

# Healthy Relationships (CSE) toolkit

To raise young people's awareness of child sexual exploitation; giving them the support they need to make informed, safe choices and to have appropriate, healthy and safe relationships.



YC

HERTFORDSHIRE

## **Healthy Relationships Programme**

### **Introduction**

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something, such as gifts, money or affection, as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening.

It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online.

Girls and young women are frequently forced into sexual activity by gang members. Research by Beckett (2012) found girls considered to be engaging in casual sex were seen as forfeiting their right to refuse sex.

The majority of sexual exploitation within gangs is committed by teenage boys and men in their twenties (Berelowitz et al, 2012).

YC Hertfordshire has developed a group work programme that is part of the wider Hertfordshire Child Sexual Exploitation campaign that enables young people to be able to recognise and develop healthy relationships so that they are less vulnerable to exploitation.

### **Aims**

- Raise young people's awareness of child exploitation
- Invest time and provide support to help young people make informed, safe choices and to have appropriate, healthy and safe relationships
- Assist young people to engage in a group work programme that enables young people to establish support from peers and to access local services

### **Contents**

This toolkit contains resources for eight workshops. Where sessions are marked with a \* there is a short film or clip suggested to aid or reinforce learning so internet access and facilities to show them will be required.

Step-by-step instructions are provided for each session but these can be amended to meet different learning needs or to address local issues and concerns. Similarly they can be delivered in a different order but it is recommended that a topic is completed before moving on to the next.

### Session Aims

<b>Session 1</b>	<b>Introduction to the programme and 'My Star', confidentiality and disclosures</b> An introduction to the programme and what is covered in the sessions; plus guidance as to what is meant by confidentiality and what happens with disclosures
<b>Session 2</b>	<b>Staying safe online and boundaries</b> Provides a greater understanding of the dangers of being online, taking into account inappropriate behaviours and ways to keep safe. It also looks at what support is available
<b>Session 3</b>	<b>Guidelines to sharing information and personal profiles</b> This session explores the use of personal details shared online through profiles, and the safety around this.
<b>Session 4</b>	<b>Definitions and the Law, Sexting and Selfies</b> This session examines what is meant by 'sexting', and the consequences of sharing photographs. Participants will have the opportunity to agree approaches to staying safe.
<b>Session 5</b>	<b>Positive Relationships, Sex and Pornography</b> This session encourage young people to consider the potential impact of pornography on their understanding of what constitutes a positive relationship and clarify issues of consent and the law.
<b>Session 6</b>	<b>Consent and Power</b> This session looks at consent and what our understanding and expectations of this is for young men and women.
<b>Session 7</b>	<b>Sexual Violence</b> This session explores what sexual violence is. It looks at the roles young men and young women take and the associated risks to this.
<b>Session 8</b>	<b>Support and Evaluation</b> Recaps the sessions and provides time to ask questions and clarify information.

### Who is it aimed at?

This resource aims to raise awareness with young people aged 11-17 about exploitation, and enables them to recognise dangers and develop healthy relationships so that they are less vulnerable to exploitation.

Healthy Relationships is a preventative programme; it is not aimed at those young people that have already experienced CSE, although it could be adapted to meet specific needs.

## **Establishing a safe learning environment**

Be sensitive to the life experiences that some young people may have. Agree the option to pass in discussions and not to participate in an activity if it becomes too much or is emotionally upsetting. Explain that young people will not be asked to share personal experiences and where appropriate signpost young people on to additional services. If a disclosure is made, follow HCC safeguarding procedures.

To ensure that everyone feels safe participating, take time to explain boundaries and limits to confidentiality, explaining when information would need to be passed on and what can 'stay in the room'. To help with this ensure that there is a robust set of ground rules in place before starting. These may include:

- The right to feel safe
- Freedom to express opinions and values
- The right to respectfully challenge
- The promotion of inclusion and diversity
- To listen without interrupting
- To ask questions to help learning
- To keep information confidential (within the boundaries discussed)

## **Reporting concerns**

Like other public bodies, schools and services for young people have a legal duty to prevent crime. If you have knowledge that a crime is about to be committed or believe a young person is at immediate risk of harm or poses an immediate risk to others, call 999.

If you consider that a young person is vulnerable or 'at risk' of CSE then assess any additional support needs and follow safeguarding protocols. Check with your line manager and record everything.

Report inappropriate content to social media providers and encourage young people to do the same.

## **SESSION ONE**

### **Introduction to the programme and My Star (including confidentiality and disclosures)**

#### **Aim**

The aim of this session is to introduce the learners to the Healthy Relationships Programme; understand what is meant by confidentiality and disclosures and complete My Stars with each learner.

#### **You will need**

##### **Activity 1**

- Copies of YC Hertfordshire My Star 'Young Person's Assessment', 'Young Persons Action Plan' and 'My Star Descriptors' paperwork.
- Flipchart paper and pens

##### **Activity 2**

- Tube of toothpaste and paper

#### **Time needed**

2 hours

#### **How to do it**

Start by introducing the Healthy Relationships programme. Explain that it is an 8 week programme that is for people to recognise and develop healthy relationships and to develop young people's confidence to make positive choices and keep themselves safe.

Explain that each week there will be a group session led by the Youth Workers delivering the programme that will be based around the key areas mentioned above.

Discuss and set some ground rules for the sessions. Record these on a flip chart and display them every time that the group meets.

#### **My Star**

Introduce 'My Star' to the group and ensure that each young person on the programme spends one to one time with a Youth Worker to plot where they are on their My star at this present time and the relevant section of the 'Young Person's Assessment' is completed and any planned outcomes/goals and actions are recorded on the 'Young Persons Action Plan'. Explain that this will be reviewed at the end of the programme to see if there has been any movement and if the outcomes/goals and actions have been met.

#### **Activity 1 – Confidentiality**

Ask the group to explain what they understand confidentiality to mean. Write up on flip chart and summarise their explanations. Confirm with meaning below;

*'Confidentiality' means that any information shared with someone in trust can only be passed on to someone else with the agreement of the person disclosing it'.*

Next explain what the boundaries are regarding to confidentiality. As standard these should be that you will break confidentiality when;

- Someone discloses information that makes you believe that they or another young person or vulnerable adult will be at risk of significant harm.
- Someone discloses information about a serious crime that has been committed and it is in the public interest to share that information.
- You suspect or discover that someone is carrying a weapon or drugs in the session

Check with the group that they fully understand these boundaries and why they are there.

### **Activity 2 – The tooth paste activity**

This activity will allow the group to experience 'disclosure' in a visual way.

Using a tube of toothpaste ask a member of the group to squeeze out the entire contents of a toothpaste tube on to a sheet of paper. Once emptied hand the tube to another member of the group and ask them to put all the toothpaste back into the tube.

Explain the rules as follows;

- Not allowed to tamper with the tube in any way
- Keep the tube clean
- Cannot use another implement

Conclusion –it is impossible to put the toothpaste back in the tube.

Ask the group, what does the toothpaste exercise represent in relation to confidentiality and disclosure?

Explain that:

- Once they say something in a session they cannot take it back
- Once the tutor has heard information from them they cannot pretend that they have not heard it, and if the information is within the boundaries set, they must act on it
- The space is safe and confidential and they are in control of what they choose to disclose in the session
- They should make their decisions regarding sharing personal information based on the knowledge that there are boundaries to this confidentiality

Please emphasise that young men and women can share information if they want to, particularly if they want help. They may also be things that they want and need to speak about but do not want to make a personal disclosure. Helping them to think about talking in the third person and not using real names or locations in their discussions can be useful in them being able to speak about issues that affect them in a way that is safe for them.

## SESSION TWO

### Staying safe online and boundaries

#### Aim:

- To distinguish between appropriate and inappropriate information to share online
- To understand more about online sexual exploitation and grooming
- To discuss ways to stay safe online
- To know where to go to share any concerns

#### You will need:

##### Activity 1

Paper and pens

##### Activity 2

2 x sheets of paper marked 'Would' and 'Wouldn't', Sticky tack

##### Activity 3

A set of the E-safety Relationships Cards

##### Activity 4

Flipchart paper and marker pens

##### Activity 5

Flipchart paper and marker pens

YCH online safety guidelines

#### Film:

[Thinkyouknow - online grooming](#)

[Can I be your friend](#)

#### Time: 2 hours

#### Icebreaker

This icebreaker invites young people to 'guess the sender' of a series of emails/texts/messages by the language used before considering how digital communication differs from 'real-life'.

Divide the young people into pairs and give each couple paper and a pen. Explain that you are going to read out a line from some emails sent to a young person (defined as aged between 11-19). Their task is to listen and then quickly write down who they think the message is from. As a guide for the facilitator there are suggested answers are in brackets next to the snippet of email.

1. 'Lol c u there ☺ (Friend)
2. 'Please complete the attached medical form in black ink and bring it with you to your appointment. We respectfully ask that you arrive on time as lateness can result in your time slot being re-allocated to another patient.' (Doctor / hospital / dentist appointment)

3. 'I should finish work early tonight but if you get home first please unload the dishwasher and walk the dog – especially if you want me to pay for the film you are going to see at the weekend!!' (Parent / carer)
4. 'Please accept this email as formal notification that you have been accepted onto the course you applied for.' (College)
5. 'Miss you babe ... send pic xxxxx' (Boy/girlfriend)
6. 'Time to get excited - our trip to London is only a few weeks away. Please find attached a parental consent form for you to print off and get signed. Remember: no consent form, no trip!' (Youth worker / teacher)
7. 'If you believe that you have been awarded the incorrect amount, or have additional information to support your claim, please contact us on ....' (Benefits claims office)
8. 'To win this exciting trip of a lifetime all you need to do is answer the three simple questions below and tell us in 250 words why this summer will be the best ever.' (Junk mail / Competition / Spam)

Go through the answers, awarding a point for those that get it right (discretion can be used here as there are multiple acceptable answers).

As you go along encourage discussion about the different type of language used in formal or informal messages, potential misunderstandings and any 'sub' messages picked up. For example, the message from a parent / carer asks the young person to do some household chores and then suggests that the money for a cinema ticket will be withheld if the request is ignored. This could be received as either a joke or a threat, dependent on their relationship, the mood both people are in, whether the parent / carer usually pays for things, whether the young person has a history of taking without contributing or if the parent / carer has a history of promising to pay for things and then not doing it. This demonstrates the need for extra clarity as the other things we use to communicate with meaning; body language, tone of voice etc., are all missing in digital communication. A smiley emoticon is not the same as a smiling face!

Conclude by reminding everyone that you can't 'un-send' an email or text once it has been sent, so it is important to always check first to make sure that appropriate language is used, e.g. formal for a potential employer and in full sentences. Sarcasm and 'jokes' don't always translate well to email/text, which can leave someone feeling hurt or angry when no harm was intended. It is also a good idea to make sure that emails are sent to the right person and any group messages use the BCC function so that the email address list is not visible to all. Sending a message intended to your boy/girlfriend to your boss/teacher by mistake could end up embarrassing everyone involved!

### **Activity 1 – Getting to know someone**

This is an activity that encourages young people to think about the sort of information they willingly give out online, compared to that which they would tell a stranger face-to-face. Start by offering this quote to provoke comments and discussion about what it means and the validity of it.

'A friend may be waiting behind a stranger's face' Maya Angelou

Now facilitate a 'feet first' activity, using the statements below and asking the young people to move either to the 'Would' or 'Wouldn't' sign dependent on their opinion. Encourage everyone to be honest and go with their first thoughts, explaining that there will be time to change later if they want to.

Set the scene by asking everyone to imagine they are meeting a complete stranger for the first time in a social setting before reading the following statements for them to respond to:

1. This person asks you to tell them where you live, would you?
2. This person makes personal comments about how you look, would you feel comfortable?
3. You are physically attracted to this person, would you tell him/her your relationship status?
4. This person asks about the people you live with, would you tell them?
5. This person asks you to call them by their nickname, which includes slang words for oral sex, would you?
6. This person is much older than you, would you feel comfortable if they flirt with you?
7. This person asks you to immediately become their friend, would you?
8. This person asks you intimate questions about your sex life, would you answer?
9. This person asks lots of questions about how happy you are in your home life, would you answer?
10. This person asks you to remove some of your clothing so they can see you better, would you do so?
11. This person tells you in detail about their sexual fantasies, would you listen?
12. This person asks to meet up, away from the social group you are in, would you agree?

Take time to discuss responses after each statement, including how appropriate or inappropriate the request is and why. After this the young people can move places on the opinion spectrum if they want to.

Conclude that it takes time to build a new relationship, either as a potential friend or boy/girlfriend and that when meeting someone for the first time it is unlikely you would give him/her lots of personal information, especially if they are not know to any of your family or friends and/or are much older. Invite suggestions about the things you may tell someone on first meeting. This could include –

- Your first name
- The area, not the address, you live in
- Your job/college, but not specifically where you work/study

- Things you like / dislike

Compare this to the information given out regularly via social media, webchats etc. Suggest that it is a good idea to be as cautious online as you would be in the real world.

This 3 minute film show the reality of social media and the comparison with face to face contact.

[Can I be your friend](#)

### **Activity 3 – E-safety relationships**

This is a role-play that demonstrates the potential risks, as well as benefits, of making new friends online.

Divide the young people into pairs and ask them to sit back to back so that they cannot see each other. This will simulate being online. Hand out the E-safety Relationships Cards so that each pair has one of the character cards. Explain that the cards give an online scenario. The task for the young people is to talk to their 'online' partner and role-play engaging them in conversation to meet the goal on their card. These differ, as do online relationships, so make sure you stress that not all are dangerous, but all have potential risks.

Allow about ten minutes for the role-plays to progress and then ask everyone to stop, leaving their character behind, to review what happened as a whole group. Use these questions as a basis:

- How easy was it to start a conversation?
- Was it easier to withhold or share information?
- Did you believe what the other person told you? If yes, why, if not, why?
- Which scenarios posed the highest risks and why
- How much do you consider what you tell people you meet online?
- What stops or encourages you to keep up a conversation?
- How do you usually talk to someone you've met online again?

Points to make include the fact that people may not be who they say they are online, e.g. the scenario about Sophie and Hanif.

Alternatively they may be looking to build an inappropriate friendship, like the scenario featuring Taylor and Jenna, which could be defined as 'grooming'. Define grooming as a deliberate action by an adult to engage a child or young person and build an emotional relationship with the purpose of lowering inhibitions to initiate inappropriate sexual contact and/or a relationship. It can also relate to the taking and/or distribution of inappropriate images (even with the child's consent). Point out that grooming can take place over months, or even years, and is not confined just to strangers.

It is important to explain that grooming and child sexual exploitation is not a new thing and that digital technology does not cause or allow it. It is not the technology at fault; this only facilitates the behaviour, intent and/or actions of the users, for which manufacturers are not responsible.

#### **Activity 4 – Benefits and drawbacks**

Facilitate a discussion about the benefits and drawbacks to making new friends online. Record these onto flipchart to use as a basis for some safety guidelines in Activity 5. For example -

Benefits: It can be easier to talk online, especially if you are shy; you can meet people regardless of where you live; you can be anonymous online; you can meet people who share the same interests as you; you can find support with people who have similar issues or concerns; you can practise communication skills; you can make new friends or even find love.

Drawbacks: The other person might be very different to how they appear online; you can't see the other person's body language; if you are on Facetime or Skype you may be asked to do or see things you are uncomfortable with; you are allowing a stranger access to your social media or mobile number; you may be talking to someone that is honest about their age, marital status or expectations of you but in real life you would never come into contact with them; in some situations sharing personal details with a stranger could be dangerous to you or others.

Please refer young people to the link below;

[Thinkyouknow - online grooming](#)

#### **Activity 5 – E-safety guidelines and evaluation**

Evaluate young people's learning from this session by drawing up a set of E-safety guidelines for talking and/or building relationships online. These should include –

1. Don't post personal information online
2. Think carefully before posting pictures or videos of yourself. Once it's online it no longer belongs to you.
3. Keep your privacy and security settings as high as possible
4. Never give out your passwords
5. Be careful about talking to people you don't know
6. Don't meet up with people you've only met online
7. Remember that not everyone online is honest
8. Think carefully before you post something online or message
9. Respect other people's views, even if you don't agree with them. If they are offensive or inappropriate, report them to the site
10. If you see something online that makes you feel uncomfortable, unsafe or worried tell a trusted adult immediately.

Ensure that all young people know where to go and who to speak to if they are concerned about any online behaviour, or anything else raised in this session. As before, for more advice and information see the suggested websites.

Have copies of the YCH guidance to hand out to participants to take away.

## E-safety Relationships Cards

### Scenario 1

#### **Jasmine**

You have Type 1 diabetes. Your friends know but can't really understand what it's like to live with a medical condition.

You found an online support group for young people with diabetes and have been talking to someone with the screen name 'Nicole' for a few weeks. Although the other young people in the group seem nice, it is her that you have made a proper connection with.

Nicole seems really nice and you have lots in common. Tonight you discover that you will both be 15 next week. You are going to suggest meeting up to swap birthday cards and celebrate – this friendship is obviously meant to be.

#### **Nicole**

You are struggling to cope with your recently diagnosed diabetes. Luckily you found an online support group and it has been such a relief to talk to other young people who are going through the same thing.

In particular you have made friends with a girl called Jasmine and you can't believe how many things you have in common. Jasmine is so easy to talk to, it's like you have known each other for years, and you have spent hours online chatting and sharing stories.

Amazingly, you even share a birthday and will both be 15 next week!

## Scenario 2

### **Tom**

You are 14 and really enjoy playing online fantasy games. On your favourite site you use the name 'Hercules' to play games with players from all over the world.

One person you regularly challenge is someone with the online name 'Troy'. He is really good so as well as playing you have begun to chat and swap game strategies.

Although the site is anonymous, Troy really reminds you of someone you know through football club. In real life you have never spoken, he is a few years older, but you are convinced you know Troy's true identity – all you have to do is prove it.

You are going to ask Troy some personal questions to find out if your assumptions are right.

### **Jay**

You are 16 and enjoy playing an online fantasy game in which you get to create your own character, 'Troy'. The game involves players from around the world, although you usually play with the same ones.

In truth you love being Troy more than being Jay – he gets to do all the things you wish you could, as well as being a tall muscle-bound super hero with loads of beautiful girlfriends. In reality you don't feel like any of these things and you are far too shy to speak to any of the girls you fancy at school. That's what's so great about this site – no one knows who you are.

One player, Hercules, keeps asking your advice on moves and how to get to the next level. You like the feeling of being a mentor and enjoy swapping game strategies.

### Scenario 3

#### **Sophie**

You are 19 and love using a popular dating app. As well as being a great way to see lots of attractive men it is also a massive ego boost every time your phone 'pings' to let you know you have a new match. You have uploaded loads of sexy selfies, including one of you dressed in a corset with a whip for a '50 Shades' themed birthday party that got lots of attention.

To be honest you would like a real life boyfriend, but you are getting such an adrenaline rush off so many compliments it is going to be hard to stop. As you tell your friends, 'so many men, so little time 😊'

For the last few hours you have been talking to your latest man, 'Hanif'. He is gorgeous and you are thrilled he fancies you – he looks like he could have any girl he wanted. You would never ask, but secretly you hope he will ask to meet up, so you keep dropping hints.

#### **Hanif**

You are 20 and have been using a dating app on your phone to talk to girls for the last month. You have no intention of meeting up with any of them as you are married but you enjoy looking at pretty girls. Experience has taught you to pick those with the most revealing profile pictures and avoid girls who say they are looking for a relationship. To be honest you can't believe how shameless some of these girls are; they seem happy to engage in messages that leave little to the imagination.

To increase your chances of a match you have used a photo of a young Egyptian pop singer as your profile picture, which seems to be doing the trick! You know you should feel guilty but it's only a bit of fun and as long as your wife doesn't find out you get to flirt and have virtual sex with some really beautiful girls. After all, you're not really doing anything wrong are you?

Tonight, you are messaging Sophie again. From the photos she has on her profile she looks like she is up for some fun.

## Scenario 4

### **Jenna**

You are 16 and seem to spend most of your time arguing with your mum – you swear she walks about looking for a fight and it is a rare day when she isn't moaning about something.

This week you are grounded for coming home late so you have spent time online instead of seeing your friends. Resentful and angry, you just wish your mum understood how miserable she is making you with her stupid rules.

The only good thing to come out of it is that you have met 'Taylor' online. You have talked together for hours and he is so supportive. Even though he is a bit older, he doesn't get on with his mum either so he knows how you feel. You believe it when he says that you are special to him; you feel the same way.

You realise you have fallen in love and nothing anyone says or does is going to keep you apart.

### **Taylor**

You are a 33 year old called Mark and enjoy chatting online as 'Taylor', which is really your last name. Every time you feel a bit guilty for lying you tell yourself that you are not really doing anything wrong; in fact you have been very kind to some very troubled girls, a bit like an unpaid counsellor.

Over the last few weeks you have struck up a friendship with Jenna who seems really lonely and sad because of the constant arguments at home. You encourage Jenna to share her feelings and tell her you understand, as you haven't got a very good relationship with your mother either. This seems to do the trick and you know she really trusts you.

Having worked hard to build the relationship you are annoyed because Jenna nearly got caught talking to you online by her mum. You are pretty certain her mum would not approve of you, especially as you have feelings for Jenna, so you suggest that she keeps your friendship secret.

## **SESSION THREE**

### **Staying safe and your profile**

#### **Aim:**

- To distinguish the potential risks of finding love online
- To review their own social media profile to consider what it really says about them
- To discuss ways to stay safe on dating apps and social media
- To know where to go to share any concerns

#### **You will need:**

##### **Activity 1**

Paper and pens

##### **Activity 2**

Facilities to take and print a selfie

Scissors and glue, A3 paper and pens

##### **Activity 3**

Online access to social media

Sticky notes, pens, markers, Flipchart paper and A4 paper

##### **Activity 4**

Flipchart paper and marker pens

##### **Activity 5**

Flipchart paper and marker pens

**Time: 2 hours**

## Icebreaker – Quiz

Start with this quick quiz to open up discussions about online dating and give information about the huge rise in popularity of it over the last few years.

1. How many singles are registered with online dating sites in the UK?

5 million    10 million    **15 million**

2. How many people currently find love on line?

**One in 5**    One in 7    One in 10

3. Researchers forecast this rising in 20 years time to:

Over 30%    **Over 50%**    Over 70%

4. Name three popular dating apps in the UK:

For example: Tinder, e-Harmony, Match, Grindr, OkCupid

5. Do you think you can find true love online?

Discuss why or why not, concluding that according to statistics people of all ages report finding their partner online and that this figure has increased rapidly as technology like smartphones has become more widely available

Source: Daily Mail

## Activity 1 – Dating profiles

This exercise encourages young people to think about the skills and qualities that are promoted in a dating profile and suggestions for staying safe.

Divide the young people into small groups of up to five. Each group should nominate one person to take and print a selfie and then write an online dating profile for them. This is for fun and learning only so make sure there is no pressure on anyone to volunteer if they feel uncomfortable about it. The profile can be written in any style and can contain up to 500 words, however it should contain;

1. A profile name
2. A profile (describing him/herself)
3. A description of what she/he is looking for in a potential partner

Invite each group to present their profile and then review what has been written to see;

- a) If it is a true representation
- b) If the words used contain any hidden messages or could be misunderstood, e.g. 'up for fun' tends to mean 'up for casual sex' in an online dating profile.

Reinforce the need to be careful not to reveal too much personal information, which could leave you vulnerable. Suggest that when writing a profile it is a good idea to ask a trusted friend to read it first before uploading. Most people are genuine, but according to police reports there are those who use dating sites to target people, not just for grooming but also for blackmail and scams involving money.

**Get Safe Online recommends the following tips to stay safe:**

- ✓ Trust your instincts - if you think something feels wrong, it probably is
- ✓ Choose a site that will protect your anonymity until you choose to reveal personal information and that will enforce its policies against inappropriate use
- ✓ Do not post personal information, such as phone numbers, on dating sites
- ✓ Never send money or give credit card or online account details to anyone you don't know and trust
- ✓ Wait until you feel comfortable with an individual before telling them things like your phone number, place of work or address
- ✓ Be extremely wary about removing clothes or doing other things in front of your webcam that could be used against you - even if you think you know the other party
- ✓ Use a dating site that offers the ability to email prospective dates using a service that conceals both parties' true email addresses
- ✓ Set up a separate email account that does not use your real name
- ✓ Pick a user name that does not include any personal information
- ✓ Finally, meet for the first few times in a safe place with plenty of people around

(<https://www.getsafeonline.org/news/online-dating-fraud-up-by-33-last-year/>)

**Activity 2 - Social media profile review**

Begin by suggesting that whilst not everybody tries online dating, most people in the UK use social media. Ask the young people if they have a social media account and encourage them to call out names of different accounts they hold, e.g. Facebook, Twitter, Instagram or as members of online gaming or dating sites. Record these without discussing on a large sheet of paper.

Conclude that social media is popular and that people often have more than one account. Some social media apps have become mainstream, 15 million people have a Twitter account, and growing in popularity are Pinterest and Instagram that are based on sharing photos. Other platforms are enhanced with messaging apps such as Snapchat and WhatsApp – particularly popular with those aged 13-201.

Ask –

1. Why do people have a social media account?
2. Have you ever exaggerated on social media to make yourself sound more interesting or attractive?
3. Have you ever pretended to be having a better time than you really are?

Suggest that by posting on a social media site you are potentially inviting a great many people to look at your words or pictures, which can be great. However, it is important to make sure that the message being received is the one you want to give and doesn't leave you vulnerable to being approached in negative ways.

Hand everyone a sheet of A4 paper, pens and a wad of sticky notes. Individually, ask each person to spend up to ten minutes thinking about the words they would like people to use to describe them after seeing their profile. These should be written down, one word per sticky note, and then stuck on the A4 paper. Ask young people to write their names on the paper too.

Next, choosing a partner to work with, and still not showing them their word page, invite each person to go online and open their social media profiles for their partner to see. Hand out another stack of sticky notes and a clean sheet of paper, this time asking each young person to write the name of their partner at the top. In turns, each partner now has up to ten minutes to review the other persons profile and this time write down words which describe what they see. This should include first impressions as well as information obtained through pictures, profiles and posts. Call time, swap and repeat.

Bring the partners together and swap A4 word paper sheets so that each person has the sheet they completed, which describes how they think, or how they would like to be seen and the second one which has on it the messages and impressions picked up by the person who viewed their profiles. The task is to compare and contrast how people think they are seen, and how they want to be seen, with the reality of what their peers saw.

Ask;

- How similar are these?
- Does your profile portray you in the way you want to be seen?
- Do you want to be treated in the same way online as you are in real life?
- Could any of the information on your profile be used to find you in the real world?
- Is any of the content provocative or of a sexual nature? How might others perceive this?
- What, if anything, needs to change to narrow the gap between how you want to be seen and how someone else perceives you?

Suggest everyone goes back to their online profiles and spends some time reflecting on the exercise and then considering what needs to be done to improve it. Remind learners that these profiles are the first thing that anyone sees so photos and the way information is presented is really important. This should be truthful, fair and balanced.

## SESSION FOUR

### Definitions and the Law, Sexting and Selfies

#### Aim:

- Understand the definitions associated with CSE and the law
- To discuss the risks in taking and posting selfies online
- To consider what is appropriate and inappropriate to share, message and distribute
- To understand more about the term 'sexting', child exploitation and grooming
- To agree ways to stay safe on social media
- To know where to go to share any concerns

#### You will need:

##### Activity 2

Sets of Selfie Cards

Flipchart paper, Markers coloured black, red, orange and green

##### Activity 3

An A2 sheet of card or stiff paper for each group

Paper & marker pens

Computer / laptop

Selfie Cards

Sexting dilemmas

'Sharing Indecent Images' document

##### Activity 4

Copies of the 'Just say it' worksheet (photocopied to A3)

Pens

#### Links:

[www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx](http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx)

<https://www.herts.police.uk/A-Z/Sexting-law>

<https://www.herts.police.uk/Information-and-services/Advice/Child-sexual-exploitation/What-is-child-sexual-exploitation>

**Film:** [HCC CSE film](#)

[Child Line Pauls story - nude pics](#)

**Tutor Note:** Photo consent will need to be obtained for activity 3. It is also important that boundaries are maintained during the making and taking of photos to ensure that no intimate or sexually provocative pictures are included.

**Time: 2 hours**

### **Icebreaker - Agree/Disagree/Not sure**

Facilitate a quick 'feet first' activity by reading out the statements below and asking young people to move to different points in the room to show if they agree, disagree or are not sure about it. This helps to open up discussions about values and attitudes as well as enabling the facilitator to assess young people's existing knowledge.

#### **Statements**

1. You shouldn't trust anyone you meet online
2. Most people exaggerate online to make themselves sound better
3. Everyone uses a flattering photo for their profile picture
4. Only sad people who can't find love in the real world use online dating
5. Most grooming happens online
6. You can use social media to meet potential girl/boyfriends
7. Internet dating is only for older people
8. I would never date someone I met online
9. It is easier to speak to someone you meet online rather than in the real world
10. The majority of sexual predators go online to find vulnerable children and teenagers
11. Not everyone tells the truth online
12. I would know if I was being groomed

Check out the young peoples' understanding of the terms 'grooming', 'paedophile' and 'sexual predator'. These descriptions provide a basic understanding.

**Grooming** - is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, exploitation or trafficking. Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. Groomers may be male or female. They could be any age.

**Paedophile** – someone who is sexually interested in children.

**Child exploitation** - CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. They may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. Some children and young people are trafficked into (or within) the UK for the purpose of sexual exploitation<sup>3</sup>. NB: Trafficking within the UK applies irrespective of distance travelled; can be applied to movements within the same city.

The important thing is for young people to realise that it could happen to anyone, but that some children and young people are more at risk than others. Some grooming takes place without the young person realising it, e.g. they believe that they are in control of what is happening or that they are in a loving, appropriate relationship. Learning how to be mindful and taking care to enjoy the internet and social media safely can help to reduce these risks. Remind them that if they are ever unsure or anxious about something that is happening then they should stop and let a trusted adult know.

Give information about support services in Hertfordshire.

Give time for these definitions to be discussed then ask the group if they know what Laws are there to protect them. Write answers on a flip chart and clarify details below.

## The Law

### Sexual Offences Act 2003

Prosecutions for Child Sexual Exploitation can be brought under provisions of the Sexual Offences Act 2003. These include;

- Rape
- Sexual assault
- Sexual activity with a child
- Possessing indecent images of children
- Distribution of indecent images of a child
- Making indecent images of a child
- Inciting a child to engage in sexual activity
- Abuse of position of trust
- Meeting a child following sexual grooming
- Trafficking within the UK for sexual exploitation
- Trafficking out of/into the UK for sexual exploitation
- Administering a substance with intent to commit a sexual offence

NB: There are many sexual offences and these are a few.

The NSPCC's Flaw in the Law campaign successfully amended the Serious Crime Bill so that it is now a criminal offence for an adult to send a sexual message to a child.

The Serious Crime Act 2015 made amendments to the Sexual Offences Act 2003 in order to withdraw reference to children involved in prostitution and pornography and affirm their status as victims of CSE.

Give time for group to discuss and digest

### Activity 1 – Taking selfies

Start by asking young people to guess which of the following celebrities takes the most 'selfies' and uploads them on Twitter and Instagram social media. The answers are in bold type. All of the other celebrities are in the top fifteen.

A. Snoop Dog

B. Ariana Grande

**C. Kylie Jenner (1st place Instagram)**

D. Rhianna

E. Justin Bieber

F. Kim Kardashian

**G. Miley Cyrus (1st place Twitter)**

H. Kendall Jenner

I. Ciara

Conduct a quick poll amongst the group to see who posts the most selfies and find out which is the most popular social media to post them on. Suggest that many people choose snapchat, as they mistakenly believe that the photos are only visible for a short while.

However screenshots can be taken, meaning that as with all pictures posted online once it is in cyberspace it is out of the owners control forever.

Divide young people into small groups with flipchart paper, coloured markers and a set of Selfie Cards. On the paper they should draw the basic outline of a set of traffic lights.

Their first group task is to define a meaning for 'risky behaviour'. This could mean risk of harm to self, harm to others or even harm to society, but in order to assess the cards they will need to have agreed a definition that all members of the group are happy to sign up to. Once done, the cards should be placed face down next to the traffic lights.

Explain that for this activity;

Red = Stop! This is risky and dangerous  
Amber = Caution! This could be dangerous  
Green = Go ahead! This is fine

In turn, each person picks up a card from the pile and reads it aloud before deciding whereabouts on the traffic lights it should be placed, explaining his/her reasons for doing so. After this explanation other members of the group can challenge or agree with the placement before moving on to the next card. Stress that this is not a test and that all answers are open to debate.

Once all of the cards have been discussed, ask each group what criterion was used to define 'risky'. This could include a mix of;

- The potential negative effects on a personal relationship.
- The potential harm caused to others.
- Breaking the law and the potential consequences, e.g. getting a criminal record, a fine or even a custodial sentence.
- The potential harm to society.
- The potential harm to a person's emotional wellbeing.

Invite feedback from each group starting with cards placed in the Green zone through to those considered most risky and dangerous, so in Red. Encourage discussion to ensure everyone understands the risks they take if they engage in taking inappropriate selfies, but also reassuring them that things like sending loving texts or taking romantic pictures are all perfectly acceptable things to do.

Inform the young people that within some of these scenarios the law has been broken and therefore at least one person involved could get into trouble. Point out that if an intimate picture is taken of a person under 18 years of age, it is not just the person who takes the picture that is breaking the law, even if it is of themselves, but also anyone viewing it, especially if they then forward it.

Remind them that online pictures can go 'viral' very quickly and there are no controls over how far it goes or who sees it. Refer back to the discussions about child exploitation and grooming and discuss how things like taking and sharing naked or sexually provocative selfies can increase risks and vulnerability.

Conclude that even within a loving relationship it is unwise to take (or allow to be taken) intimate pictures, no matter how old you are. If you argue or split up these can be used to put pressure on, blackmail or bully you.

View the film 'Pauls story' [Child Line Pauls story - nude pics](#)

### **Activity 3 – Sexting and the Law**

Using Childline and Herts Police websites;

[www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx](http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx) and

[www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx](http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx)

Ask the group to find out about the law around sexting and feedback, checking facts from both websites. Confirm facts with the group.

### **Having sexting photos or videos on your phone or computer**

If you are under the age of 18, the law sees you as a child. Therefore, if you have any indecent images or videos of somebody who is under 18 you would technically be in possession of an indecent image of a child – even if you are the same age.

This is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988. Possession of an indecent image of a child applies even if that is a selfie, so technically it is a criminal offence to be in possession of an indecent image of a child, even if you are the same age and even if it is a selfie you created.

### **Sending sexting photos or videos**

If you are under 18 and you send, upload or forward indecent images or videos onto friends or boyfriends/girlfriends, this would also be breaking the law, even if they are photos of yourself ('selfies').

Please hand out document supplied 'Sharing Indecent Images'

Advise young people of the Zip It application. Zip it is an app that provides teenagers with a witty response to sexting requests. If someone's trying to get you to send them naked images of yourself, use the images on Zip it to keep the situation in control. Zip it helps you get flirty chat back on the right track. It's packed with killer comebacks and top tips to help you stay in control of your chat game.

<http://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx>

The application can help you to:

- Save images onto your device and share them with your friends!
- Share images on Facebook, Twitter, BBM or via email.
- Find out how to deal with a sexting crisis.
- Get advice to help you flirt without failing.
- Call ChildLine or save the number to your phone.

You can also share images from Zip it through other apps like Whatsapp or Instagram, depending on what kind of phone you have and what apps you have on your phone.

#### **Activity 4 – Being assertive**

This activity builds on the previous one to explore different types of responses in a series of challenging situations.

Divide the young people into groups of three and hand each trio a large copy of the worksheet and pens. For each situation one person should respond in an aggressive way, another gives a passive response and the third assertive. These different roles can be rotated so that everyone takes a turn at responding to a difficult situation in each of the three styles. Inform learners that although you will be discussing the effectiveness of the different styles, you will not ask people to repeat what was actually said, which should encourage learners to experiment with tone, words and expression without the pressure of having to perform later.

Invite feedback about and then facilitate a discussion that considers;

Which style is most likely to lead to a challenging situation?

Which style is most likely to get your voice heard?

Which style is most likely to lead to feelings of frustration or lack of self-worth?

Which style(s) are most likely to make the situation worse?

Which is likely to make you feel best?

What other options are there if someone is trying to put sexual pressure on you to do or be something you are not happy with?

Conclude that whilst being assertive does not guarantee that you will get what you want, it is more likely to resolve a situation, get your point across and help you set and maintain personal boundaries. Remind young people that putting sexual pressure on someone else, or using emotional blackmail to get your own way is wrong, and in some of these examples if that pressure continued it would be illegal.

Suggest that if a young person is worried about themselves or someone else being a victim of grooming, sexual bullying or exploitation they should confide in a trusted adult, e.g. a teacher, parent or youth worker who can offer confidential information and advice. If someone is worried about their own safety or the risk of immediate harm, or that of someone else, advise them to contact the police.

## Selfie cards

<p>Sending a selfie to someone you love.</p>	<p>Taking a screenshot of an embarrassing picture of a friend.</p>	<p>Photobombing selfies of people you don't know.</p>
<p>Searching online to find sexy selfies of your favourite celebrity.</p>	<p>Using a sexy emoticon at the end of a photo text.</p>	<p>Tagging friends in a selfie taken at the beach without their permission.</p>
<p>Looking at sexy selfies sent by your partner in a public place.</p>	<p>Sending and receiving naked pictures with your partner.</p>	<p>Sharing a naked selfie of your partner with your friends.</p>
<p>Photo-shopping a friend's head onto a naked body and sharing for a joke.</p>	<p>Clicking 'Like' on a steamy picture.</p>	<p>Asking for someone you fancy to post an intimate picture on social media.</p>
<p>Allowing a partner to take intimate photos.</p>	<p>Taking artistic erotic selfies and posting them on social media.</p>	<p>Posting a portfolio of topless shots online to try and get into glamour modeling.</p>
<p>Posing for selfies with friends in nightwear at a sleepover.</p>	<p>Forwarding a naked photo of someone else to friends.</p>	<p>Encouraging a partner to video intimate moments together on their phone.</p>
<p>Accepting friendship requests from people you don't know based on a sexy selfie.</p>	<p>Using a selfie stick to take pictures in your underwear.</p>	<p>Taking screenshots of celebrities caught in intimate moments to share.</p>

## Sexting dilemmas

Story 1	Ayesha is invited to a party she really wants to go to. She is busy getting ready to meet her boyfriend and has drunk some alcohol to relax and get in the mood for a good night. As she gets out of the shower she receives a text. It's from her boyfriend asking what she is doing. Ayesha giggles and picks up her phone – perhaps she should send him a selfie to show him?
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Story 2	Angus has fallen out with his boyfriend because George seems to spend more time posting selfies online than he does investing in their relationship. Angus accuses George of being selfish and always putting himself first whilst ignoring anything Angus might want to do. George says he wants the world to know how happy they are and doesn't intend to stop using social media. How can Angus show him that there is more to a relationship than posting romantic pictures?
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Story 3	Donna has been sexting her boyfriend during lessons at school. She knows she should stop, especially as some of the messages are sexually explicit, but this is half the fun – telling him her fantasies whilst her teacher drones on about boring history. Now Donna has been caught and has had her phone confiscated. How can she tell her parents that the phone is gone without admitting what she has done?
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Story 4	Saul has been taking screenshots from free porn on his tablet for the last few weeks. He likes the fact he can look at whatever he likes, whenever he likes, without anyone knowing. He has also shared some with his friends who can subscribe to a stream of pictures sent daily via social media for a small fee. The problem is that his mum has asked to borrow the tablet as her laptop has broken. How can he help his mum without the embarrassment of having to explain his porn habit?
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## **Sharing Indecent Images**

### ***What is an indecent image?***

An indecent image is any photograph/picture/video which is of an intimate nature. It is illegal to create and/or share an indecent image of anyone whom is under the age of 18 years old – this would be an Indecent Image of a Child.

### ***What does the law say?***

It is against the law for indecent images to be shared of anyone under the age of 18 years old, according to the Sexual Offences Act, 2003. The law also saw the definition of child revised in 2003, from someone below the age of 16, to now meaning a child is anyone below the age of 18. This means that if a teenage couple were to send intimate images of themselves to each other, or third parties (such as friends) they are in breach of this law – and are committing an offence.

### ***What are the consequences?***

If an indecent image of someone below the age of 18 is shared, then the Police can become involved. As well as the police becoming involved, when indecent images are created and shared; it is also important to consider the other consequences of the creation and sending of this content.

If you send an inappropriate image of yourself to someone else, you no longer have control of what happens to the image. It could be shown, or sent onto another person, or used as blackmail. The emotional damage caused by the sharing of these images can be very harmful. The individual who sent the image might not want it to be seen by anyone else but the recipient. If the recipient then shares this image, this is a breach of trust – and can greatly upset the person in the photo.

### ***What to do if you send an indecent image?***

If it is sent by mobile to someone you trust, it is best to have an honest conversation with them, and get them to delete it as soon as possible

The problem if you post it to social media sites is that the software makes it very easy to upload and download images. Another problem for example, on snap chat, is that screen shots can be taken of that image. Social media makes it very difficult to prevent the spread of the image. If you have second thoughts and delete the image, it is not easy to tell how far that image has already spread within your network; and indeed outside of your network. Always contact the website itself, and request it be taken down as it goes against the sites terms and conditions.

Don't forget if you need help, ask for it! The quicker you deal with it, the quicker you can stop the spread of the image. True friends, family and professionals are there to help you, but they can only help when they know something is wrong.

***What to do if you receive an indecent image?***

If you receive an indecent image of a person under the age of 18, the police advise you should report it to them. They may wish to seek to preserve the evidence which includes retaining the device which sent or received it and may wish to speak to parties concerned. You should tell anyone proposing to send such an image that they shouldn't do so.

***What is revenge porn?***

If an ex-partner was to share an explicit image of a sexual nature of their previous boyfriend or girlfriend without their consent, and with the intention of causing distress – this is known as revenge porn. Those who engage in revenge porn can face serious consequences under new laws. This includes sharing images both online (e.g. via Facebook) or offline (e.g. via text message). Those caught can face up to 2 years in prison.

## JUST SAY IT - WORKSHEET

1. Your boy/girlfriend likes the sexy selfies posted online by his favourite celebrity crush and is putting pressure on you to re-create what he/she has seen. What do you say/do?
2. Your boyfriend/girlfriend suggests filming you both having sex, saying: "If you loved me you would". You don't want the film or to lose him/her but feel like you are running out of excuses. What do you say/do?
3. Your friend is desperate to have the largest breast implants possible because she thinks it will help her get into glamour modelling. You think she will regret it but she keeps texting you pictures of girls who have already had surgery to try and convince you. You just wish she would stop! What do you say/do?
4. Your partner keeps asking you to snog your best friend on webcam when you are both online. When you refuse he/she tells you that everybody does it and that you are just being boring. What do you say/do?
5. Your partner likes you to text sexy messages throughout the day to show how much you fancy him/her. Today they have begun sending intimate genital selfies too and you are scared that someone might see. You were happy sending messages, but this seems like a step too far. What do you say/do?

## **SESSION FIVE**

### **Positive Relationships Sex and Pornography**

#### **Aim:**

- To explore values and attitudes to pornography and erotic images.
- To understand the line between acceptable, provocative and pornographic images, including those on social media.
- To know the basic laws regarding the taking, storing and sharing of pornographic images and how they protect children and young people from exploitation and harm.
- To explore the difference between the relationships and sex shown in pornography and those in real-life.
- To reflect on how sex and relationship values, morals and opinions are formed.
- To introduce the concept of setting and maintaining personal boundaries within a relationship.

#### **You will need:**

##### **Activity 1**

Copies of the 'Porn / Not Porn' cards (one set per group of four young people)

A Porn / Not Porn Answer Sheet

##### **Activity 2**

Paper and pens, flipchart paper and marker pens

##### **Activity 3**

Sets of Porn vs. Reality cards (one set per group of four young people)

##### **Activity 4**

Flipchart paper and marker pens

##### **Activity 5**

Information about local support services for young people.

**Time: 2 hours**

## **Icebreaker – Porn statements**

Start by facilitating a quick 'agree, disagree, don't know' activity to assess values and attitudes to pornography within the group by calling out the following statements and then asking young people to move to different sides of the room to show their opinion. Leave space between statements to discuss the views indicated and create opportunities to ask questions and debate any issues raised before moving on to the next statement.

### **Porn statements**

1. Watching pornography is just harmless fun.
2. Pornography teaches you the bits about sex that sex education leaves out.
3. Males watch more porn more than females.
4. Most teenagers watch porn before they are 18.
5. The law regarding porn is old-fashioned and out of date.
6. Becoming a porn star is no different to any other type of acting – it's just a job.
7. Watching porn puts pressure on young people to have sex before they are ready.
8. Watching porn can affect how you feel about your body.
9. Everyone knows that sexual pleasure in porn films is mostly faked.
10. Watching porn gives people expectations about real-life sex.

### **Activity 2 – Porn / Not Porn**

Explain that the law does not consider all nude pictures pornographic, even though they show naked bodies and reinforce the fact that nudity does not always constitute erotica or porn.

Back in their small groups distribute sets of the Porn / not Porn cards. The task for each group is to read each card and then decide if they think what is described is pornography or not. The cards can be placed into two piles to discuss later.

Once all of the cards have been discussed and placed, read out each one and ask groups to share which pile they have placed it in and why. Next, within their groups still, invite the young people to assess which of the cards describe something that is illegal for someone under the age of 18 to make, see or share.

See the Porn / Not Porn Answer Sheet for guidance.

Explain that the main laws governing pornography in the UK are the Criminal Justice and Immigration Act 2008<sup>2</sup> and the Sexual Offences Act 2003 (see page 45, 'Indecent pictures of persons aged 16 and 17' and page 48, 'Causing or inciting child prostitution or child pornography'<sup>3</sup>). Reinforce that the taking and sharing of intimate photos of anyone under the age of 18 is illegal, even with their consent.

### **Activity 3 – Porn V's Reality**

This is an activity to consider the similarities and differences between real-life sex and relationships and pornography and opens up discussions about gender differences and attitudes to sex.

Facilitate as a small groups activity, using sets of the Porn vs Reality cards provided. The task for each group is to discuss the cards and then decide if they are 'Porn', meaning that the statement is an assumption or action most usually associated with pornography or

'Reality', meaning it is something more likely to be true of a real-life relationship. Any cards that young people believe to fall into both categories can be placed in the middle for wider discussion. Once all of the cards are placed encourage constructive and respectful debate, allowing cards to be moved where appropriate.

Some points to reinforce;

1. There are lots of different opinions about pornography. Aside from the legalities, much of this is subjective and a matter of personal values, taste and preference.
2. It is generally accepted that pornography is not the best way to educate young people about sex and relationships.
3. What consenting adults choose to legally watch once they are over 18 is a matter for them to decide.
4. There are strong arguments for and against the negative influence of porn on body image, the objectification of women and the exploitation of male and female workers in the adult industry. These can be researched further to inform a wider debate.
5. There is research that suggests pornography has an adverse effect on young people's expectations about sex and attitudes to real life relationships

#### **Activity 4 – Developing personal values**

This discussion can be facilitated working in pairs to identify and explore the origins of personal attitudes towards sex, relationships and pornography.

Start by asking young people to call out all of the people and institutions that they believe influence what they think and know about sex and relationships, e.g. family, friends, school, faith, the law, television/movies, magazines and music. Onto flipchart paper draw a circle in the middle to represent a young person and then write up all the sources of information around the circle. Once ideas are exhausted, divide the group into pairs and invite them to discuss the pattern created by all of the different suggestions and to identify any sources with conflicting messages or different moral codes.

Example: My parents say it is wrong to have sex before marriage.

Example: Several of my friends are having sex with their partners.

Example: The magazines I read make it sound as though everyone has sex before they are married.

Example: My partner has sent me a naked selfie to show how much he/she likes me and wants me to send one back.

Allow five to ten minutes for talking in pairs and then facilitate a discussion that considers the differences and similarities in messages received, which is fact and which opinion, which sources are the most influential and why and how to manage the barrage of information, facts and opinions offered by different people.

Use a red marker on the flipchart paper to show sources of stress or conflict.

Ask: How do all these different messages affect attitudes towards sex?

Which are the most powerful?

How might they influence decisions made?

Conclude that whilst it can be interesting to listen to other people's opinions ultimately deciding if, when and with whom to have sex is a personal matter that can only be decided by the individual. This decision should not be made under pressure or manipulation from anyone else.

The law says that the age of consent is 16, which offers protection to younger people, but that doesn't mean that everyone has to have sex then. Many people prefer to wait until they feel ready, which may be at a different age. Some things, like sending and/or receiving naked selfies are illegal. Resisting pressure to do something can be difficult so it is important to develop personal boundaries, along with coping skills to help stick to them. These will be informed by all of the outside influences identified but ultimately are the responsibility of each individual, especially as they have to live with the consequences, which may be positive or negative.

### **Activity 5 - Support review**

To end the session, facilitate a review of the key points and inform young people about the different types of support available to them before distributing leaflets promoting services. Reinforce that Issues of coercion or peer pressure to take/send intimate images, revenge porn and threatening to share images to control someone will be taken seriously.

This should include:

- Talking to a trusted adult if you have any concerns.
- Visiting a YC Hertfordshire Access Point to talk to youth workers or book an appointment to see a counsellor.
- If anyone is worried that there is something wrong or unhealthy about their body they can visit a GP who can check things out with complete confidentiality.

Informing the police about bullying or sexual harassment and / or reporting indecent or pornographic images to Child Exploitation and Online Protection Centre (CEOP)

<http://ceop.police.uk>

Summarise:

- In the UK a picture is considered pornographic if it can be assumed that its purpose is sexual arousal.
- Not all naked pictures are pornographic.
- A naked photo posted on social media is a pornographic image.
- It is against the law to take, make, share or distribute a naked picture of anyone under the age of 18 – even if they consent.

## Positive relationships, sex and pornography

### Porn / Not Porn Cards

Taking a close up of your mouth blowing a kiss for your social media profile.	Sending a topless selfie to your boy/girlfriend.
Tagging a friend sunbathing topless in holiday pictures on social media.	Sending a text to tell someone you fancy them.
Consenting lovers taking intimate private pictures during sex.	Taking a picture of your clothed genitals and posting it online with a funny caption.
Taking headshots of someone you don't like and photo-shopping them on to random naked bodies.	Taking an artistic photo of your naked body and sending it as a Valentine's card.
Re-Tweeting naked photos posted by celebs.	Posing in sexy underwear for photos taken by your boy/girlfriend.
Engaging in banter about the shape and size of someone's body online.	'Liking' a clothed picture of a glamour model you see online.
Taking a naked selfie and storing it on your phone.	Asking someone you fancy to send a nude.

Filming a sleeping boy/girlfriend and posting it online without permission.	Taking a screenshot of something you see on a porn site to share with friends.
Sharing naked selfies of your ex after a bad break up.	Making nasty comments about the number of sexual partners someone may have had online.
Texting friends a web link to a celebrity sex tape you found online.	Performing a simulated sex act and filming it for a dare.

## Positive relationships, sex and pornography

### Porn / Not Porn Answer Sheet

The cards shaded in grey describe actions and images that are illegal for anyone under the age of 18 to make, share or possess – even with consent.

<p>Taking a close up of your mouth blowing a kiss for your social media profile.</p>	<p>Sending a topless selfie to your boy/girlfriend.</p>
<p>Tagging a friend sunbathing topless in holiday pictures on social media.</p>	<p>Sending a text to tell someone you fancy them.</p>
<p>Consenting lovers taking intimate private pictures during sex.</p>	<p>Taking a picture of your clothed genitals and posting it online with a funny caption.</p> <p>Not pornography but may break decency laws or the rules of the website.</p>
<p>Taking headshots of someone you don't like and photo-shopping them on to random naked bodies.</p>	<p>Taking an artistic photo of your naked body and sending it as a Valentine's card.</p>
<p>Re-Tweeting naked pictures posted by celebs.</p> <p><i>Could be considered the distribution of pornography.</i></p>	<p>Posing in sexy underwear for photos taken by your boy/girlfriend.</p>
<p>Engaging in banter about the shape and size of someone's body online.</p> <p>This is bullying behaviour and may break</p>	<p>'Liking' a clothed picture of a glamour model you see online.</p>

harassment laws.	
Taking a naked selfie and storing it on your phone.	Asking someone you fancy to send a nude.
Filming a sleeping boy/girlfriend and uploading it without permission.  Not pornography but may break other laws if pictures and films are taken without permission.	Taking a screenshot of something you see on a porn site to share with friends.
Sharing naked selfies of your ex after a bad break up.	Making nasty comments about the number of sexual partners someone may have had online.  This is bullying behaviour and may break harassment laws.
Texting friends a web link to a celebrity sex tape you found online.	Performing a simulated sex act and filming it for a dare.  This may be considered pornography dependent on what it is, the age of the person and what they are wearing / not wearing.

## Positive relationships, sex and pornography

### Porn Vs. Reality Cards

Tutor note: please remove any cards that are age inappropriate for the group you are working with.

Most people have anxieties about sex at some point.	Pornography helps you understand what real naked bodies look like.
You can't have a mature, loving relationship without sex.	To be sexually attractive it is important to remove all body hair.
Taking naked selfies and sending them to your partner shows you are thinking of them.	Most couples film themselves having sex.
It is normal to have sexual fantasies.	Being sexually attractive means never saying 'no' to sex.
If a girl says 'no' to sex she really means 'yes'.	Males and females can't be real friends because one of them always wants more.
You don't need to respect someone to have sex with them.	The sex shown in porn films is different to real-life sex.
During sex, both partners should give and receive pleasure.	Large surgically enhanced breasts are more sexually attractive than natural ones.
There is nothing wrong with putting pressure on your partner to have sex.	Having sex is one of many ways you can show someone you care about them.
Males should be able to maintain an erection for up to an hour.	Men have a higher sex drive than women.
It is important to use condoms and practice safer sex.	In pornography the actors pretend to enjoy the sex.
Girls who wear revealing clothes are looking for sex.	The best relationships are built on trust and mutual respect.

To be sexually attractive you must be good in bed.	Having lots of sexual partners shows that you are sexually attractive.
If you fancy someone it's natural to want to sleep with them.	Boys want sex; girls want love.
Romance and sex are two very different things.	Watching porn teaches you how to have sex.

## **SESSION SIX**

### **Consent and power**

#### **Aim:**

- Provided understanding of what consent is
- Identify different ways that capacity and freedom to consent may be restricted
- Explore the different expectations placed on young men and young women in relationships based on their gender
- To support young people to increase their knowledge about power dynamics
- To encourage reflection and feedback between tutor and participant

#### **You will need:**

##### **Activity 1**

Flip chart paper and pens  
Legal definition of consent

##### **Activity 2**

Consent scenarios  
Laptop / projector  
[Thames Valley Police - Consent and tea](#)

##### **Activity 3**

Gender boxes documents and pens  
[Childline listen to your selfie Laras story](#)

##### **Activity 4**

Flipchart paper and pens  
[State of Jersey Police - CSE](#)

#### **Film:**

[Thames Valley Police - Consent and tea](#)  
[State of Jersey Police - CSE](#)  
[Childline listen to your selfie Laras story](#)

**Time: 2 hours**

## Activity 1

### What is consent?

This short activity will allow the group to gain a better understanding of consent by looking at everyday examples around them.

Working as a group begin with a board blast asking;  
What is consent? And What are their examples of it?

Their answers might include; being allowed to do something, parents giving consent to go on a trip, teacher consenting for a student to leave the classroom, giving permission, saying yes, etc.....

Talk through their answers and examples, and ask them in what situations we give consent? For example, do we consent to someone borrowing our belongings, or borrowing money? What about sexual activity?

Write up on the flip chart for all to see the legal definition of consent.

*'A person consents if he/she agrees by choice and has the freedom and capacity to make that choice'. (Section 74, Sexual Offences Act, 2003)*

Highlight the word *'freedom'* and *'capacity'*.

Ask the group to first explain their understanding of the two words.

Explain their meanings;

Capacity – capable of, or able (physically, mentally, emotionally etc)

Freedom – Not restricted in any way, free

Then ask the group to identify different ways that someone's freedom or capacity to make a choice might be restricted or constrained. Ask for examples.

Capacity – Being drunk, using drugs, communication difficulties and special needs, having all the information about a situation so that an informed decision can be made, lack of confidence or self-esteem, and other vulnerabilities.

Freedom - Feeling threatened, being tied-up / constrained, wanting to be accepted, pressure from peers, being in a gang or pressured to join a gang.

Give time for the group to talk through situations if they want / need to.

## Activity 2 – Consent scenarios

The activity below gives the group the chance to look at scenarios that they could easily find themselves in and consider the possible restrictions.

Split the group into 6/3 and handout one/two scenarios per group. Give 10 minutes to discuss in their groups, ask them to think about ***whether they think consent exists or***

**not and why?** Bring groups back together ask them in turns to read out scenario and feedback their discussion. Then ask the rest of the group whether they agree / disagree and why?

Ask the group to consider if any of these scenarios would differ if a gang / or group were involved; asking how consent might apply, for example, if a women is a member of a gang and gets protection from them, how does this affect her freedom to choose, does she feel constrained in her choices as she does not want to lose protection? Or does she feel threatened, or are relatives threatened if she does not consent to something?

**Note** – All of these scenarios represent non-consent. Where young women think consent does exist, draw attention back to the definition of legal consent and ask whether freedom or capacity is restricted in anyway.

Explain to group that it can be hard to determine whether someone is consenting or not. Sometimes the things that restrict our capacity and freedom to make a choice are not things we can see but rather are thoughts going internally for an individual or invisible dynamics in relationships.

It is easy to interpret someone's behaviour as choosing to do something, and then to blame them for the consequences. Sometimes people appear to be happy with a choice and confident, but actually inside they may be feeling scared, pressurised and wanting to be accepted or protected.

Show group YouTube Clip by Thames Valley Police. Consent – its simple as tea

[Thames Valley Police - Consent and tea](#)

### **Activity 3 – Gender Boxes**

This activity allows the young people to explore the differences between expectations of young men and young women.

Split main group into smaller groups and hand out the gender templates giving a male and female to each group. Explain that they should write down all of the expectations placed on young men and young women in relationships in the appropriate boxes. For example, a young woman may be expected to always wear makeup, not to be frigid, or not to be a slut – this should be written in the female gender box. A young man may be expected to have had sex, or to have a 'six pack' – this should be written in the male gender box.

You should explain that expectations can include;

- How men and women are expected to behave in relationships
- What their 'track record' of relationships should be
- What their experience should be

What they identify should not reflect their own views, but rather the expectations of wider society as they understand and experience them.

Ask the group to write outside the gender boxes, what happens if young men and young women don't live up to these expectations. What would the consequences or backlash be? For example, if a young woman is viewed as frigid she might be bullied or humiliated as a



whether expectations around sexual activity and the consequences for not meeting these are more severe in the context of groups or gangs.

Research tells us that a young woman's sexual reputation can have serious implications for them in regard to unwanted sexual pressure and their right to say no.

Tutor explanation;

- Boys and girls have expectations placed upon them and pressure to live up to them
- We often victimise individuals that do not meet expectations or who's behaviour sits outside the box, but actually we are all under those pressures, and sometimes we victimise others so that we are not victimised ourselves.
- Sometimes we lie about our behaviour and expectations to make it look like we are living up to expectations
- That living up to expectations can put us in risky situations, and we might do things that are against our will or that harm others
- That strength can be found in being an individual who doesn't conform to society's expectations. It is positive to be ourselves, to be unique and different.

Childlines film clip Lara's Story shows the pressures Lara experienced.

### [Childline listen to your selfie Laras story](#)

#### **Activity 4 – Uppers and Lower**

Young people will be encouraged to look at relationships and who holds the power in those relationships, why this is and the considerations around this.

Explain that you want the group to start thinking about power, who holds power, the behaviour it might bring and the impact that it has on others. Explain that we can think of people who have power as 'uppers' and those who have less, or no power as 'lowers'.

*Upper: someone who is dominant or holds/takes more power*

*Lower: someone who is subordinate, is less powerful*

Ask the group to shout out the different sort of upper/lower relationships. These might include;

Boss – employee

Parent – child

Police – public

Elder – soldier

Senior – junior

Teacher – student

School bully – victim

Give the group 5 minutes to reflect on their own relationships and identify when they have been the lower, and when they have been the upper.

Ask them;

When the lower, how do the uppers behave and how do they make you feel?

When the upper, how do I behave and treat lowers (how might they feel?)

Bring the group back together and ask them to share their ideas about how people behave when they are uppers and how people feel when they are lowers.

Finally create a list of ways uppers could change their behaviours so that lowers get heard more. Also ask how lowers would like to change their behaviours.

Ask group to consider that the upper/lower dynamics will happen in their own relationships and groups they operate in and in their wider lives. Suggest that we all need to be aware when we are in an upper role and how this impacts on others and their ability to be heard and contribute.

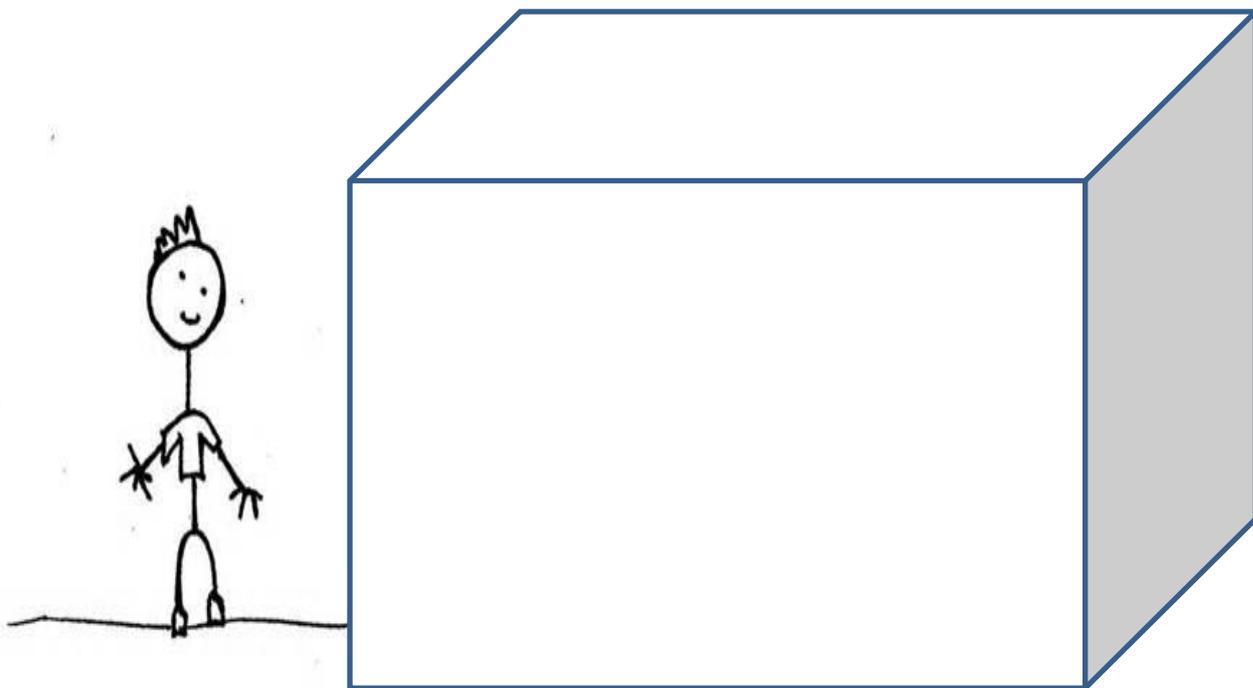
You may want to at this point show this youtube clip, Child Sexual Exploitation - States of Jersey Police feature length commercial which was published on 13 Jul 2014. "Don't let their story be yours", those are the words of the States of Jersey's newest series of commercials which raise awareness of Child Sexual Exploitation.

[State of Jersey Police - CSE](#)

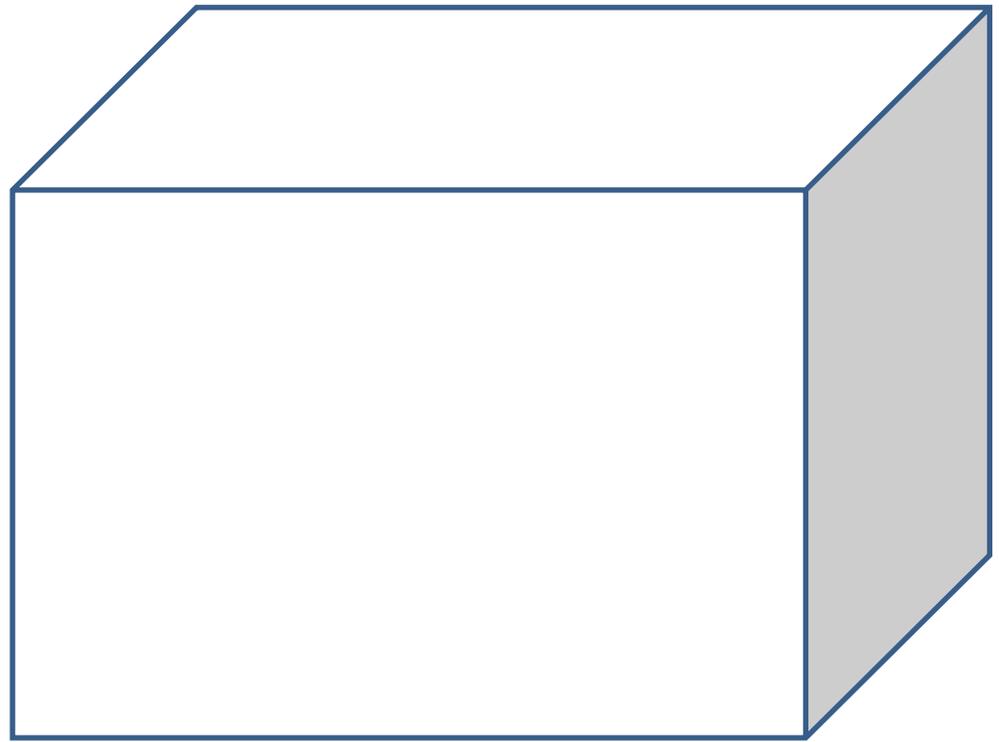
## Consent Scenarios

<p><b>Scenario 1</b>            Stacey gets really drunk one night at a party. She remembers being in a room kissing a boy that she has fancied for a long time. She passes out and wakes up in the morning with no clothes on below the waist. She can't remember what happened. She checks her phone and has a picture message from someone saying she knows the boy she was kissing was having sex with her.</p>	<p><b>Scenario 2</b>            A boy that Rachel knows has invited her and her friend to a party. When they get there they are the only girls there. Rachel's friend is forced to give a blow job to one of the boys at the party.</p>
<p><b>Scenario 3</b>            Meesha has been married for 4 years to her husband Tom. One night in bed Tom starts to kiss and touch Meesha. She says she is tired and just wants to go to sleep, Tom keeps trying to touch her and is aroused. She tells him she is tired and he leaves her to sleep. She is woken up in the night and Tom is on top of her having sex with her.</p>	<p><b>Scenario 4</b>            Ciara has got a bit of a reputation as a 'slut'. She has been having sex with a boy she knows who is part of a gang. One day she is at his house with some of his mates. He says that now she has had sex with him, she has to have sex with his mate – it's just what happens. She feels uncomfortable and a little bit scared so she has sex.</p>
<p><b>Scenario 5</b>            Rhianne is going round to her boyfriend's house. She is excited because she thinks tonight is the night when they take their relationship to the next level. When she gets there she starts to get nervous about the evening. Her boyfriend is really sweet and says that he will be gentle. She says that she is not sure that she wants to have sex. Her boyfriend keeps trying it on with her, she doesn't want to upset him so she finally gives in.</p>	<p><b>Scenario 6</b>            Jack is 17 and homeless and needs somewhere to stay for the night. An older man has been kind to him recently and brought him cups of tea and food. One night he says Jack can sleep on his sofa. When at the man's house, the man says that Jack has to repay the man by having sex with him. Jack really doesn't want to sleep on the street again so does what the man asks.</p>

**Gender Box – Male**



**Gender Box – Female**



## **SESSION SEVEN**

### **Sexual Violence**

#### **Aim:**

- To explore and gain awareness of what sexual violence is
- Awareness of the different roles of young women who are associated or involved in gang activity
- Consider the gender differences with regard to gang activity

#### **You will need:**

##### **Activity 1**

Flip chart paper and pens

##### **Activity 2**

Sexual violence cards

Laptop / projector

[www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/)

##### **Activity 3**

Flipchart paper and pens

Post-it notes

<https://www.hertssarc.org/>

[www.rapecrisis.ork.uk](http://www.rapecrisis.ork.uk)

**Film:** [Childline - Jay, loved or used](#)

**Time: 2 hours**

## Activity 1

### What is sexual violence?

First explain that you will be talking about a sensitive subject that may raise personal and strong emotions for people in the group.

It would be best to consider splitting the group and running the session in the genders, this is tailored for women but simple adjustments could be made to deliver to men. Remind the young people that if they need to take a break, or if they want to talk about their feelings they should request to do this. Explain that you are not here to talk about their personal experiences but to talk generally about the subject.

Inform the group that you will also be talking about gangs and groups; this may be difficult for some because of the fear of being called a snitch. Remind the group of the ground rules and the confidentiality boundaries that they are all signed up to. Remind them that they are in control of what they choose to disclose, and that what gets spoken about in the group must be respected and not spoken about outside the space. Warn them about disclosing in front of the group.

Begin with a board blast entitled "What is sexual violence?" Ask the group what the term means to them and write down on the flip chart any answers that they shout out. Give a brief summary of their answers.

Encourage more depth by asking these probing questions:

- What is an act of sexual violence?
- Can you think of examples?
- Who perpetrates sexual violence and who is the victim of it?
- Does sexual violence have to be physical?
- 

**Note:** Look for group to recognise that sexual violence includes a number of sexual acts including sexual exploitation, rape / nonconsenting sex, forced marriage, female genital mutilation, prostitution, forced viewing of pornography etc. Explain that some experiences that young women and men have can constitute sexual violence without them realising it.

## Activity 2

### Sexual violence cards

Give the cards provided to the group and ask them whether they think that they represent a sexual violence? They should lay out the cards under the following categories; yes, no and maybe. Once that has been done ask them to explain why they believe certain acts represent sexual violence and other don't. Allow group discussion.

Provide the group with the following definition of sexual violence:

"Sexual violence incorporates any behaviour that is **perceived** to be of a sexual nature, which is unwanted or takes place without **consent** or **understanding**".

What is perceived to be a sexual act may vary from person to person, i.e. wolf whistle. Without understanding, you are unable to give informed consent.

The World Health Organisation offers this definition;

“Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts of traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work” (World Health Organisation, 2002).

Explain to the group that all the cards can reflect sexual violence, although some may need contextualising. For example, ‘being involved in a line up’, = sexual violence if it is part of an unwanted sexual activity. Did the person have constrained choices? Were they overpowered by a group, feel threatened? Was it safe to say no? Who held the power in that situation?

Some of the cards are contentious; some people believe lap dancing is not a form of sexual violence but a choice for women who do it. This could however be damaging, that it objectifies and commodifies young women, and contributes to and normalises women’s and girls’ experiences of sexual violence.

Children or young people may be tricked into believing they’re in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Show clip produced by NSPCC, Jay, loved or used. [Childline - Jay, loved or used](#)

Herts SARC offers free support and practical help to anyone in Hertfordshire who has experienced sexual violence and/or sexual abuse.

The service is completely confidential and you do not have to give any personal information in order to get help.

If you would like to speak to someone we are available 24/7 on 0808 178 4448 or send us a message using the [contact page](#). <https://www.hertssarc.org/>

**Contact Information 24/7 Helpline:** 0808 178 4448 (24/7)

**Email:** Herts.SARC@nhs.net

Plus [www.rapecrisis.ork.uk](http://www.rapecrisis.ork.uk)

### **Activity 3**

#### **Young women in gangs**

Start by asking ‘What are gangs?’ Write these up on flip chart.

Ask the group how many gangs do they think there are in England? Share Police data; over 300 in England. Do they think there are many girls gangs? Or are girls associated with gangs through their male members? Young people might have a different view as to what a gang is compared to a professional, therefore statistics might be higher.

Share these definitions:

**Peer Group** – A small unorganised transient grouping occupying the same place with a common history. Crime is not integral to their self-definition.

**The Gang** – A relatively durable predominantly street-based group of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the groups identity.

**The Organised Criminal Group** – Members are professionally involved in crime for personal gain, operating almost exclusively in the grey or illegal market place.

Split the group into two and give them 5 minutes to come up with as many different roles that young women may play in gangs or groups, this could be a competition. Write answers on a flipchart. Bring groups back together and ask them to go through each name and describe what the role is and how it is different to roles already discussed. Write up the collective list.

A point for each answer goes to both groups. Total up the points and give your prize.

Their list might include:

- Peer
- Girlfriend
- Baby mother
- Link
- Snitch
- Honey trap
- Battery chick
- Ride or die chick
- Head chick
- Soldier
- Runner

With the collective group answers ask the group to order the roles based on which has more or less power and respect in a group or gang. Use post it notes to number them, 1 being least powerful and 10 being most powerful.

### **Probing questions;**

What might it be like for girls with least power or respect?

What might they experience?

What would it be like for girls which are the most powerful or respected?

Is it easy to hold on to this power?

Suggest that it is quite difficult to hold on to power and lose status especially if sexual reputation is damaged.

Do young women stick together in this context? Or in competition?

How is it different to the roles of young men and their relationships with each other in a gang or group?

Now bring the topic of young men into these discussions.

**Young men as victims of exploitation** – Boys and young men are also at risk of sexual exploitation within gangs as well. For example, being coerced into performing sexual activities with other males to repay drug debts.

Provide details of The Blast Project; <http://mesmac.co.uk/blast> **The Blast Project** – UK's leading male only sexual exploitation service dedicated to tackling the grooming and sexual exploitation of boys and young men.

Discussion points:

Ask the group to consider the following;

Would any of these roles bring more power and respect than a male member of the gang?

- Upward mobility, for example become the 'wifey'
- Do all these roles bring positive reward for young women?
- Are any of the roles on equal footing with young men?
- Who is at most risk of harm?

#### **Activity 4 Deconstruction**

Ask the group why you asked them to do the exercise. Discuss

Explain that:

Young women have different roles in groups and gangs.

Some roles have more kudos than power.

Power can often be short lived, and it can be easy for young women to fall from power and be victimised.

More often than not, men have more power.

Young women's roles have more negative connotations – they can often be about what young women can provide sexually and are often disposable.

Often roles are not independent but depend upon how a young woman is linked with a younger man and his status.

Provide the group with individual time to reflect and discuss any issues that have come to light for them.

In addition to the session you might want to consider working through the CEOP resources 'Exploited'. <https://www.thinkuknow.co.uk/professionals/resources/exploited/>

## Sexual Violence Cards

<b>Rape</b>	<b>Being involved in a line up</b>
<b>Being forced into sex</b>	<b>Threatening someone, or someone's family member with rape</b>
<b>Being made to take part in sexual activities you are not comfortable with</b>	<b>Bullying someone about their sexual reputation or sexual activity</b>
<b>Being made to watch or look at pornography</b>	<b>Bullying someone based on their sexuality</b>
<b>Having contraception withheld or made to have sex without contraception</b>	<b>Using degrading sexual language towards you</b>
<b>Being involved in prostitution</b>	<b>Touching your bum or breasts without permission</b>

## **SESSION EIGHT**

### **Support and Evaluation**

#### **Aim:**

- To provide information and guidance with regard to local support services
- To re-cap on what is meant by confidentiality and disclosure
- To complete the second reading and action plan from the 'my star'
- To feedback and evaluate their experiences of the programme

#### **You will need:**

##### **Activity 1**

Access to internet

Leaflets

My star booklet

##### **Activity 2**

Role of paper, pens and communications box

**Time: 2 hours**

### **Activity 1**

Allow time for the young people to use the internet to look for organisations / services that could support them, or useful websites. Ask them to note;

- What it is called
- How they could help

Write these up so that everyone has access to this information, for example;

[www.hertssunflower.org](http://www.hertssunflower.org)

<https://www.herts.police.uk/Information-and-services/Advice/Child-sexual-exploitation/Advice-for-young-people>

Whilst this is happening take the time to speak to all participants so that you can carry out a 2<sup>nd</sup> reading on their 'my star', and complete action plan.

*NB – Tutors please note there is some guidance for professionals to report on intelligence to the relevant Police departments, please read.*

### **Activity 3**

#### **Feedback and Evaluation – Graffiti wall'**

Place a large roll of paper either up on the wall or on the floor, across the paper write the questions that you would like to ask, for example;

- What did you most / least enjoy from the sessions?
- Which part did you find most useful?
- Is there any area that you would like more information on, or an area that was not covered?
- Is there anything that you will now do differently?
- What's next?

Bring the group back together and ask for volunteers to feedback their comments to the rest of the group, allow time for discussion and clarity.

Provide a confidential comments box for the group to place and ask questions / raise concerns and ask for one-to-ones. Be prepared for additional support needed for the group and link in partners where relevant.

Revisit following week if appropriate.

## **CHILD SEXUAL EXPLOITATION**

### REPORTING CONCERNS

It is really important that we work in partnership so that we can together tackle CSE. As Youth Workers we are often given snippets of information that could ring alarm bells, we need to be acting on these where ever possible. We need to be aware that any small pieces of information received by young people, parents and colleagues, could inform and increase the intelligence collated by the Police / HALO teams. Any small piece of information could be the last piece in a bigger puzzle.

If you have some intelligence, please help tackle CSE by reporting on:

Call 101 and quote HALO if you have information / intelligence that makes you suspect child sexual exploitation or human trafficking may be occurring; use this number where there is no immediate risk to life or property. If there is an immediate danger to life, risk of injury or crime being committed please dial 999.

Information to share:

- Names
- Locations and addresses of concerns
- Descriptions of people
- Car registration plates, makes and models of vehicles
- Description of concerning activity

If you do not have all this information, please still share.

## **CHILD SEXUAL EXPLOITATION** **Useful links and websites (updated February 2019)**

### **Hertfordshire**

HCC CSE website, which includes a film clip about CSE

<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/child-sexual-exploitation/child-sexual-exploitation-in-hertfordshire.aspx>

[HCC CSE film](#)

Leaflets and posters are available through HSCB team

*Say something if you see something (sexual exploitation)*  
*Recognise, respond, and refer (how to spot and report abuse)*

### **YC Hertfordshire**

Safety tips for staff

<https://www.ychertfordshire.org/staff-area/esafety/esafety-information-for-staff/>

YCH Posters for projects

<https://www.ychertfordshire.org/media/867822/online-safety-discussion-pdf.pdf>

<https://www.ychertfordshire.org/media/867821/tips-for-staying-safe-online-2017.pdf>

### **Leicestershire Police**

CSE - Kayleigh's love story

<https://www.youtube.com/watch?v=WsbYHI-rZOE>

Leicestershire Police has made its film to raise awareness of the dangers of online grooming and exploitation available nationally.

The film, based on the real-life experiences of 15 year old Kayleigh Haywood, highlights how quickly and easily children can be groomed online without them or those around them knowing it is happening. Kayleigh's love story has previously been shown in secondary schools Leicester, Leicestershire and Rutland in controlled screenings by specially trained officers. Since the film was launched nationwide at the start of this year it has been viewed and shared millions of times online

## **Barnardo's**

**Real Love Rocks** is a Healthy Relationships and Child Sexual Exploitation team based within the children's charity – Barnardo's. We are all about supporting and equipping Young People, Parents, and Professionals to have the confidence and information to chat and raise awareness about child sexual exploitation, healthy relationships and staying safe.

<http://www.barnardosrealloverocks.org.uk/about/>

**'CSE and Me' – Barnardo's help young victims of child sexual exploitation tell their stories**

<http://www.itsnotokay.co.uk/children/videos/>

The young people in the video were all supported by Project Phoenix as victims of child sexual exploitation. As part of that support they received a service from Barnardo's. In the video you will hear the young victims talking about going missing from home and how they were groomed for sexual exploitation.

**Wud U?** is a free educational tool that aims to show young people the behaviours that could put them at risk of being sexually exploited, through illustrated, interactive stories.

Wud U? will help you to present sensitive issues to your group of young people. You will be able to discuss the decisions they would make if they were in the same situations as the characters in the stories. The app also offers advice about these decisions.

[http://www.barnardos.org.uk/what\\_we\\_do/our\\_work/sexual\\_exploitation/cse-professionals/wud-u-app.htm](http://www.barnardos.org.uk/what_we_do/our_work/sexual_exploitation/cse-professionals/wud-u-app.htm)

The Wud U? app will help you to:

- demonstrate how young people can make safe decisions
- provide your group with more information about sexual exploitation, from a trusted source
- raise awareness of sexual exploitation by sharing the app with other professionals.

## **NSPCC**

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

## **Childline**

<https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/healthy-unhealthy-relationships/listentoyourselfie-lara-and-paul-stories/>

Paul – nude images

Laura – dealing with pressure

## **CEOP**

<https://www.ceop.police.uk/safety-centre/>

<https://www.thinkuknow.co.uk/>

CSE – loved or used [https://www.thinkuknow.co.uk/14\\_plus/Need-advice/Sexual-exploitation/](https://www.thinkuknow.co.uk/14_plus/Need-advice/Sexual-exploitation/)

## **Thames Valley Police**

Consent and Tea

[Thames Valley Police - Consent and tea](#)

## **Teenage Relationship Abuse campaign**

<http://www.disrespectnobody.co.uk>

This campaign brief has been written to provide you with information on the new Teenage Relationship Abuse campaign: 'Disrespect NoBody'.

The campaign is aimed at 12 to 18 year old boys and girls with the aim of preventing them from becoming perpetrators and victims of abusive relationships by encouraging young people to re-think their views of violence, abuse, controlling behaviour and what consent means within their relationships. All campaign advertising directs young people to the new website [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk) where they can get further information and organisations which can provide help and support.

## **States of Jersey Police**

Child Sexual Exploitation - States of Jersey Police feature length commercial, published on 13 Jul 2014. "Don't let their story be yours", those are the words of the States of Jersey's newest series of commercials which raise awareness of Child Sexual Exploitation.

Sexting, grooming; <https://www.youtube.com/watch?v=IvYfTVynWwk&feature=youtu.be>

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

## **NWG**

<http://www.stop-cse.org/saysomething/> NWG are a network dedicated to helping combat child sexual exploitation (CSE), to raise awareness and to provide information and support to voluntary and statutory services who fight alongside us.

*It is not OK for someone to expect you or your friends to do things you don't want to. Listen to your instinct; if it doesn't feel right – tell someone.*

24/7, FREE, ANONYMOUS, CALL OR TXT 116000 **#SaySomething**

## **Young people with LD**

Children with learning disabilities and at risk of sexual exploitation.

<http://www.bild.org.uk/information/unprotected-overprotected/>

Children with learning disabilities are more vulnerable to Child Sexual Exploitation (CSE) than other children, facing additional barriers to their protection and to receiving support, click link to see new research published on 10 September 2015, including an easy read guide.

## **Young Person's Sexual Violence Advisory Service**

<https://www.hertssarc.org/>

**24/7 Helpline:** 0808 178 4448 (24/7)

**Email:** [Herts.SARC@nhs.net](mailto:Herts.SARC@nhs.net)

## **NSPCC stats – child line**

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/child-sexual-exploitation-facts-and-statistics/>

Its not an invitation to rape meThis is not an invitation to rape me' Campaign by Rape Crisis Scotland

<https://www.youtube.com/watch?v=wXH118F4CpQ>

