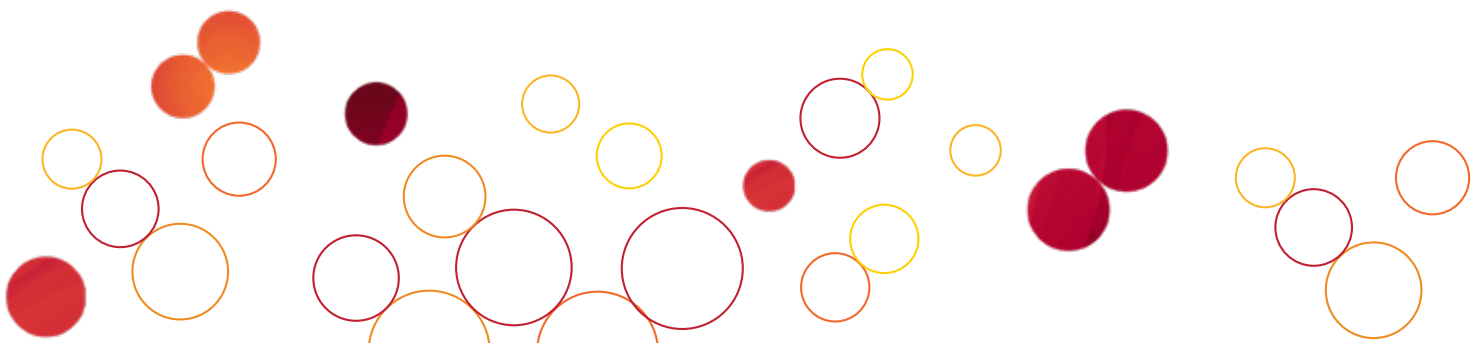


Billy's experiences of growing up had left him feeling that he did not have any consistent and reliable adults to care for him. This influenced his action to remain in the relationship with Chris as he had initially felt that he had found someone who cared for him.



Billy's relationship with Chris was based on lies and a distortion of the truth.

REMINDE THE YOUNG PERSON/PEOPLE: ALTHOUGH A YOUNG PERSON MIGHT APPEAR TO HAVE 'CHOSEN' TO BECOME INVOLVED IN AN UNSAFE RELATIONSHIP, IT IS NEVER A TRUE CHOICE AS THE EXPLOITER HOLDS ALL THE POWER. A YOUNG PERSON CAN NEVER CONSENT TO THEIR OWN ABUSE.



ACTIVITY 5

SCENARIOS

INSTRUCTIONS



This activity involves discussing case scenarios. If you are working with one young person, decide which scenario to use. You could use both if you think it is helpful for the young person. If you are working with a group of young people, divide the group into two smaller groups and give each group a scenario.



Using **Handout 4: Case Scenarios** ask the young person/people them to list the risks and what would they do? You can adapt the scenarios for gender etc. If there is only one young person, you can choose to do only one of the scenarios.

SCENARIO 1

You are 13 years old and have been seeing a boy for a month now. He persuades you to take a topless photo of yourself. He tells you it's for his eyes only because he loves you and misses you when you're not in front of him. You believe he loves you and without thinking about it, you send him a picture of you topless with your mobile phone, the following week you find out that he has shown your photo to his friends.



What do you do?



How are you feeling?



What's the next step?

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- [Handout 3: Case Scenarios](#)

SCENARIO 2

You are 14 years old and have been in a relationship with your boyfriend for nearly two weeks now, he older than you and he says he loves you and wants you near him all the time. Your relationship has got to kissing and touching but not to full blown sex YET. He asks you to post a video of yourself naked on line on one of the social media sites but as a private message because he said it's for his eyes only, you believe him and trust him to not show it to anyone else so you send him the video clip. After a few weeks, he starts to change towards you and becomes nasty and pushy, he says that if you don't do what he wants you to do, then he's going to show the video to all his mates. He pressures you to give him money, give his friends sexual favours, send him naked pictures of yourself and have sex with him.



What do you do?



How are you feeling?



What's the next step?

HANDOUT 3

CASE SCENARIOS

SCENARIO 1

You are 13 years old and have been seeing a boy for a month now. He persuades you to take a topless photo of yourself. He tells you it's for his eyes only because he loves you and misses you when you're not in front of him. You believe he loves you and without thinking about it, you send him a picture of you topless with your mobile phone, the following week you find out that he has shown your photo to his friends.



WHAT DO YOU DO?



HOW ARE YOU FEELING?



WHAT'S THE NEXT STEP?

HANDOUT 3

CASE SCENARIOS

SCENARIO 2

You are 14 years old and have been in a relationship with your boyfriend for nearly two weeks now, he older than you and he says he loves you and wants you near him all the time. Your relationship has got to kissing and touching but not to full blown sex YET. He asks you to post a video of yourself naked on line on one of the social media sites but as a private message because he said it's for his eyes only, you believe him and trust him to not show it to anyone else so you send him the video clip. After a few weeks, he starts to change towards you and becomes nasty and pushy, he says that if you don't do what he wants you to do, then he's going to show the video to all his mates. He pressures you to give him money, give his friends sexual favours, send him naked pictures of yourself and have sex with him.



WHAT DO YOU DO?



HOW ARE YOU FEELING?



WHAT'S THE NEXT STEP?

CLOSING

At the end of the session check in with the young person what they have found most useful in the activity/activities.



Was any of the material new for them?



What has resonated most for them? Why?



What difference will this make to them?

Check in with the young person about how they are feeling.



How would they describe how they are feeling?



Does their body language fit with what they are saying?



What do they need to do/need support with in relation to how they are feeling?

It is important to finish with a fun activity. This could be something that the young person/people decide upon or that you suggest e.g. something physically active such as playing basketball, a craft activity or playing a board game.



MODULE 2

STRENGTHENING PROTECTIVE FACTORS

The aim of this module is to help young people understand how their past experiences may lead them into feeling that they are not loved or worthy, which in turn may make them more susceptible to those who want to sexually exploit them.

This module focuses on helping young people gain a greater awareness and understanding how of their own values, beliefs and feelings may influence the decisions they make about relationships. It also aims to build protective factors that reduce the risk of young people being exploited as they engage in relationships around them.

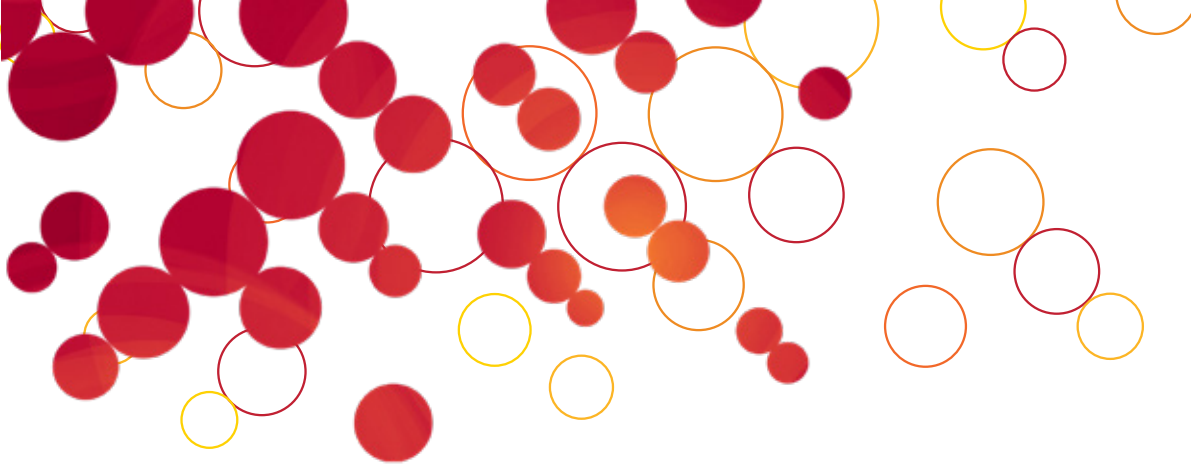
It is important to communicate that we can change the way our past affects us in the present. Everyone has strengths and talents that are their own. These strengths and talents make up who we are today. We need to help young people identify their strengths and support them to think about the kind of person that they want to be.

This module supports the strengthening of a young person's sense of self-confidence and capacity by connecting them to the messages from important people around them and the culture they belong to.

In the final part of this module, we explore and support young people with strategies to identify and manage strong feelings. The capacity to regulate and shape their reactions to situations helps young people to achieve states of calm so that they are in a better position to make informed and safe choices for themselves.

The activities in this module focus on asking young people to reflect on experiences of young people like themselves. This provides the opportunity for young people to be at a safe distance from the content and is less likely to trigger feelings of distress which may make it difficult for them to continue.

THIS MODULE STARTS TO LOOK A LITTLE DEEPER INTO RELATIONSHIPS, VALUES, GOALS AND CULTURAL BELIEFS. IT IS IMPORTANT TO MONITOR HOW YOUNG PEOPLE ARE MANAGING THE CONTENT AND ENSURE YOU TAKE A BREAK OR STOP IF NEEDED.



It is critical when delivering this module to reflect on your own relationship with the young person/people with whom you are interacting, as this is likely to influence their level of participation in the content of the module.

KEY MESSAGES



Our experiences of growing up will influence how we feel about ourselves, the values we hold and how we manage our feelings.



Our values, beliefs and feelings affect the decisions we make and the type of relationships we form.



Connection to culture can help develop a strong sense of identity and provide a protective buffer against child sexual exploitation.

QUESTIONS TO CONSIDER



Are you the best person to deliver the module?



Would it be helpful to include another staff member who may have a stronger relationship with the young person/group?

THINGS YOU MAY NEED

- Paper, pens, textas, blue tack, scissors, glue stick
- St Luke’s Strengths Cards for Children or Young People (Optional)
- Access to computer to play you tube clips
- Snacks and drinks for young people during the session
- Quiet space suitable for listening and reflection

ACTIVITY 1

IDENTIFYING AND REINFORCING STRENGTHS AND TALENTS

OVERVIEW

Understanding and attributing personal strengths to the identity of a young person is a protective factor for them in relation to the risk of sexual exploitation. This activity helps to explore these strengths and consolidate them as an important part of who the young person/people believe themselves to be. There are three options for undertaking this activity.

OPTION 1



Ask the young person/young people to identify three activities or things that they like to do in their free time. In talking about these activities explore:

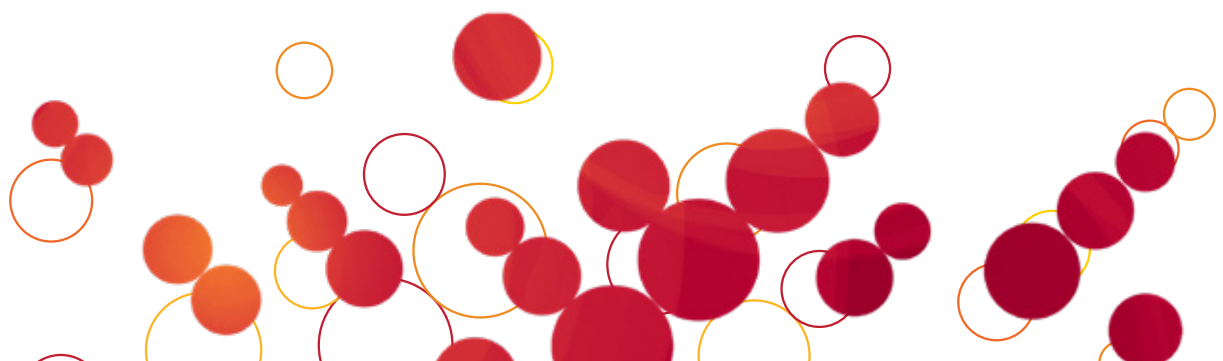
- What do they do well?
- What would their friends say they do well?
- What does this say about them?



Discuss some of the strengths that they have had just identified. Focus on finding ways to reinforce these strengths with them.

- Talk about other people who also see these strengths.
- Ask them how long they have had these strengths.
- When did the strengths first appear?
- What made these strengths be so unique to them?
- Who is least surprised by these strengths now?
- How can these strengths keep growing?

If the young person/people are not able to identify any positive strengths, you may need to volunteer qualities that you have seen them and provide them with examples.



ACTIVITY 1

IDENTIFYING AND REINFORCING STRENGTHS AND TALENTS

CONTINUED

OPTION 2



You can also use St Luke's Strengths Cards and ask a young person to pick a couple of strength cards, some with existing strengths and perhaps one card of a strength that they would like to develop. If you are doing this activity as part of a group, ask young people to identify strengths they know and like about each other.

OPTION 3



Refer to the video [Billy's Story](https://www.youtube.com/watch?v=rj3b8cSTYw4) (<https://www.youtube.com/watch?v=rj3b8cSTYw4>) in Module 1.



On butcher's paper, ask the young person/people to reflect on the strengths that Billy had shown in his life.

- How do the young people see themselves as the same or different to Billy?
- How can your strengths help you avoid relationships that do not feel right?

IF YOU DO NOT KNOW THE YOUNG PERSON AND OR ARE NOT CONFIDENT THAT THEY WOULD BE ABLE TO PROVIDE SOME ANSWERS, YOU MAY CONSIDER NOT DOING THIS ACTIVITY SO THAT THEY DO NOT FEEL A SENSE OF SHAME ABOUT THE ACTIVITY.

ACTIVITY 2

DEVELOPING AND BUILDING CULTURAL LINKS AS A MEANS OF INCREASING SELF-ESTEEM AND A POSITIVE SENSE OF IDENTITY

OVERVIEW

Providing ongoing opportunities to build cultural links for young people and particularly for Aboriginal young people can help develop a strong and positive sense of identity and improve a sense of well-being. This sense of connection is a protective factor for young people for a range of risks including sexual exploitation.

EXPLORING CULTURE INSTRUCTIONS



Talk to the young person/people about their culture.

- Do they know where their family is from?
- What are some of the special foods, celebrations or family members that keep them connected to their culture?
- If the young person is Aboriginal, do they know who their mob is?
- Where is their Country?
- Do they participate in community events and activities?
- What does it mean for them to be part of their mob?
- How does knowing/feeling connected to their culture support them in their life?



Brainstorm with the young person ideas about how they can keep feeling connected to their culture and community. Explore any or all of the following options:

- Opportunities to attend cultural events/celebrations and connect with local community groups from a young person's cultural background.
- Opportunities to promote music, food, art and stories from a young person's culture.
- Facilitate relationships with family as well as young people from similar cultural backgrounds as a means of maintaining cultural bonds.
- Helping a young person learn or maintain their cultural language by attending relevant language classes or connecting with people who speak the language.
- Opportunities in consultation with Elders in the community to return to country.

(Commission for Children and Young People, 2013).

ACTIVITY 3

GOALS AND VALUES AS A MEANS OF INCREASING SELF ESTEEM

OVERVIEW

Another important protective factor is young people feeling a sense of personal agency in the present and in the future. Understanding your values and goals provides the opportunity to reflect on whether your current behaviour is in line with your original ambitions and hopes you have for your life.

This activity offers young people to think, reflect and act. It has been adapted from Strength Based Intervention for At Risk Youth (Powell, 2015).

INSTRUCTIONS

Using butcher's paper, ask the young person to sort the goals and values listed in the table below into three groupings:

VERY IMPORTANT IN LIFE

IMPORTANT IN LIFE

NOT IMPORTANT IN LIFE

GOALS AND VALUES

- | | |
|---|---|
| <ul style="list-style-type: none">• Have someone talk to for support• Have self-confidence, feeling good about myself• Have enough money to support myself• Get a job that pays well• Be rich and wealthy• Be a good support to my friends• Be generous and helpful to others• Being able to live on my own• Being able to make my own decisions• Finish High School or do a trade• Get a driver's licence• Get a job• Have my own car• Have nice clothes and shoes• Keep control of my anger• Stay away from negative peers | <ul style="list-style-type: none">• Cope without self-harm and or suicidal behaviour• Drink in moderation and not use illegal drugs• Exercise regularly• Eat healthy• Take time to relax• Get a good night sleep• Have a boyfriend /girlfriend• Have close friends• Have a family• Be a good parent to my children• Be admired by others• Be accepted for who I am• Be part of a sporting team or a physical activity of my choice• Be connected to my community and culture |
|---|---|

ACTIVITY 3

GOALS AND VALUES AS A MEANS OF INCREASING SELF ESTEEM

CONTINUED

FINISHING THE ACTIVITY



Discuss what young person/people put in each pile and why.



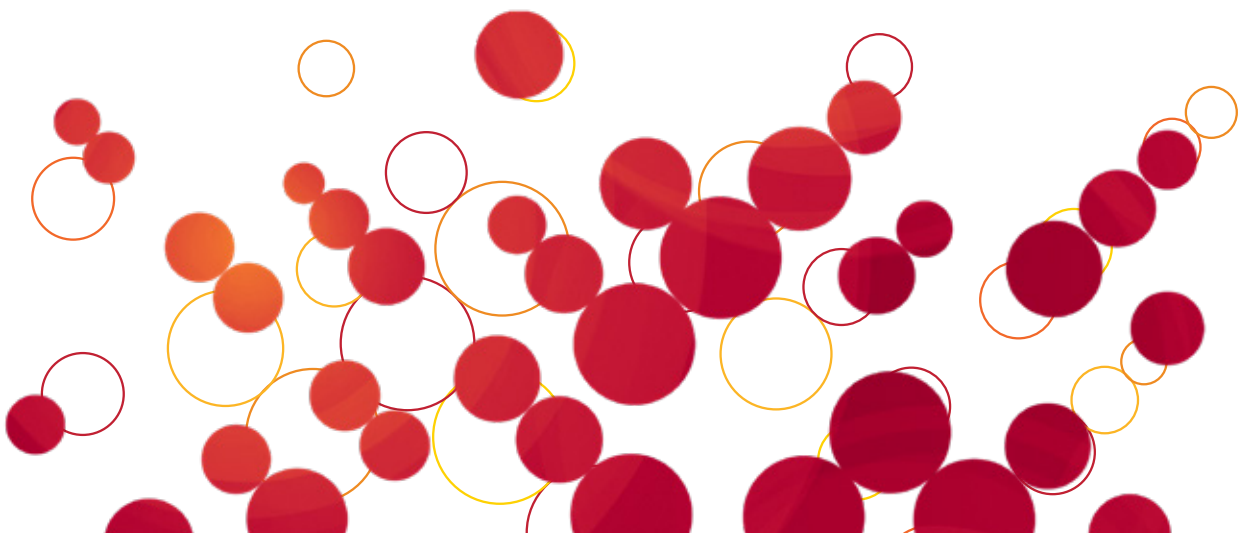
Ask if there were any other goals or values which are not on this list that they would like to add. Are there any small steps that would help them achieve their goals?



Continue to spend time talking and listening to young people about their goals and hopes for the future. Support them to appreciate their capacity to succeed in the future. You can revisit and add to this list over time.

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick



ACTIVITY 4

FEELINGS - IDENTIFYING AND MANAGING STRONG FEELINGS

OVERVIEW

The aim of this exercise is to help the young person/people identify a broad range of feelings and emotions. Young people may struggle to identify more than just feeling angry, happy or sad and struggle to identify feelings such as scared, anxious, excited and joyful. As they begin to name and explore their reactions, they can use this knowledge to understand how they may be able to change their feelings at different times.

INSTRUCTIONS



Ask young person/people to identify their reactions in the following scenarios.

- Someone you like asks you to go out with them
- You find out someone has stolen \$20.00 from your wallet
- You lied to your friends and got caught
- Your friend compliments you on your outfit
- The person you like calls you stupid in front of your friends
- You go to a concert with your friends
- You leave your phone on the train home
- Your best friend starts going out with the person you like

(Adapted from Healthy Relationships Toolkit accessible from <http://www.socialworkerstoolbox.com/healthy-relationships-toolkit-teenagers/>)



Ask the young person/people to identify a time when they were happy or a joyful occasion.

- How did they know they were happy?
- Can they tell you some signs in their body that told them they were happy?
Eg. Wanting to smile, laugh, tingly sensations, slow breathing, relaxed feeling inside?
- As the young person is describing the situation, notice any signs that indicate that they are happy in their body and point this out to them out.
- You can also draw an outline of a body and ask the young person to colour in the different feelings they have on the various parts of their body.

Helping a young person recognise some of the bodily signs of emotions is an important step being able to manage feelings. It is important to start the exercise with positive emotions which the young person is more likely to engage with before moving into negative emotions

ACTIVITY 5

MANAGING FEELINGS

INSTRUCTIONS



View the following video **Just Breathe** <https://www.youtube.com/watch?v=RVA2N6tX2cg>. Whilst featuring younger children, the video can provide some good messages about what it feels like when you are upset and what you can do to manage this distress.

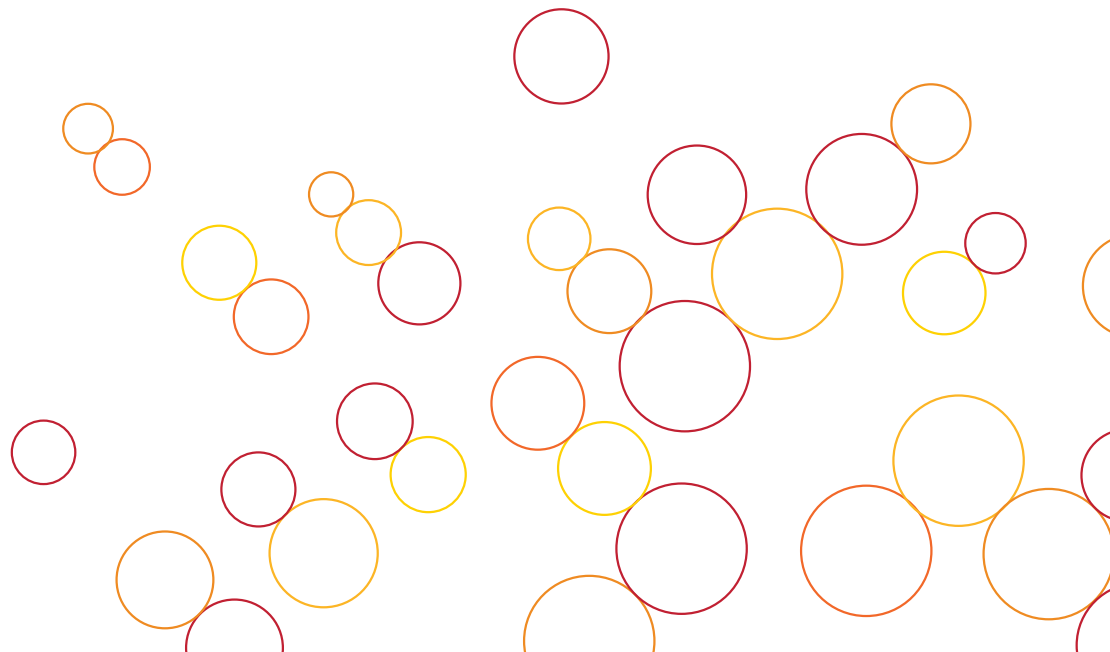


Brainstorm with the young person/people a range of other ways to manage their feelings. These can include:

- Talking to a supportive adult
- Doing an activity to distract you – such as playing Xbox
- Going for a walk
- Listening to music
- Speaking to a friend
- Playing basketball

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: **Just Breathe** <https://www.youtube.com/watch?v=RVA2N6tX2cg>



ACTIVITY 6

CONNECTING HOW YOUNG PEOPLE CAN KEEP THEMSELVES STRONG SO THEY ARE LESS LIKELY TO EXPERIENCE SEXUAL EXPLOITATION

OVERVIEW

Self-confidence is identified in the literature as a key protective factor whilst low self-esteem and poor confidence were common across children and young people affected by child sexual exploitation.

This is a resilience-based activity based upon the principle that all people can overcome adversity and to succeed despite their life circumstances. The focus is on providing the developmental supports and opportunities (protective factors) that promote success, rather than on eliminating the factors that promote failure.

Young people are supported to think about what personal qualities, strengths, talents and relationships keeps them strong so that they are less likely to experience child sexual exploitation.

INSTRUCTIONS



Individually or in a group setting engage young people in identifying and listing their assets, resources, strengths, relationships etc. Use creative methodologies to organise findings onto a 'asset map'. Photovoice, graphic harvesting, mind mapping, world café methodologies can all be useful in doing this. Asset mapping promotes young people's involvement, ownership, and empowerment.



Ask them to choose the top three qualities about them that keep them strong.

- Why are these qualities so important in keeping them strong?
- What can they do to keep these qualities growing more?
- How can people around them help them if they feel like these strengths, talents and values are not enough to keep them safe?

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)

CLOSING

The aim of this module to build a young person's sense of self, identify their values and goals and strengthen their links to culture and community. It may be difficult for young people to readily identify their strengths or a range of emotions. It is important to just begin this journey with them by starting the process of recognising and commenting on areas they do well, noticing and asking them questions about their feelings.

At the end of the session check in with the young person what they have found most useful in the activity/activities.



Was any of the material new for them?



What has resonated most for them? Why?



What difference will this make to them?

Check in with the young person about how they are feeling.



How would they describe how they are feeling?



Does their body language fit with what they are saying?



What do they need to do/need support with in relation to how they are feeling?

It is important to finish with a fun activity. This could be something that the young person/people decide upon or that you suggest e.g. something physically active such as playing basketball, a craft activity or playing a board game.

MODULE 3

HEALTHY

RELATIONSHIPS

This module examines the importance of helping young people understand the signs of healthy and unhealthy relationships. Creating and maintaining healthy and respectful relationships is a key to young people being safe and reducing or stopping child sexual exploitation.

The aim of the module is to help young people start to develop an awareness of the qualities of healthy relationships including how they set boundaries and communicate their needs in an assertive manner.

It is important that staff delivering this module can role model the key aspects of a healthy respectful relationships. Developing positive relationships with young people takes time and requires patience, a capacity to listen and be present. If you are delivering this module to young people who come from an Aboriginal or Torres Strait Islander or a different cultural background, it is important to include in the discussion how concepts about healthy relationships are the same or different in their culture and community and how this may influence the type of relationships they have.

KEY MESSAGES



Young people need to understand what constitutes healthy and unhealthy relationships.



Young people will benefit from skills to assertively communicate their needs so they can maintain a healthy relationship.

THINGS YOU MAY NEED

- Paper, pens, textas, blue tack, scissors, glue stick
- Access to computer to play you tube clips
- Snacks and drinks for young people during the session
- Quiet space suitable for listening and reflection

ADDITIONAL RESOURCES

- Healthy Relationships- High School Educators Kit www.loveisrespect.org
- [How Healthy is Your Relationship?](#) – Quiz

ACTIVITY 1

WHAT IS A HEALTHY RELATIONSHIP?

INSTRUCTIONS



Watch the following video about what teenagers think constitutes a healthy relationship https://www.youtube.com/watch?v=DPb_B0pTBoQ&t=19s.

QUESTIONS TO ASK



Use the following questions to generate a discussion about the video:

- **Name three qualities that young people in the video thought constituted a healthy relationship.**

They included communication, boundaries, being respectful, being supportive.

- **Are there any other qualities that young people would like to add to this list?**

These may include

- Spending time together and apart
- Encourage each other to try new things
- Communicating with each other openly
- Negotiating and repairing relationships when you disagree

- **Based on the video clip, what is a quality that you saw / heard that you would like in a relationship?**

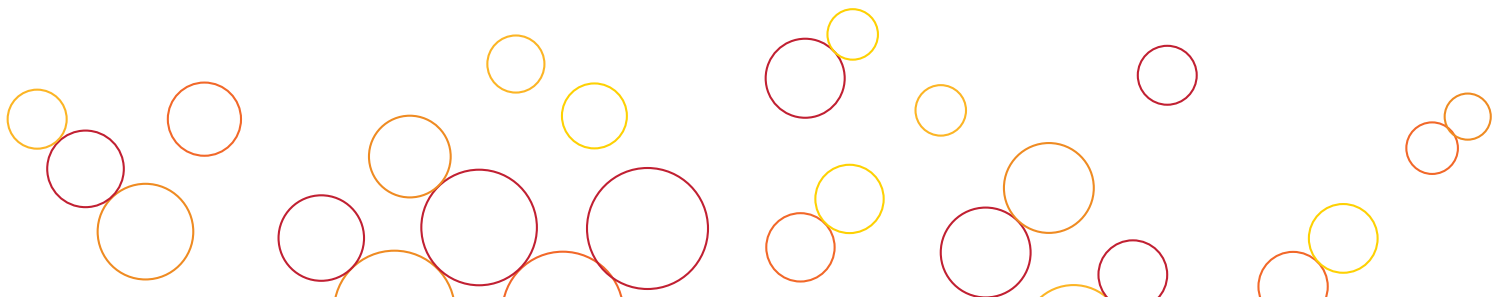
These may include

- Spending time together
- A partner who is interested and wants to know how your day was
- Someone who is safe and cares about you

- **How would you want to be treated in a healthy relationship?**

These may include being respected, supported, encouraged, listened to, treated equally and with honesty.

- **Who do you know that is in a healthy relationship? How did you know this is a healthy relationship? What are the important elements of a healthy relationship?**



ACTIVITY 1

WHAT IS A HEALTHY RELATIONSHIP? CONTINUED

Here are some answers that you can discuss with the young person/people in relation to this question.



SPEAK UP:

It is important to feel you can talk openly to your partner/friend, if something is upsetting you. When you do talk, this should be done in a respectful manner that does not involve attacking or putting your partner down.

An example of this would be “I feel like we do not spend much time together instead of “you are always hanging out with your friends”. If you are upset or angry, it is also ok to wait for a day or two before you speak to your partner.

You may want to practice some of the skills in managing strong emotions such as taking some deep breaths, going for a walk, and talking to a friend.



COMPROMISE:

An important part of every healthy relationship is the capacity to negotiate a compromise that seems fair during a disagreement. Compromise involves being able to both speak up about what is upsetting you and then listening to what your partner is saying and coming up with a solution that is acceptable to both of you.



CREATING BOUNDARIES:

Every healthy relationship needs space. That means respecting each other’s privacy and spending time together and having time apart. A healthy boundary in a relationship could include

- Going out with your friends without your partner
- Participate in activities that you enjoy
- Not sharing passwords, social media accounts etc.
- Spending time alone

OPTIONAL ACTIVITY

If young people are currently in a relationship, you may want to offer them the option of doing the healthy relationship quiz available at www.loveisrespect.org.

Once they have completed the quiz and obtained their score, provide them with the opportunity to talk about it.

RESOURCES

- Butcher’s Paper, pens, textas, blue tack, scissors, glue stick
- YouTube clip link: **What Teenagers Think About: Healthy Relationships**
https://www.youtube.com/watch?v=DPb_B0pTBoQ&t=19s.

ACTIVITY 2

WHAT ARE THE SIGNS OF AN UNHEALTHY RELATIONSHIP?

INSTRUCTIONS



Watch this video developed by Aboriginal Family Violence on Healthy Relationships
<https://www.youtube.com/watch?v=UL4fPxW-nBQ&t=24s>

QUESTIONS TO ASK



Explore the following questions with the young person/young people.

- **What were some signs that Scott and Kiah were in a healthy relationship?**

These may include

- Hanging out together
- Communicating online
- Holding hands.

- **What were some signs that the relationship had become abusive and unhealthy?**

These may include

- Scott trying to isolate her from hanging out with her family
- Scott saying negative things about what Kiah was wearing
- Scott trying to control who she has contact with on her social media account.

- **What helped Kiah when Scott became abusive towards her?**

These may include

- Kiah knew that her friend was supportive.

- **What are signs of an unhealthy and abusive relationship?**

These may include

- One person makes decisions for the other person.
- One person calls the other names or swears at them.
- One person makes the other feel guilty without any cause or reason to do so.
- One person who makes or carries out threats to hurt the other.
- One person tells lies about the other person.
- One person tries to control what the other person does.
- One person does not listen to or dismisses concerns about the other person.
- One person pressures the other to have sex when they do not want to.
- One person makes the other drunk or use drugs to have sex.

ACTIVITY 2

WHAT ARE THE SIGNS OF AN UNHEALTHY RELATIONSHIP?

CONTINUED

FINISHING THE ACTIVITY



Ask the young person/people what they would do if they were worried that one of their friends were in an abusive relationship?



Would they consider speaking to their friend about it and offering their support as occurred in the Kiah/Scott clip?



You can also suggest that they can seek support by talking to a trusted staff member, calling Kids Help Line or speaking to their case manager.



As discussed previously it is important to check in and make sure that the young person/young people are feeling comfortable whilst doing the exercise.

IT IS IMPORTANT THAT YOU PROVIDE A MESSAGE THAT THESE TYPES OF BEHAVIOUR ARE NOT OK IN ANY TYPE OF RELATIONSHIP.

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- YouTube clip link: **Healthy Relationships by Department of Premier and Cabinet Victoria**
<https://www.youtube.com/watch?v=UL4fPxW-nBQ&t=24s>

ACTIVITY 3

KNOWING THE DIFFERENCE

BETWEEN HEALTHY, UNHEALTHY

AND ABUSIVE RELATIONSHIPS

OVERVIEW

Sometimes it is difficult to know the difference between what a healthy, unhealthy and abusive relationship is. Some relationships that start off as healthy may become abusive and a young person may struggle to understand how someone who had been loving and caring has become controlling and perhaps aggressive.

A young person's experience of relationships growing up, will also play a part in determining how they understand these differences. The www.loveisrespect.org website has provided some guidelines to use with secondary school students that outlines some of the key aspects of a healthy, unhealthy and abusive relationship. The following summary from this website is included below as conversation starters in exploring the distinctions between and qualities of healthy, unhealthy and abusive relationships. For more detailed information please visit www.loveisrespect.org.



HEALTHY RELATIONSHIPS

- Communicate openly and honestly
- Respect each other's opinion
- Respect for each other's emotional, sexual and digital boundaries and value time together and apart
- You trust what your partner says and don't feel the need to check up on them by constantly stay in touch in the digital space



UNHEALTHY RELATIONSHIPS

- You do not communicate well and end up arguing when problems arise
- You do not trust what your partner says and therefore are not considerate of their feelings and invade their privacy and personal boundaries such as checking up on them
- You want to spend all your time with your partner and not socialise with anyone else



ABUSIVE RELATIONSHIPS

- The communication between you and your partner is hurtful, insulting and threatening
- One partner physically hurts the other partner
- One partner tries to pressure the partner to do something they do not want to do such as have sex or controls them by telling them what to wear and who they can see

ACTIVITY 3

KNOWING THE DIFFERENCE

BETWEEN HEALTHY, UNHEALTHY

AND ABUSIVE RELATIONSHIPS

CONTINUED

INSTRUCTIONS



To conclude the conversation read out the following statements and ask the young person/people to decide if they are a sign of a healthy, unhealthy or abusive relationship.

- Complimenting your partner on a new pair of shoes they are wearing **(Healthy)**
- Constantly checking on where your partner is **(Unhealthy)**
- Getting upset when your partner spends time with their friends **(Unhealthy)**
- Calling your partner derogatory names in front of friends **(Abusive)**
- Pressuring your partner to have sex when they do not want to **(Abusive)**
- Speaking up when your partner does something that upsets you **(Healthy)**
- Pressuring your partner to send you nude photos of themselves **(Abusive)**
- Buying your partner some flowers or chocolate when you know they have had a bad day **(Healthy)**
- Spending time with your partner but also having some time apart **(Healthy)**
- Regularly telling your partner what they can wear and who they can see **(Abusive)**
- Lying to your partner frequently about what you have been doing **(Unhealthy)**

(Adapted from Healthy Relationships Toolkit accessible from <http://www.socialworkerstoolbox.com/healthy-relationships-toolkit-teenagers/>)

CLOSING

This module focused on helping young people understand what constitutes healthy, unhealthy and abusive relationships. It is often not always clear when a relationship may progress from being healthy to abusive and highlights the importance of having ongoing conversations with young people to provide ongoing guidance and support.

At the end of the session check in with the young person what they have found most useful in the activity/activities.



Was any of the material new for them?



What has resonated most for them? Why?



What difference will this make to them?

Check in with the young person about how they are feeling.



How would they describe how they are feeling?



Does their body language fit with what they are saying?



What do they need to do/need support with in relation to how they are feeling?

It is important to finish with a fun activity. This could be something that the young person/people decide upon or that you suggest e.g. something physically active such as playing basketball, a craft activity or playing a board game.

CONSENT, RISK, RESPONSIBILITIES AND SAFETY

This module focuses specifically on supporting young people to understand and be able to exercise their rights, the responsibilities that accompany these rights and how to seek and give consent in relationships. This module particularly examines how young people can participate in and contribute to the development of individual safety plans that they can use if they find themselves in vulnerable situations and are at risk of being harmed, abused and/or sexually exploited.

Helping young people understand the importance of consent and how to both give and seek consent is a crucial in improving safety in relationships. Consent is a crucial part of healthy relationships. It is a complex process and can leave young people with confusion and uncertainty.

Young people need to understand their rights, be able to identify potential risky situations and have the capacity with support to develop and implement plans that will keep them in safe in response to areas of risk and concern that are likely to occur for them.

KEY MESSAGES



Consent is crucial in helping young people make informed and free choices around their sexuality. The key parts of consent include that it is mutual, freely given, certain and clear, enthusiastic, reversible, specific and ongoing.



All young people need to know their rights and their responsibilities when it comes to behaving respectfully in relationships.



Participating in the development of safety plans is important in supporting young people to be safe in situations that are risky and concerning.

THINGS YOU MAY NEED

- Paper, pens, textas, blue tack, scissors, glue stick
- Access to computer to play video clips
- Snacks and drinks for young people during the session
- Quiet space suitable for listening and reflection

ADDITIONAL RESOURCES

- *5 things you need to know about sexual consent* available on www.ReachOut.com
- *Consent and Sex* available at www.FamilyPlanningNSW.org.au
- *Your Rights* available on www.lawstuff.org.au
- *What is consent?* www.kidshelpline.org.au

ACTIVITY 1

WHAT DOES THE WORD CONSENT MEAN IN THE CONTEXT OF SEXUAL RELATIONSHIPS?

INSTRUCTIONS



Use the following questions to generate a discussion about consent.

- **What is consent?**

Use the following concepts to help support the discussion so that they understand an accurate meaning.

- Consent is an agreement between two people which is freely and enthusiastically given to engage in sexual activity.
- Consent is clearly communicated and is without pressure or fear and when that person has capacity to give this agreement.

- **How do you know when a person is giving consent?**

This could include:

- Nodding their head enthusiastically
- Saying YES
- Moving closer to you
- Saying this feels great
- Let's keep going



Watch the following video:

The Party #ListenToYourSelfie <https://www.youtube.com/watch?v=G8b7yZapkl&list=PLT09K6WFBVGMFU7OtFoWviwxZVLuftV0Y&index=1>



Use the following questions to talk about the video.

- **What verbal and nonverbal signs did Lara give to say she wanted Dan to stop?**

This could include:

- Pushes him away
- Moves away from him
- Moves his hand away from her bottom
- Tells him my friends are here

- **What does Dan try to do to persuade Lara?**

This could include:

- Compliments her
- Gives her alcohol
- Continues to touch her
- Makes her feel guilty – he will get someone else
- Pressure her by continuing to touch her

- **Why does Lara feel that she should continue doing what Dan is asking her to do?**

This could include:

- She feels pressured because he bought her the alcohol and she could be drunk
- She is worried he won't hang out with her and will tell everyone she is frigid

- **Will Lara be consenting to sex if she goes upstairs with Dan?**

No because she was pressured into having sex with him. It would be important to emphasise that even though Lara “agreed” to having sex with Dan, she did so under pressure and does not fit with the definition of free and enthusiastic consent.

- **How could Lara's friends help if they saw she was being pressured by Dan?**

This could include:

- Go and interrupt Lara and Dan
- Ask to speak to Lara on her own
- Call a parent for help

(Activity Adapted from Making Sense of Relationships access from <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>).

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: **The Party - #ListenToYourSelfie** <https://www.youtube.com/watch?v=G8b7yZapkl&list=PLT09K6WFBVGMFU7OtFoWvviwxZVLuftV0Y&index=1>

ACTIVITY 2

WHEN CAN CONSENT BE GIVEN?

INSTRUCTIONS



Watch this video -Tea and Consent <https://www.youtube.com/watch?v=607HC5OYdU>

This video explains simply the times when someone can give full and free consent and those occasions when they cannot give consent.

QUESTIONS TO ASK



Use the following questions to generate discussion about the video.

- **From the video, can you explain two occasions when someone has not given consent?**

This could include:

- They are drunk or passed out
- They agreed on one occasion, it does not mean that they agree on another occasion
- They change their mind

- **What could a young person say or do if they felt they were in a potentially dangerous situation and did not know what to do?**

Before answering the question, acknowledge that it is not the young person's responsibility to keep themselves safe. The following answers are suggested solely in cases of an emergency.

- Ask them to stop
- Tell them "I need a break"
- Tell them "I need to go to the bathroom"
- Tell them "I am not feeling well"

ADDITIONAL RESOURCES

For further information about consent, it might be useful to refer to the following content.

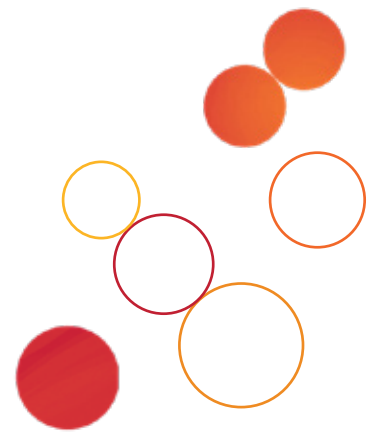
- Kids Help Line Information sheet designed for young people entitled *What is consent?*
- Family Planning NSW information Sheet entitled *Consent and Sex*
- Reach Out Information Sheet entitled *5 things you need to know about sexual consent*

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: **Tea and Consent** <https://www.youtube.com/watch?v=607HC5OYdU>

ACTIVITY 3

YOUR RIGHTS, CONSENT AND SEXUAL ACTIVITY



OVERVIEW



The aim of this activity was to provide young people with information about their rights legally and offer greater clarity in terms of understanding when sex is consensual and when it may be illegal and exploitative. Whilst it is legal under certain circumstances for young people between 16-18 to consent to sex, it is important to consider the power imbalance and potentially exploitative situation as it is for someone under 18 years of age.

INSTRUCTIONS



Set up the activity as a True or False Quiz.

QUESTIONS TO ASK



Read out the following statement. Ask young people to answer True or False. Then discuss the correct answer and the information supporting that answer contained below.

- 1. It is ok to have sex with a young person 15 years and under if they consent to it fully and enthusiastically.**

ANSWER: False.

In NSW, it is against the law to have sex with anyone if they are under the age of 16 years. The only exception may be if both parties were within two years' age difference e.g. 14-15 years, they may be able to use the similar age defence, if charged by the police.

- 2. If you are 16 years old, it is legal to have sex with someone provided it's consensual and they are not in a position of care and authority.**

ANSWER: True.

You can have sex with someone if you are 16 years old provided its consensual and they are not in a position of care and authority.

- 3. A professional who works with children and young people cannot have sex with a young person under 18.**

ANSWER: True.

It is against the law for a professional who has supervision, care or authority such as teachers, youth workers to have sex with anyone under the age of 18 years.

- 4. A 16-year-old young person with an intellectual disability cannot consent to sex.**

ANSWER: True and False.

It depends if the young person has the cognitive capacity to consent to sex.

ACTIVITY 4

UNDERSTANDING

RISK AND SAFETY

INSTRUCTIONS



How risky is it? Ask young people to rate the following situations as Low / Medium / High. Then discuss the rating and the information supporting that rating.

QUESTIONS TO ASK



- **Having an older boyfriend/girlfriend.**

RATING: Medium.

It will depend on the age difference of the partner and that of the young person but in general an older boyfriend/girlfriend could mean a young person has increased access to illegal drugs and/or alcohol. They may also sexually exploit that young person.

- **Going to a party where there is” free “alcohol and drugs”.**

RATING: High.

If a young person is being provided with “free alcohol and drugs “, there is high likelihood and that the young person will be expected to provide something in return and usually, this involves sex.

- **Getting a lift from strangers.**

RATING: Medium – High.

A lot of things can go wrong. Discuss some of the ways that young people can be harmed in these situations.

- What contributes to their vulnerability?
- Why would the stranger stop?
- What would happen if there was a problem?

DISCUSSION



It is important that young people start to identify and realistically consider the potential risks in situations as the first step in acting safely. The next phase is to understand what they need to do to make the situations safer. For example, ask carers to give them a lift rather than accepting a lift from a stranger or ensuring their mobile phone always has credit so they can contact a trustworthy adult if they get into a difficult situation.

(Adapted from **Barnardos: The Real Story Child Sexual Exploitation and Sexual Health Resource Pack** <https://www.lincolnshire.gov.uk/downloads/file/530/be-smart-be-safe-resource-pack-pdf>)

ACTIVITY 5

SAFETY PLANNING

OVERVIEW

Safety planning is a participatory process that involves a young person and adults who are part of their important network of support. The more a young person takes part in the process, the more effective a safety plan usually is.

The plan should have clear actions and identify what the risks are that may emerge and what the young person and others should do about them. Safety planning is more about harm minimisation rather than risk elimination.

Safety plans are a balance between providing young people a sense of agency and control whilst being mindful of risk and safety issues. Safety plans need to be regularly reviewed so they remain relevant.

INSTRUCTIONS

Discuss the following list of action items that can be included in a Safety Plan with the young person/people. Explore whether there is anything else they would add to make a safety plan effective for them.



Ensure that the young person has a list of emergency numbers in their phone including the number of the unit that they can contact in case they get into trouble.



Let the young person know that if they are in trouble, they can contact the unit, knowing that someone will be able to help them.



Agree that they should keep in touch with a trusted worker.



Have credit on their phone and explore ways they can get in touch with carers to organise for credit to be put on their phone.



Have them carry condoms for safe sex.



Check in with a friend before deciding to go with someone.



Try and get the first and last names of peoples they are hanging out with.



Avoid drugs and alcohol if possible or else make sure a trusted friend is with them.

CLOSING

The module examined the issue of consent within relationships and how to identify and manage risky situations from the young person's perspective. It focused on developing a safety plan with a young person as a means of reducing risk as well as involving a young person more actively in decisions concerning their wellbeing.

At the end of the session check in with the young person what they have found most useful in the activity/activities.



Was any of the material new for them?



What has resonated most for them? Why?



What difference will this make to them?

Check in with the young person about how they are feeling.



How would they describe how they are feeling?



Does their body language fit with what they are saying?



What do they need to do/need support with in relation to how they are feeling?

It is important to finish with a fun activity. This could be something that the young person/people decide upon or that you suggest e.g. something physically active such as playing basketball, a craft activity or playing a board game.



MODULE 5

SELF-CARE AND SEXUAL HEALTH

Young people in care often have extensive experiences of trauma which can have an ongoing impact on all aspects of their health. This module aims to increase young people's understanding and knowledge about their body and look at measures to increase their general health and wellbeing with a focus on their sexual health.

Maslow's Hierarchy of Needs helps to illustrate the importance of having these basic needs met which include physiological (food, water, sleep, temperature) safety (physically and emotionally safe environment) and social (belonging and love) If we do not have these needs met, our health suffers and impacts on our potential to lead fulfilling lives.

KEY MESSAGES



It is important that young people know how to identify their needs and give them a priority so that they know what to focus on in order to be well and safe.



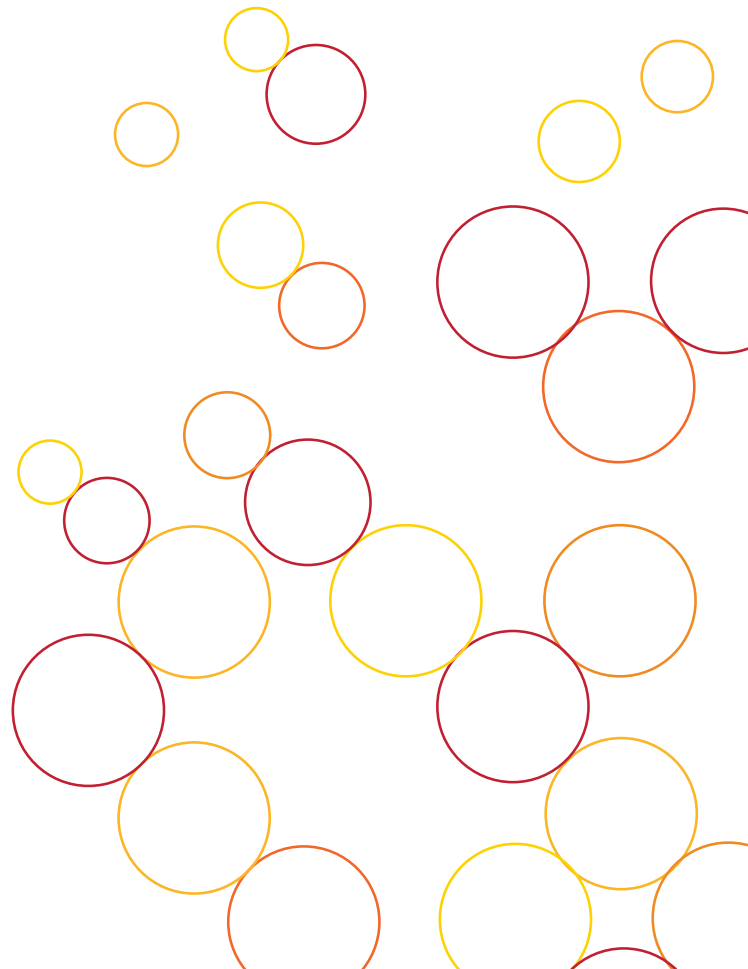
The more information young people have access to, the more they will be able to use it when they most need it to keep themselves safe.

THINGS YOU MAY NEED

- Paper, pens, textas, blue tack, scissors, glue stick
- Access to computer to play you tube clips
- Snacks and drinks for young people during the session
- Quiet space suitable for listening and reflection.

ADDITIONAL RESOURCES

- Love is Respect website
www.loveisrespect.org -
[Do you think you are practising good self-care- Quiz](#)



ACTIVITY 1

HOW DO I LOOK

AFTER MY NEEDS?

OVERVIEW

It is important that young people know how to identify their needs and give them a priority so that they know what to focus on in order to be well and safe.

INSTRUCTIONS



Watch the following video with the young person/people: Maslow's Hierarchy of Needs Despicable Me <https://youtu.be/L0PKWTta7IU>

After the video talk to the young person about the content exploring how to ensure that their basic needs are met so that other higher order needs can be identified and met as well.

QUESTIONS TO ASK

Below are some questions to ask the young person to focus the discussion.



Are you getting enough food and sleep?



Do you feel safe in the where you are living and at school?



Do you have friends of a similar age who you like and feel safe?



Do you have trusted adults who you could talk to if you were in trouble?



Do you have positive relationships with people in your family and other adults in the community?



Do you have hobbies or interest that you enjoy doing?



What is one action you can take to meet these basic needs?



What is one thing you could ask of a safe and trusted adult to help meet these basic needs?

ACTIVITY 1

HOW DO I LOOK

AFTER MY NEEDS? CONTINUED

TAKING PART IN THIS THIS ACTIVITY MAY LEAD TO A YOUNG PERSON FEELING DISTRESSED. IT IS IMPORTANT TO CONTINUE TO INSTIL HOPE AND LET THEM KNOW THAT THE WAY THINGS ARE CURRENTLY IS NOT HOW THINGS WILL NECESSARILY BE IN THE FUTURE. THERE ARE ADULTS AVAILABLE TO HELP AND SUPPORT THEM.

OPTIONAL ACTIVITY

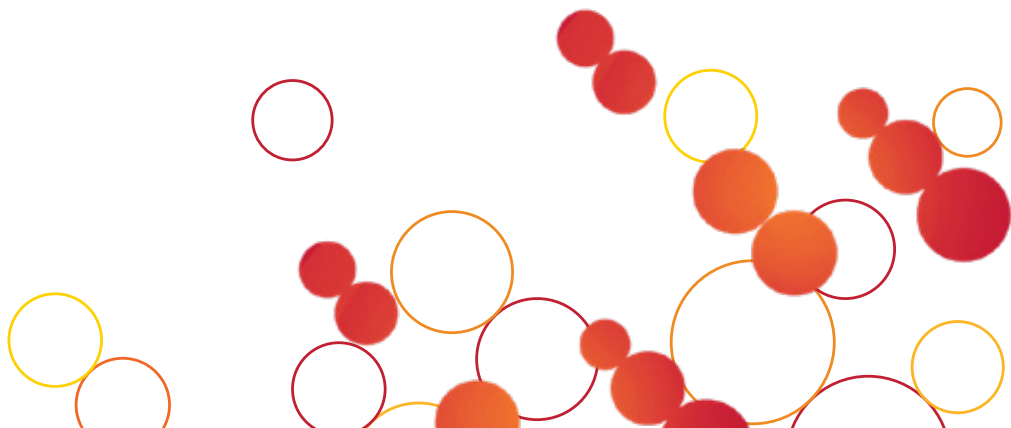


Ask young people to complete the following online quiz - Do you think you're practicing good selfcare? The quiz can be found at <https://www.loveisrespect.org/quiz/do-you-think-youre-practicing-good-self-care/?%3E>.

After finishing the quiz and scoring, ask young person/people to look at the statements in which they marked occasionally, rarely and never. How do they fit with Maslow's hierarchy of physiological, safety, emotional and social needs? Is there anything on the quiz that they would consider doing more regularly?

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: [Maslow's Hierarchy of Needs Despicable Me](https://youtu.be/LOPKWTta7IU)
<https://youtu.be/LOPKWTta7IU>



ACTIVITY 2

SELF-CARE ROUTINES

INSTRUCTIONS



Watch this video -**People share their self-care routines** (2 mins.36 secs)

<https://www.youtube.com/watch?v=VUKPrSMmbzc>

QUESTIONS TO ASK



Ask the young person/people to name two self-care routines in the video that they think would be helpful to them?

For example:

- Playing video games
- Drawing
- Writing in a journal
- Meditation

Are there other self-care routines not mentioned in the video that young person/people engage in or would like to try?

For example:

- Listening to Music
- Speaking to a trusted friend
- Exercise

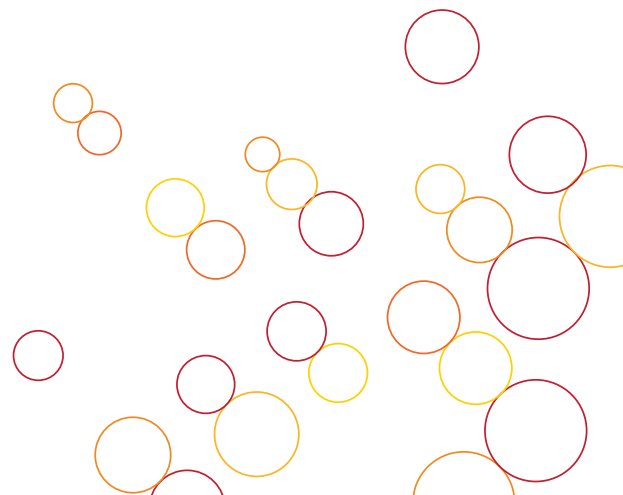
DISCUSSION



It is important to emphasise to young people that self-care is vital in terms of meeting their basic needs and leading more happy, healthy and productive lives. Young people who have a low sense of confidence may struggle to take on these messages. They will need the ongoing support of adults to help them develop a healthy lifestyle. Ensuring that young people's basic needs are met may reduce the risk factors that lead them to be in situations where they may experience sexual exploitation.

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: **People share their self-care routines**
<https://www.youtube.com/watch?v=VUKPrSMmbzc>



ACTIVITY 3

INCREASE KNOWLEDGE OF SEXUAL HEALTH

INSTRUCTIONS



Set up the activity as a True or False Quiz.

Read out the statement. Ask young people to answer. Then discuss the correct answer and the information supporting that answer contained below.

QUIZ STATEMENTS



1. Only people who have lots of sex are at risk of Sexually Transmitted Disease (STD). True or False

False: Anyone who has unprotected sex even on one occasion runs the risk of getting a sexually transmitted disease

2. The best way of preventing a sexually transmitted disease is to use a condom. True or False

True: Using a condom every time you have sex will prevent a sexually transmitted disease

3. You will always know if you have a sexually transmitted disease because you will have symptoms such as ulcers, bleeding etc. True or False

False: Some sexual transmitted diseases such as Chlamydia or Gonorrhoea may have no symptoms, so it is important to have regular check-ups

4. Sexually transmitted disease can be treated by resting, refraining from sexual contact and eating healthy food. True or False

False. Sexually Transmitted disease like Chlamydia, Gonorrhoea and Syphilis require antibiotics, if left untreated it can cause fertility issues and heart and brain problems.

5. You cannot get pregnant if you use a pull-out method. True or False

False: A women can still get pregnant even if the penis is pulled out of the vagina prior to ejaculation. The penis releases a clear fluid prior to ejaculation that has sperm in it.

ACTIVITY 3

INCREASE KNOWLEDGE OF SEXUAL HEALTH CONTINUED

6. **You can get an emergency contraceptive pill if you are at risk of getting pregnant by going to see your GP, Chemist or Family Planning Clinic. True or False**

True: The emergency contraceptive pill can be accessed from a range of places including your GP, chemist and family planning clinic and can be used if you have had unprotected sex or the condom breaks.

7. **The emergency contraceptive pill only works if you use it within 24 hours of having sex. True or False**

False: The emergency contraceptive pill can be used up to 5 days after having sex but it works better the earlier it is taken.

8. **You need a Medicare card to access your Dr for treatment for sexually transmitted diseases. True or False**

False: Your GP or Family Planning Clinic can provide all testing and treatment for free, confidentially and without a Medicare card.

FURTHER INFORMATION

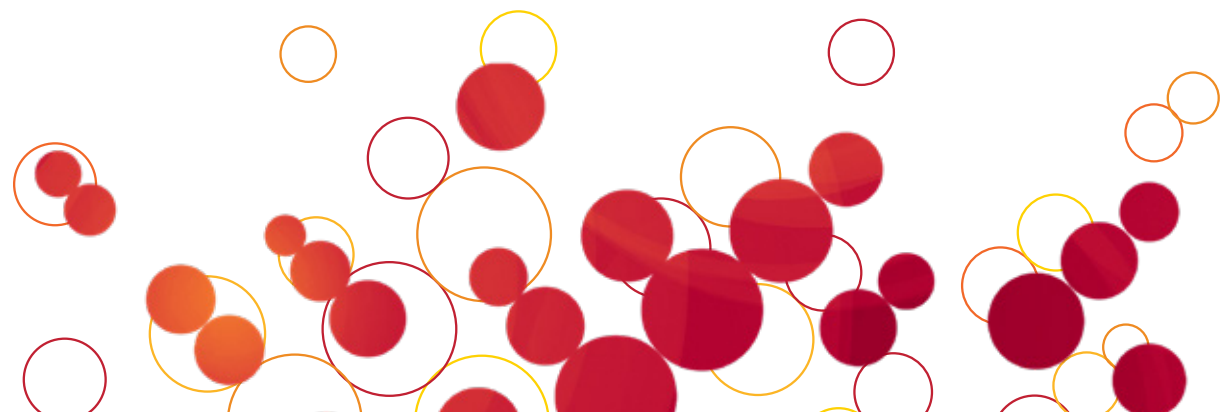


For further information you can refer to the [Low Down – Your Guide to Sexual Health at Family Planning NSW](#) or [High Street Local Area Health in Western Sydney](#)

After completing the quiz, talk to young people about places that they can access services, this can include the local sexual health clinic, Family Planning NSW or a Youth Health Service.

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)



ACTIVITY 4

BARRIERS TO ACCESSING SERVICES

INSTRUCTIONS



Use the following questions to prompt a discussion with the young person/people.

QUESTIONS TO ASK



What are some reasons that may stop you from seeking help?

These could include:

- Shame
- Concerns around confidentiality
- Cost
- Feeling intimidated

What might help break down these barriers?

These could include:

- Information that the service is free and confidential.
- Take a friend or trusted adult with you.

Reassure the young person/people if one service has been unable to assist you there may be other ways to get the support you need.

CONSIDERATIONS

There is a lot of information in this module on sexual health. You will need to consider the pace of the discussion and when and in what context you share or undertake each of the activities.

A lot will depend on the interest and needs of the young person or the group. It is also important to keep in mind literacy issues of the young person or group and provide them with the option of you reading the information to them.

Encourage young people to have a general health including sexual health check-up and gain further information by accessing services online and in person.

CLOSING

Young people who take pride and responsibility in their health and wellbeing are in a better position to be able to reduce the risks associated with sexual exploitation. The risks are further reduced if they are provided with information and options about their bodies and sexual health and how to access help when they need it.

At the end of the session check in with the young person what they have found most useful in the activity/activities.



Was any of the material new for them?



What has resonated most for them? Why?



What difference will this make to them?

Check in with the young person about how they are feeling.



How would they describe how they are feeling?



Does their body language fit with what they are saying?



What do they need to do/need support with in relation to how they are feeling?

It is important to finish with a fun activity. This could be something that the young person/people decide upon or that you suggest e.g. something physically active such as playing basketball, a craft activity or playing a board game.



MODULE 6

STAYING

SAFE ONLINE

Whilst social media platforms are an important part of young people's lives, there is the need to increase awareness of the potential for internet grooming and sexual exploitation. Online abuse is more difficult to detect and disrupt as young people and those who exploit them are often more tech savvy than the adults caring for them

This module will examine the risks that young people face online in terms of grooming and sexual exploitation and explore some strategies for keeping young people safe. It will also look at the impact of pornography and young peoples attitudes and expectations of sex and sexuality.

KEY MESSAGES



Young people are vulnerable to the potential for online grooming and sexual exploitation and need to be aware of the tactics used and how to keep themselves safe



Young people need to be equipped with the tools to be able to critique the influence of pornography on their attitudes and expectations of sexuality in relationships.

THINGS YOU MAY NEED

- Paper, pens, textas, blue tack, scissors, glue stick
- Access to computer to play you tube clips
- Snacks and drinks for young people during the session
- Quiet space suitable for listening and reflection

ACTIVITY 1

DANGERS OF ONLINE GROOMING

INSTRUCTIONS



With the young person/young people, watch this video about some of the potential dangers of online grooming. **Different types of grooming**
<https://youtu.be/3s9gyxOx33M>

QUESTIONS TO ASK

After the video, use the following questions as discussion prompts with young person/young people.



- **How do you think Paul (main character) and JJ know each other?**

Paul and JJ have an online relationship through a gaming site. They do not know each other face to face. Knowing people only online may make it more difficult to judge someone's age as well making it easier to exploit them due to the anonymity of the internet.

- **Why do you think JJ sent Paul a semi-nude picture of him?**

He wanted Paul to reciprocate and send him a nude picture back.

- **Why is Paul reluctant to send JJ a nude picture?**

He may feel embarrassed to do this as well as being worried that JJ might circulate the photo more widely. He may also feel intuitively that this is not right as this is not what happens in a friendship/relationship.

- **How should Paul manage the situation?**

Paul could tell JJ that he needs to think about it and then go and seek advice from a friend and trusted adult.

He can also ring or visit online a service like Kids Help Line.

He can also report or ask an adult to report his concerns to the e safety commissioner (www.esafety.gov.au).

Paul could also think about the consequences of his decision and listen to his gut that what JJ is asking him to do is not right and ask him to stop pressuring him.

If Paul does send the images to JJ and then regrets it, he can still report it

(Activity adapted from Making Sense of Relationships Lesson 5: Sharing of Sexual Images <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>).

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: <https://youtu.be/3s9gyxOx33M>

ACTIVITY 2

REDUCING THE RISK OF ONLINE GROOMING

INSTRUCTIONS



Engage the young person/people in a discussion about the following questions.

- **What are the signs of online grooming?**

Answers could include:

- Asking for photos of the young person including photos that are nude or semi nude
- Offering gifts of favours
- Wanting the young person's address and phone number
- Wanting to meet the young person alone
- Making threats to blackmail the child
- Asking the young person to keep the relationship secret

- **What can a young person do to reduce the risk of online grooming?**

Answers could include:

- Do not share passwords or accounts
- Check their privacy settings
- Use a nickname rather than full name
- Do not provide your address or phone number
- If they choose to meet your online friend face to face, make sure they go with a friend and meet in a public place.
- Contact the police or block the person if they continue to pressure you.

IT IS IMPORTANT FOR YOUNG PEOPLE TO UNDERSTAND THAT IT IS AGAINST THE LAW FOR AN ADULT TO START AN ONLINE RELATIONSHIP WITH SOMEONE UNDER THE AGE OF 18 WITH THE INTENT OF ENGAGING IN A SEXUAL RELATIONSHIP. HOWEVER, THE YOUNG PERSON IS NOT RESPONSIBLE FOR THIS SITUATION AS THEY MOST LIKELY HAVE BEEN PRESSURED OR TRICKED INTO SENDING IMAGES OF THEMSELVES.

ACTIVITY 3

WHAT ARE THE MESSAGES FROM PORNOGRAPHY?

OVERVIEW

Pornography has a powerful role in educating young people about sex.

Young people have usually viewed pornography well before their first sexual encounter. It can influence young people's thoughts, desires and sexual practices. Mainstream pornography however does not teach young people about important aspects of a healthy sexual relationship such as consent, communication, negotiation and mutual pleasure.

Therefore, it is important to help young people become more savvy consumers of pornography and understand that what they see does not represent how real healthy relationships are conducted.

INSTRUCTIONS



Watch this brief video link about Jake talking about influence of porn on his sexual practices.

<https://itstimewetalked.com/young-people/whats-the-issue/>

QUESTION TO ASK

After the video, use the following question as prompts for a discussion with a young person/young people.



- **What advice would you give Jake to help him in his sexual relationships?**

Possible answers include:

- Relationships in real life are very different to what happens in porn.
- Sex between two consenting people can be much better than what you have seen in pornography but that means that you need to talk to your partner about their needs, and what they are comfortable doing.
- Violence towards anyone during sex is not OK.

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- **It is time we talked website:** <https://itstimewetalked.com/young-people/whats-the-issue/>

ACTIVITY 4

KNOWING THE DIFFERENCE BETWEEN THE PORN WORLD AND THE REAL WORLD

OVERVIEW

This activity has been adapted from **Sexuality Education Matters: Preparing pre-service teachers to teach sexuality education (2013)** <https://healtheducationresources.unesco.org/library/documents/sexuality-education-matters-preparing-pre-service-teachers-teach-sexuality>.

This exercise can feel confronting due to the sexually explicit language. It is important that you are comfortable in talking to young people about this and that you check in to see that the young person is also OK. This activity will help young people understand the difference between porn world and the real world.

INSTRUCTIONS

Ask the young person to divide the following statements into the following three groupings:



Porn World / Real World / Both Worlds

- Most people are beautiful and thin all the time (**Porn**)
- Men and women want sex to be pleasurable for their partners (**Real**)
- Women don't have body hair (**Both**)
- Free and full consent is crucial to good sex (**Real**)
- Women during sex appear to enjoy being hit, spat upon, choked and have their hair pulled often with multiple partners at the same time (**Porn**)
- Most heterosexual sex does not include anal sex (**Real**)
- It is quite common for women to have cosmetic surgery on their breasts and genitals (**Both**)

Once this activity is completed you can continue the conversation with the young person/people about the influence of porn in their lives. Some practices which started in pornography are now part of everyday life such as the absence of pubic hair on women.



The following video link may also be helpful to watch: **Impact of Porn on Young People** (9mins 46 secs). <https://youtu.be/XG1W-p4dpSc>

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: **Impact of Porn on Young People** <https://youtu.be/XG1W-p4dpSc>

CLOSING

The focus of this module was helping young people develop greater awareness and skills in detecting when they may be groomed online. It also supports young people become more savvy consumers of pornography and develop a more realistic view of sex and sexuality. Young people also need to be made aware that there is support both in terms of online resources and services to assist them in this process.

At the end of the session check in with the young person what they have found most useful in the activity/activities.



Was any of the material new for them?



What has resonated most for them? Why?



What difference will this make to them?

Check in with the young person about how they are feeling.



How would they describe how they are feeling?

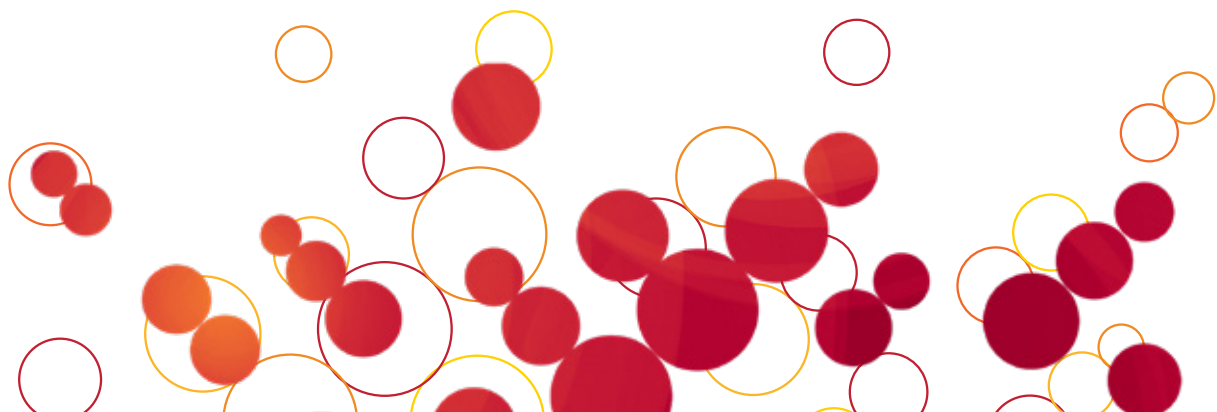


Does their body language fit with what they are saying?



What do they need to do/need support with in relation to how they are feeling?

It is important to finish with a fun activity. This could be something that the young person/people decide upon or that you suggest e.g. something physically active such as playing basketball, a craft activity or playing a board game.



MODULE 7

GETTING HELP

This last module focusses on encouraging young people who may have experienced sexual exploitation to seek and obtain the support they need. It explores some of the reasons why young people do not disclose that they are being sexually exploited and what resources are available to support them. Finally, it also re-examines the signs of child sexual exploitation and concepts of healthy relationships as a way of reinforcing the content.

KEY MESSAGES



Young people are not responsible or to blame for child sexual exploitation.



Young people need to be encouraged to speak up about abuse.



Young people need the tools and information to support friends, and other young people, to disclose sexual abuse and exploitation.



Young people will be more confident to disclose if they understand the process involved.

THINGS YOU MAY NEED

- Paper, pens, textas, blue tack, scissors, glue stick
- Access to computer to play you tube clips
- Snacks and drinks for young people during the session
- Quiet space suitable for listening and reflection

ACTIVITY 1

WHY YOUNG PEOPLE DO NOT DISCLOSE SEXUAL EXPLOITATION

OVERVIEW

“I WAS THROWING HINTS... CAUSE I DID NOT WANT IT COMIN OUT OF MY MOUTH ... I WANTED PEOPLE TO WORK IT OUT.” (BECKETT, 2017, P.15)

Research indicates that most young people do not directly disclose sexual exploitation. However, their behaviour and other signs may indicate that something is wrong. Often they might be hoping that someone may ask them what is wrong and give them the help they need (Beckett, 2011).

INSTRUCTIONS



Watch this video - Responding to a Child's Disclosure of Abuse
<https://youtu.be/bvJ5uBIGYgE>

QUESTION TO ASK

Ask young people to brainstorm what might be some of the reasons that young people do not disclose that they are being sexually exploited.



Some of the reasons include:

- They may not believe that they need support and do not trust professionals to help them.
- They see themselves as being in a loving relationship.
- They may feel shame.
- They feel that somehow they were in some way responsible because they received something in exchange for sex such as money, love or drugs.
- They are fearful of the consequences of speaking up e.g. being threatened.
- They feel they will not be believed.
- They may fear an unwanted label e.g. prostitute or “gay”.
- They think it is unlikely that any positive change will occur.
- They feel that they will lose control; they may fear police involvement and court proceedings.
- They are not ready to speak up and feel pressured to speak up.

ACTIVITY 1

WHY YOUNG PEOPLE DO NOT DISCLOSE SEXUAL EXPLOITATION CONTINUED

It is important that young people receive the message that they are not responsible for the abuse that has occurred. Examine why they may feel like this. For example, they may feel to blame because they had made a choice or because they had taken a gift/money from the person who exploited them. At best, they have made a constrained choice because of a lack of access to resources such as money and that someone has taken advantage of this vulnerability.

Young people also need to know that it is OK to take their time to speak up about the abuse. They will do so when they are ready and not because they are being pressured to talk by adults or other young people.

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)
- YouTube clip link: **Responding to a Child's Disclosure of Abuse**
<https://youtu.be/bvJ5uBIGYgE>



ACTIVITY 2

HOW DO YOU KNOW IF YOUR FRIEND IS BEING EXPLOITED AND WHAT SHOULD YOU DO?

INSTRUCTIONS

Read the following scenario to the young person/people and explore the following questions with the young people.



Watch this video: **It's not because he loves you.**
<https://www.youtube.com/watch?v=RdJt2g28q6k>

EXPLORE THE FOLLOWING QUESTIONS WITH THE YOUNG PERSON/PEOPLE



- **What are the signs that this young woman is being sexually exploited?**

Some responses may include:

- She is going out with an older man.
- He gives her gifts such as a mobile phone.
- He will not let her talk to anyone else.
- He takes nude photos of her.
- He asks her to have sex with his friends.

- **What are the signs that this young woman is in an unhealthy relationship?**

Some responses may include:

- He is pressuring her to do things she does not want to do e.g. send nude pictures, have sex with friends.
- He is verbally abusive towards her e.g. shouting at her.
- He stops her from talking to her friend.

ACTIVITY 2

HOW DO YOU KNOW IF YOUR FRIEND IS BEING EXPLOITED AND WHAT SHOULD YOU DO? CONTINUED



- **If this young woman was your friend but had not said anything to you and you were worried for her safety, what could you do?**
 - Let her know that you are worried about her and that you are there to listen to her.
 - Don't pressure her to speak up about it but let her know she can talk when she is ready.
 - Let her know where she can go to seek help such as talking to a trusted adult, ringing a confidential service such as Kids Helpline or going to see Family Planning Service NSW.
 - If you are worried about her safety, you can also speak to a trusted adult.
 - If you want to get some more advice on how to support your friends, you can visit the website **Think You Know** <https://www.thinkuknow.org.au/>

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)

ACTIVITY 3

RESPONDING TO DISCLOSURES

OVERVIEW

Young people are most likely to disclose sexual exploitation with their friends and peers before they tell adults or other professionals.

INSTRUCTIONS

Read the following scenario to the young person/people and explore the following questions with the young people.

CASE STUDY: ELISHA



Your friend Elisha (16 years old) tells you that she has been seeing an older guy James aged 23. He has given her lots of presents, taken her to parties and constantly told her how beautiful she is. Elisha also really likes James because she thinks he is smart, confident and good looking. However recently, he has started to become more controlling, not wanting her to see her friends and checking her phone to see who she is in contact with. On the rare occasions that Elisha is out with her friends, James is constantly ringing her and checking up on what she is doing. On the weekend, James and Elisha went to a party, where she got drunk soon after James asked Elisha to have sex with two of his friends. He told her that this would help him pay off debts he owed. James also said to Elisha if she loved him, she would be willing to help him out. Elisha tells you it was no big deal but at the same time she seems teary and upset.

ACTIVITY 3

RESPONDING TO DISCLOSURES

CONTINUED

QUESTION TO ASK



- **What would you do if your friend started to disclose this information to you?**

Possible responses could include:

- Firstly, just listen carefully to what she tells you, try not to judge her or appear shocked or upset.
- Let her know that she is not to blame for the abuse that has occurred. and that people should not take advantage of someone if they are intoxicated.
- Encourage her to seek help and let her know that there are many people who can support her.
- Offer to go with her and support her when she seeks help.
- If she won't seek help, tell her that you will seek help on her behalf as you know she is not safe.
- Tell an adult about what has happened – This could be your carer, teacher, case manager, doctor or you can ring Kids Help Line or go and see someone at Family Planning NSW.
- Seek help yourself. Listening to what your friend has said can be very stressful, you might want to seek support about how you are feeling, having listened to your friend's story. It may also bring up some memories of your own past experiences which might make it difficult to sleep or concentrate on what you do every day. You can ring Kids Helpline and talk to a counsellor or speak to a trusted adult about how it has affected you .
- Be realistic. Although you have done your best to help your friend, she may not be ready to leave the abusive relationship she is in. This is not your fault, keep getting support and offer to continue to help your friend if you can do so.

(Information adapted from Think U Know: Exploited - Preventing Child Sexual Exploitation Through Education <https://www.thinkuknow.co.uk/professionals/resources/exploited/>)

RESOURCES

- Butcher's Paper, pens, textas, blue tack, scissors, glue stick
- Whiteboard (optional)

ACTIVITY 4

WHAT HAPPENS ONCE A

YOUNG PERSON REPORTS

SEXUAL EXPLOITATION?

OVERVIEW

It is important that a young person/people understand and are aware about what happens once they report sexual exploitation so they are making an informed choice about their decision to disclose sexual abuse.

INSTRUCTIONS



Firstly, let them know that they are believed and the abuse was not their fault.



Let them know that if they tell an adult involved in their care, this adult will need to let the police know and their Department of Communities and Justice Case Manager.



Reassure them about the reason and who will be receiving this information and that they will be kept informed each step of the way.



Inform them that the police are likely to take a statement from them about their experiences of abuse. They will then decide on whether they will proceed with investigating and gathering information on whether an offence has occurred and taking it to court.



As part of their investigation, police can conduct a criminal record check on the suspected abuser to see if they have outstanding warrants on other matters.



Discuss the appropriateness of issuing a Personal Violence Order (PVO).

ACTIVITY 4

WHAT HAPPENS ONCE A

YOUNG PERSON REPORTS

SEXUAL EXPLOITATION? CONTINUED



Encourage a young person to access a Youth Health Service to get advice and counselling on sexual health and education about healthy relationships.



Encourage them to seek counselling regarding their experiences of abuse via a sexual assault service.



If the matter proceeds to court, reassure the young person that you will support them with the court process.



If you are concerned for your safety or that of your friend speak to a carers or other adult, Kids Help Line or someone they trust.

(Adapted from NSW Government - Working with Young People at Risk of Sexual Exploitation, 2016).

ADDITIONAL RESOURCES



Provide young people with a list of services and resources they can access

Rather than provide a standard list of services, supports and resources to young people, consider tailoring these to the needs and circumstances of each young person. Familiarise yourself with what these services offer so that you can talk about this with the young person.

These can include:

- **Family Planning NSW – Talkline** 1300 6588 86
- **Family Planning NSW** website www.fpnsw.org.au
- **Kids Help Line** - 1800 551800
- **Headspace** – www.headspace.org.au
- Counselling or access to a psychologist (which they may already have)
- Cultural mentors
- People they trust within their own network of relationships.

CLOSING

The focus of this module was to encourage young people to speak up about sexual exploitation so that they can receive the help they need. The module also revisited identifying the signs of sexual exploitation so that young people have a heightened awareness to safeguard themselves and potentially support a friend who discloses abuse. Finally, it offered potential avenues for support once a young person has begun to speak up about their abuse.



Was any of the material new for them?



What has resonated most for them? Why?



What difference will this make to them?

Check in with the young person about how they are feeling.



How would they describe how they are feeling?



Does their body language fit with what they are saying?



What do they need to do/need support with in relation to how they are feeling?

It is important to finish with a fun activity. This could be something that the young person/people decide upon or that you suggest e.g. something physically active such as playing basketball, a craft activity or playing a board game.



REFERENCES

- Barnardos. (2015) The Real Story : Child Sexual Exploitation and Sexual Health Resource Pack. Retrieved from: <https://csa-training.co.uk/wp-content/uploads/sites/27/2017/06/the-real-story-resource-pack.pdf>
- Becket H et al., (2017) Child Sexual Exploitation-Defintion and Guide for Professionals, Extended Text University of Bedfordshire
- Beckett, H. (2011) 'Not a world away' The sexual exploitation of children and young people in Northern Ireland: Barnardos
- Commission for Children and Young People. (2013) Residential Care Matters – A resource for residential care workers, supervisors and managers caring for young people
- Gilligan, P. (2016) Turning it Around: What do Young Women Say Helps them to Move on from Child Sexual Exploitation
- Hallett, S., Deerfield, K., and Hudson, K. (2019) The Same but Different? Exploring the Links between Gender, Trauma, Sexual Exploitation and Harmful Sexual Behaviours Child Abuse Review Vol.28: 442–454
- Utah Department of Health, Healthy Relationships Toolkit- Teachers Guide. Retrieved from: <http://www.socialworkerstoolbox.com/healthyrelationships-toolkit-teenagers/>
- Lefevere et al., (2017) Building Trust with Children and Young People at Risk of Sexual Exploitation: British Journal of Social Work Vol 47 2456-2473
- NSPCC, Making Sense of Relationships – Teaching and Resource Guide. Retrieved from: <https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships>
- NSPCC, Making Sense of Relationships - Managing Healthy and Unhealthy Relationships. Retrieved from: <https://learning.nspcc.org.uk/researchresources/schools/making-sense-relationships>
- NSW Government, (2016). Working with Young People at Risk of Sexual Exploitation. Retrieved from: https://facs-web.squiz.cloud/_data/assets/pdf_file/0019/415441/5.-FACS-The-KitWorking-with-young-people-at-risk-of-sexualexploitation.pdf
- Powell K., (2015) A Strength Based Approach for Intervention with At-Risk Youth
- Ollis et al., (2013) Sexuality Education Matters. Retrieved from: <https://hivhealthclearinghouse.unesco.org/library/documents/sexuality-education-matterspreparing-pre-service-teachers-teach-sexuality>
- State of Queensland (Queensland Health), (2013). Aboriginal and Torres Strait Islander adolescent sexual health guideline, State of Queensland: Brisbane
- The Children’s Society, (2018). Supporting LGBTQ+ Children and Young People at Risk of Child Sexual Exploitation// Guidance For Professionals. Retrieved from: https://www.csepoliceandprevention.org.uk/sites/default/files/cse_guidance_lgbtq.pdf
- Think U Know. Exploited – Preventing Child Sexual Exploitation Through Education. Retrieved from: <https://www.thinkuknow.co.uk/p>

