Hybrid

Get to know me

Workshop Handbook

Changing Lives is the operating name of The Cyrenians.
Registered charity number 500640 Registered company number 995799
Registered in England
Three Safeguarding Workshops

Workshop One - This workshop explores appropriate and inappropriate boundaries and is a discussion based workshop.

Workshop Two - The second workshop explores power looking at different techniques that a groomer might use as well as exploring how to defend against them. This workshop is a video based workshop.

Workshop Three - This workshop explores spotting the signs that someone is in an abusive relationship. This workshop is worksheet based.

Workshops Created by Mark Nightingale
In association with SAS Consultancy
Introduction and Thanks

These workshops have been developed via two groups of professionals.

On the one hand, the overall shape of each workshop has been led by an experienced teacher, together with input and advice from other experienced educators. Like most teachers, safeguarding is a regular aspect of his role as a teacher and makes up part of his experience. However, like most teachers, he does not claim to be an expert in safeguarding.

This is where the second group of professionals comes in. Each safeguarding principle comes directly from safeguarding professionals. For these we thank Changing Lives and NWG, as well as an ex-policewoman who is now a family liaison officer in a secondary school.

With these two areas coming together, special thanks goes to: - Lisa, Laura, Kevin, Polly, Mark and Adam. In fact, further thanks go to NWG for letting us include 3 of their excellent safeguarding posters.

Thus, these workshops are a good blend of teaching experience and safeguarding expertise. And, to add to this, there's a final appendix with links to established safeguarding organisations so that schools can follow up on these workshops to arrange broader training, as well as access further safeguarding advice.

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Overview

Within this pack are three safeguarding workshops. Each explores a different safeguarding principle.

**Workshop One** - This workshop explores **appropriate and inappropriate boundaries** and is a **discussion based workshop**
- Often a vulnerable teenager will not realise what are appropriate boundaries in a relationship.
- The purpose of this workshop is to explore what behaviours are appropriate and to do so for different types of relationships.
- Also, the purpose is to discuss this as part of a group/peer setting.

The purpose of this workshop is not primarily to create a definitive list of what is right or wrong in any given relationship, but the real purpose is as follows: by discussing this in a group setting, to help those who might not be aware of what is or is not an appropriate boundary in a given relationship.

**Workshop Two** - The second workshop explores **power** looking at **different techniques that a groomer might use** as well as exploring **how to defend against them**. This workshop is a **video based workshop**
- The purpose of this workshop is to explore techniques that a groomer might use to get power over a victim.
- Also, the purpose is then to explore ways of defending oneself against such attacks.

**Workshop Three** - This workshop explores **spotting the signs that someone is in an abusive relationship**. This workshop is **worksheet based**.
- Often the best people to spot that something is wrong are the victim's peers.
- Therefore, we need to look out for those around us as well as look after ourselves. This help can come from friends, peers, teachers, support staff, youth workers etc.
- People in abusive relationships tend not to speak out unless they feel safe.
- For teenagers or children this safe space can come from friends. But it will best come from a **trusted other** - or better still, several **trusted others**.
- Along the way this workshop defines different types of abuse in a relationship, and explores ways in which a **sudden change of behaviour** can show that someone is in an abusive relationship.

**Other Key information:**

<table>
<thead>
<tr>
<th>Target age group:</th>
<th>Although designed primarily for <strong>years 8 and 9</strong>, these workshops work with older learners too and can be used with all year groups.</th>
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</thead>
<tbody>
<tr>
<td>Timings:</td>
<td>These workshops are designed to work as part or all of a single class session of <strong>30 minutes</strong>, but can easily be extended at key discussion points.</td>
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</tbody>
</table>
### Size of group:
These workshops are designed to be used with a normal full class (e.g. 25), but can be used with a group as small as 6 learners.

### Staff:
These workshops are designed to be lead by a single teacher, but additional staff are advised due to the sensitive nature of the subjects involved, and any disclosures that these workshops might prompt. *Therefore schools are advised to use these workshops alongside their own disclosure policies and procedures. Those delivering these workshops must have suitable safeguarding knowledge and be equipped to respond to any concerns they have.*

### Equipment:
These workshops are designed to be run in a normal classroom. The worksheets are provided, but need printing out in the right numbers. And, although not essential, a smart board or marker board are advised as a good way of managing and gathering the group’s thoughts and ideas.

### Format - Each workshop is presented via the same format

1. Contents page
2. An Explanation of the purpose of the workshop
   - This section also contains additional useful information about a key safeguarding charity/organisation and how to contact them
3. The workshop itself - This contains a description of how to run the workshop
4. Worksheets and additional resources
5. An alternate suggestion using drama on how to run part of this workshop

*Special considerations for the drama sections:*
- It is advised that these drama sections are lead by a teacher experienced in drama sessions
- Also, the professionals leading this will need to do some preliminary work in terms of explaining to their group what is and isn’t appropriate to act out. This will change depending on the age and ability of the group. And, that this is especially important given delicate nature of the subject matter.
- It is also advised that these drama sections are used alongside the schools own disclosure policies and procedures.
- And, that those delivering these workshops must have suitable safeguarding knowledge and be equipped to respond to any concerns they have. And to respond in line with the schools existing disclosure policy.

*Although these workshops are designed to be used in schools and other educational institutions, we advise all professionals using this toolkit operate according to their own organisations safeguarding policies and procedures.*
Safe Guarding Workshop No. 1 Exploring:

- Appropriate Boundaries
- Discussion Based Workshop

This pack contains:

1. This front sheet
2. An explanation of the purpose of the workshop
3. The workshop - Description of how to run this workshop
4. Worksheets
5. An alternate suggestion using drama on how to run part of this workshop
WORKSHOP NO. 1 - APPROPRIATE BOUNDARIES WORKSHOP

PURPOSE OF THIS WORKSHOP AND ITS SAFEGUARDING PRINCIPLE

- Often a vulnerable teenager will not realise what are appropriate boundaries in a relationship
- The purpose of this workshop is explore what behaviours are appropriate and to do so for different types of relationships
- Also, the purpose is to discuss this as part of a group/peer setting

The purpose of this workshop is not primarily to create a definitive list of what is right or wrong in any given relationship, but the real purpose is as follows: by discussing this in a group setting, to help those who might not be aware of what is or is not an appropriate boundary in a given relationship.

ALTHOUGH THESE WORKSHOPS ARE DESIGNED TO BE USED IN SCHOOLS AND OTHER EDUCATIONAL INSTITUTIONS, WE ADVISE ALL PROFESSIONALS USING THIS TOOLKIT OPERATE ACCORDING TO THEIR OWN ORGANISATIONS SAFEGUARDING POLICIES AND PROCEDURES.
THE WORKSHOP - APPROPRIATE BOUNDARIES WORKSHOP (DISCUSSION BASED WORKSHOP)

Resources: Worksheets (Parts A, B and C), Smart Board or Marker Board

**OVERVIEW**

Part A - Listing different types of relationship (Tasks 1 & 2)
Part B - Identifying what is appropriate and inappropriate for different types of relationship (Tasks 3 & 4)

**INTRO:**

*It is usually good to start by giving a brief overview of what the workshop is going to focus on. Therefore you can share the overview to work as a brief introduction. As well as this, the overview can be used along with the purpose of this workshop to generate aims and objectives if needed*

**PART A**

**Task 1 - Pair or Small Group Work - List**

- Ask each group to list as many different types of relationships as they can think of.
- (Try to include a range of relationships - friends, peer, work, but especially people in positions of responsibility and older people too)
  - *Extension Task - Categorise the whole list into types and subsets - E.g. Different sorts of trusted adults; different professional relationships...*
- Here use worksheet 1 - Listing Types of Relationships

**Task 2 - Group Work - Collating Lists - Teacher Lead**

- As a whole group collate the lists to create one larger list of different types of relationship. (Be sure to include people in positions of responsibility and older people too.)
  - *Extension Task - the more able students may be able to pair types of relationships together and say why - E.g. why a church youth leader is both similar and different to a scout leader*
PART B

TASK 3 - SMALL GROUP WORK - DISCUSSION
- Further discussion - Ask each small group to pick two similar relationships and say what might be inappropriate for one but not for the other, and say why. (E.g. youth worker and a teacher?)
- (If there's time) - Repeat with a second pair of relationships - (for the second pair it might be good to balance the first by focusing on a different type of relationship. (E.g. close friend and a boyfriend?)
  - Extension Task - the quicker or more able learners may be encouraged to take on a third pair of relationships, or better, to go into more depth especially about why. Some may wish to focus on three similar relationships at a time.
- Here use worksheet 2 - Help Sheet - Appropriate or Not?
- Along with worksheet 3 - Appropriate or Not? - And saying WHY?
[NOTE: The main purpose here and in the last task is for any vulnerable teenagers to hear that certain behaviours and boundaries are considered inappropriate, where they might not have realised previously.]

TASK 4 - WHOLE GROUP - DISCUSSION - TEACHER LEAD
- Gather examples of pairs of relationships focusing not only on what behaviour would be inappropriate, but also why.
  - Extension - There's room for learners to disagree, but with a focus on explaining why.
[NOTE: The main purpose here and in the previous tasks is for any vulnerable teenagers to hear that certain behaviours and boundaries are considered inappropriate, where they might not have realised previously.]

*PLENARY - IT’S ALWAYS GOOD TO FINISH RECAPPING THE 2 SECTIONS: 1. DIFFERENT TYPES OF RELATIONSHIP, AND 2. EXAMPLES OF WHAT IS APPROPRIATE AND INAPPROPRIATE FOR A GIVEN RELATIONSHIP FOCUSING ALSO ON WHY*
**Worksheet 1 - Listing Types of Relationships - (Use with task 1)**

Use the space below to list as many different types of relationship as you can think of.

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**Bonus Task! - Can you list these in order of trust with the most trusted at the top?**

Can you say why?
Worksheet 2 - Help Sheet - Appropriate or Not? - (Use with task 3)

Appropriate or inappropriate?

Here is a list of things that will be okay in one relationship, but not in another.

If there's time you could cut them out and put them into two piles for each relationship as appropriate or inappropriate.

Text
Meet outside of school
Phone
Kiss
Go out together
Send you a picture
Ask for a picture
Email
Contact on Facebook
Hug
Give a present
Talks about personal issues

Space to add anything else...
**Worksheet 3 - Appropriate or Not? - And saying WHY - (Use with task 3)**

**Remember!** - It’s helpful to be able to say *why* something is inappropriate.

Fill in the chart below.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Something Inappropriate</th>
<th>Reason why</th>
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<tbody>
<tr>
<td><strong>Example:</strong> Teacher</td>
<td><strong>Example:</strong> Being their boyfriend or girl friend</td>
<td><strong>Example:</strong> Going out with a teacher is wrong because they are in position of responsibility. This is a breach of trust.</td>
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Alternate ways to deliver a part of - Appropriate Boundaries Workshop using Drama

*The purpose of this alternate workshop section is not to give a different way of delivering the whole workshop but to offer alternatives to certain sections.*

Special considerations for the drama sections:

- It is advised that these drama sections are lead by a teacher experienced in drama sessions.
- Also, the professionals leading this will need to do some preliminary work in terms of explaining to their group what is and isn’t appropriate to act out. This will change depending on the age and ability of the group. And, that this is especially important given delicate nature of the subject matter.
- It is also advised that these drama sections are used alongside the schools own disclosure policies and procedures.
- And, that those delivering these workshops must have suitable safeguarding knowledge and be equipped to respond to any concerns they have. And to respond in line with the schools existing disclosure policy.

Using DRAMA instead of **Part B - Identifying what is appropriate and inappropriate for different types of relationship (Tasks 3 & 4)**

**OVERVIEW** - This mini-drama session is in four parts:

1. Explain the task
2. Rehearse in small groups
3. Share scenes to the wider group
4. Discussion - here the audience identifies inappropriate behaviour
Part 1 - Explaining the Task
Create a scene in pairs, trios or small groups. The scene must have the following...

- A mix of school age characters and at least one adult.
- Show who everybody is and what relationship they have -
  - E.g. Person one = friend 1
  - E.g. Person two = friend 2
  - E.g. Vicar
- Have at least one moment where someone crosses a boundary or acts inappropriately.

Extension task - for the more able groups it might be that the school aged character acts inappropriately and therefore makes themselves vulnerable.

Part 2 - REHEARSAL
- In small groups of 2-4, to agree then rehearse their short scenes.
  
  *Note: This is another good opportunity to monitor the groups to get them to identify what is inappropriate but also why. The more useful safeguarding work may be done during the phase.*

*PARTS 3 AND 4 CAN BE DELIVERED IN TWO WAYS. EITHER ALL OF THE SCENES ARE PERFORMED AND THE WHOLE GROUP IDENTIFIES ALL OF THE INAPPROPRIATE BEHAVIOURS. OR EACH SCENE IS PERFORMED AND THEN DISCUSSED BEFORE MOVING ON TO THE NEXT ONE. THE BENEFIT OF THE SECOND OPTION IS THAT IT MAKES TIME MANAGEMENT EASIER. (AND, NOT EVERY GROUP MAY BE AS WILLING TO PERFORMING.)*

Part 3 - PERFORMING DRAMA SCENES
- Each small group performs its scene to the rest of the group who are their audience.

Part 4 - AFTER THE SCENE / DISCUSSION
- After the audience has watched the drama scene they are then to comment on what they believe is inappropriate.
  - **Stretch and challenge:** for more able learners, they can be asked to explore why a behaviour is inappropriate.

  *NOTE: This scene and discussion method of exploring boundaries may be good to show a vulnerable teenager where the inappropriate behaviour begins as it is less likely that in a drama session a learner may choose to act out the more developed/extreme examples of abusive.*

*PLENARY - IT’S ALWAYS GOOD TO FINISH BY RECAPPING - BOUNDARIES AND INAPPROPRIATE BEHAVIOUR*
Workshop No 2. - Safe Guarding Workshop Exploring:

- Grooming Techniques and Defences Against Them
- Video Based Workshop

This pack contains:

1. This front sheet
2. An explanation of the purpose of the workshop
3. The workshop - Description of how to run this workshop
4. Worksheets
5. An alternate suggestion using drama on how to run part of this workshop
WORKSHOP NO. 2 - (VIDEO BASED) - GROOMING TECHNIQUES AND DEFENCES AGAINST THEM

PURPOSE OF THIS WORKSHOP AND ITS SAFEGUARDING PRINCIPLE

- The purpose of this workshop is explore techniques that a groomer might use to get power over a victim.
- Also, the purpose is then to explore ways of defending oneself against such attacks.

ALTHOUGH THESE WORKSHOPS ARE DESIGNED TO BE USED IN SCHOOLS AND OTHER EDUCATIONAL INSTITUTIONS, WE ADVISE ALL PROFESSIONALS USING THIS TOOLKIT OPERATE ACCORDING TO THEIR OWN ORGANISATIONS SAFEGUARDING POLICIES AND PROCEDURES.
**THE WORKSHOP - (VIDEO BASED) - GROOMING TECHNIQUES AND DEFENCES AGAINST THEM**

Resources: Video "Hybrid - Kindness and Cruelty", Worksheets (Parts A, Script and Part C), and a Smart Board or Marker Board

<table>
<thead>
<tr>
<th>OVERVIEW</th>
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<tbody>
<tr>
<td><strong>Part A - An Online Friend (Tasks 1, 2 &amp; 3)</strong></td>
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<tr>
<td><strong>Part B - An Online Enemy (Tasks 3, 4 &amp; 6)</strong></td>
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<tr>
<td><strong>Part C - Methods of Control and Defence Against Them (Task 7 &amp; 8)</strong></td>
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</table>

**INTRO:**
*It is usually good to start by giving a brief overview of the what the workshop is going to focus on. Therefore you can share the overview to work as a brief introduction. As well as this, the overview can be used along with the purpose of this workshop to generate aims and objectives if needed*

**Part A - An online Friend**

*Use the video "Hybrid - Kindness and Cruelty" and use "Worksheet 1 - for PART A - An Online Friend".*

**Task 1 - Whole Group Activity** - Watch the video from the start of the start the section "Get to know me, before I get to know you" *(From the start up to 4'08")* and then answer the following questions on worksheet 1.
- *Watch from the start to 4'05" - The last line of this section is "Do you want to join?"*
- *In this first section is the teenager introducing himself.*

**Task 2 - Pairs or groups of three** - Fill out "Worksheet 1 - for PART A - An Online Friend".
**Question:** How would you describe the teenager?
- E.g. Lonely, or nice, "We felt sorry for him".
- For every description, each answer needs to go on to say why.
- E.g. "We felt sorry for him - because he’s recently lost his father and finds it hard to make friends."
- It might be that someone thinks negatively of the teenager. This is fine too, but they have to say why. For example - *"Suspicious - it all sounds too good to be true. No one is that generous; no one just gives away two iPhones!"

**Stretch and challenge:**
- *Quicker learners can make an extended list of observations*
- *Learners can also go into more depth. E.g. exploring what it might be like to lose a father, or be bullied and have to move area.*

**Task 3 - Whole Group Activity** - After filling out section 1 on the worksheet, get various pairs to share with the whole group their answers.
- Again, it’s important to hear why.
Part B - An Online Enemy

*Use the video "Hybrid - Kindness and Cruelty".*

Task 4 - Whole Group Activity - Watch the video from the where the "teenager" reveals who he/she really is - from 4'08" to 5'37".
- This section starts with "Actually, let me tell you why I'm here first".
- And ends with "What you need to look at is my behaviour".

Task 5 - Whole Group Activity - Group discussion - Who is the teenager really? And what do we find out about who they really are?
For this section - try to bring out variety observations.
- Observations about who the teenager really is...
- E.g. He's not who he says he is... He might not be a teenager, in fact any age... a man... a women... a family member... from any social background...
- Observations about what the "teenager" wants.
- E.g. He wants power... will do anything "to get to you"... wants to harm you...

*Here is an opportunity to use the smart board/marker board to gather and organise their ideas*

Task 6 - Small Group Activity - In pairs or groups of three.
Answer the following question: What is the teenager doing that they would not do online?
- Answer: They will not confess why they're really on-line.

Stretch and challenge: For those learners who quickly find the answer, a good follow up question is to ask what can you do on line to protect yourself.
Part C - Methods of Control and Defence Against Them

Use Original Script from the video "Hybrid - Kindness and Cruelty"

Worksheet 2 of the Grooming Techniques and Defences Against Them worksheet - Getting to Know You

Task 7 - In pairs or groups of three - Look at the script (the first half).
- First look at the different ways that the "teenager" uses to get control.
- Write them on the worksheet.

Stretch and challenge: For those learners who quickly find the answer, they can go further by looking at why it gives the "teenager" power.

Task 8 - In pairs or groups of three - Look at the script (the second half).
- Next look at the ways that the "teenager" reveals to stop him/her having power.
- Write them on the worksheet.

Stretch and challenge: For those learners who quickly find answers, they can go further by looking at why something protects them. E.g. The groomer has greater power if they can isolate a victim. So, speaking out brings in people who can help.

*Plenary - It's always good to finish recappping the 3 sections: 1. An Online Friend, 2. An Online Enemy, and 3. Methods of Control and Defence against them*
Worksheet 1 - for PART A - An Online Friend

Use the space below to describe the teenage in the film. Try to make several observations.
Original Script from the video "Hybrid - Kindness and Cruelty" - (To be used with Part C - Methods of Control and Defence Against Them)

The Teenager:

Did you find me yet?

Stop looking for a type, an image. My face will never tell you I’m a sexual exploiter. What you need to look at is my BEHAVIOUR. And even then it’s not always easy.

But, do you know what gives me the most power over you?... Your silence... I know you will keep quiet.

Sometimes I will make you do things like take drugs or drink alcohol so that you feel guilty... And I will sometimes make you feel like you’re the one who is doing wrong... Then, you will keep quiet.

Sometimes I will make you feel ashamed to tell anyone. Sometimes I will scare you by telling you I will kill your family or hurt the people you love.

I will say anything I think will keep you quiet coz that's where my power is... KEEP QUIET...

Do you get it? Do you understand? I am going to be your friend and I will say things that make you feel good about yourself ...

I will give you nice things... Sometimes I will be friends with your mum or dad... Or I will make you fight with your mum and dad... I will use many lies to make you trust me... That when I can get to you the way I want... I will make you like things you should not like. That way I can make you feel guilty and keep you quiet longer.

NOW, let me tell you what you can do to stop me...

When in doubt speak out... That’s your greatest defence against me. When in doubt speak out.

You don’t have to wait till I touch you inappropriately. When I start to make you feel uncomfortable you need to speak out...

This is the one time it's better if you're wrong than right. Never feel like you can’t speak out coz that’s when I will try to get to you.

Remember the more you get to know me the less I have power over you.

I have only given you some things I might do to get to you... There are many other ways I get to you…. So don’t think these are the only things I use...

Get to know me before I get to know you!
Worksheet 2 - for PART C - Methods of Control and Defence Against Them

**Control**
Write down different ways that the "teenager" uses to get control.

<table>
<thead>
<tr>
<th>Method</th>
<th>Bonus! Can you say why this gives the &quot;teenager&quot; control?</th>
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**Defence**
Write down different ways to protect yourself against these.

<table>
<thead>
<tr>
<th>Method</th>
<th>Bonus! Can you say why this protects you?</th>
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Alternate ways to deliver - Appropriate Boundaries Workshop

Using DRAMA to extend - Part C - Methods of Control and Defence Against Them (Task 7 & 8)

*The purpose of this alternate workshop section is not to give a different way of delivering the whole workshop but offer a method of extending the workshop.*

Special considerations for the drama sections:
- It is advised that these drama sections are lead by a teacher experienced in drama sessions.
- Also, the professionals leading this will need to do some preliminary work in terms of explaining to their group what is and isn’t appropriate to act out. This will change depending on the age and ability of the group. And, that this is especially important given delicate nature of the subject matter.
- It is also advised that these drama sections are used alongside the schools own disclosure policies and procedures.
- And, that those delivering these workshops must have suitable safeguarding knowledge and be equipped to respond to any concerns they have. And to respond in line with the schools existing disclosure policy.

OVERVIEW - This mini-drama session is in four parts:
1. Explain the task
2. Rehearse in small groups
3. Share scenes to the wider group
4. Discussion - here the audience identifies both the groomer's method of attack and a defence
Workshop 2.5
Appropriate Boundaries - Alternate Methods of Delivering this Workshop

Part 1 - EXPLAINING THE TASK
Create a scene in pairs, trios or small groups.
The scene must have the following...
• At least one character being a groomer, and one character being targeted.
• During the scene, the groomer uses at least one control technique.
Stretch and challenge:
  o The more able learners may choose to include more than one control technique being used.
  o The more able groups may wish to have two scenes where the first shows the control techniques and the second shows the victim defending against them.

Part 2 - REHEARSAL
• In small groups of 2-4, to agree then rehearse their short scenes
  Note: This is another good opportunity to monitor the groups to get them to identify how a groomer tries to take control. The more useful safeguarding work may be done during the phase.

*PARTS 3 AND 4 CAN BE DELIVERED IN TWO WAYS. EITHER ALL OF THE SCENES ARE PERFORMED AND THE WHOLE GROUP IDENTIFIES ALL OF THE INAPPROPRIATE BEHAVIOURS. OR EACH SCENE IS PERFORMED AND THEN DISCUSSED BEFORE MOVING ON TO THE NEXT ONE. THE BENEFIT OF THE SECOND OPTION IS THAT IT MAKES TIME MANAGEMENT EASIER. (AND, NOT EVERY GROUP MAY BE AS WILLING TO PERFORMING.)

Part 3 - PERFORMING DRAMA SCENES
• Each small group performs its scene to the rest of the group who are their audience.

Part 4 - AFTER THE SCENE / DISCUSSION
• After the audience has watched the drama scene they are then to identify how the groomer tried to control their victim.
Stretch and challenge: for more able learners, they can be asked to explore how to defend against them.
NOTE: This scene and discussion method of exploring boundaries may be good to show a vulnerable teenager how a groomer tries to gain control, as well as ways of defending against it.

Extension task - if there's time, you could rework the scenes so that each grooming attack is successfully defended, and then perform them all again.

*PLENARY - IT’S ALWAYS GOOD TO FINISH BY RECAPPING - POWER AND METHODS USED TO GAIN CONTROL*
Safe Guarding Workshop No. 3 Exploring:

- Keeping each other safe
  - Watching out for the signs that someone is in an abusive relationship and peer to peer support
- Poster and Q&A Based Workshop

This pack contains:

1. This contents page

2. An Explanation of the purpose of the workshop

3. The workshop - Description of how to run this workshop

4. Worksheets and Posters

5. An alternate suggestion using drama on how to run part of this workshop
WORKSHOP NO. 3 - SPOTTING THE SIGNS THAT SOMEONE IS IN A ABUSIVE RELATIONSHIP & PEER TO PEER SUPPORT

PURPOSE OF THIS WORKSHOP AND ITS SAFEGUARDING PRINCIPLE
There is no one way to keep safe, but here are three suggestions.

3 ways to keep safe:
1. Often the victim doesn't realise they're a victim until it's too late.
   • Therefore they need others to show them what are appropriate and inappropriate boundaries for different types of relationships.
   • [For this - look at the workshop on Appropriate Boundaries.]
2. Often the best people to spot that something is wrong are the victim's peers.
   • Therefore, we need to look out for those around us as well as look after ourselves. This help can come from friends, peers, teachers, support staff, youth workers etc.
3. People in abusive relationships tend not to speak out unless they feel safe.
   • For teenagers or children this safe space can come friends. But it will best come from a trusted other - or better still, several trusted others.

PURPOSE:
• This workshop explores points 2 and 3 - Peer to Peer Safeguarding, and Trusted Others.
• This workshop explores spotting the signs of an abusive relationship.

ALTHOUGH THESE WORKSHOPS ARE DESIGNED TO BE USED IN SCHOOLS AND OTHER EDUCATIONAL INSTITUTIONS, WE ADVISE ALL PROFESSIONALS USING THIS TOOLKIT OPERATE ACCORDING TO THEIR OWN ORGANISATIONS SAFEGUARDING POLICIES AND PROCEDURES.
Workshop 3.3
Spotting the Signs - The Workshop

THE WORKSHOP - SPOTTING THE SIGNS THAT SOMEONE IS IN AN ABUSIVE RELATIONSHIP & PEER TO PEER SUPPORT

Timings: 30 minutes - but can be extended via the discussions
Resources: 3 Posters (CSE- Boy, CSE- Girl and CSE- Spot the Signs), Worksheets (Parts A, B and C), Smart Board or Marker Board

OVERVIEW
Part A - A definition of a CSE and abusive relationships
Part B - Spotting the signs of an abusive relationship
Part C - The trusted other

INTRO:
*IT IS USUALLY GOOD TO START BY GIVING A BRIEF OVERVIEW OF THE WHAT THE WORKSHOP IS GOING TO FOCUS ON. THEREFORE YOU CAN SHARE THE OVERVIEW TO WORK AS A BRIEF INTRODUCTION. AS WELL AS THIS, THE OVERVIEW CAN BE USED ALONG WITH THE PURPOSE OF THIS WORKSHOP TO GENERATEAIMS AND OBJECTIVES IF NEEDED*

<table>
<thead>
<tr>
<th>Part A - A definition of an CSE and abusive relationships - (Small group activity)</th>
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| Look at the two NWG Posters "Poster 1-CSE-Awareness-Day-Poster-I-Boy" and "Poster 2-CSE-Awareness-Day-Poster-I-Girl". From the posters answer the two following questions:  
  1. What does CSE stand for?  
  2. What is the definition of CSE?  
(Both posters give the same definitions.) |

*HERE WOULD A GOOD POINT TO ADD A SHORT WHOLE GROUP CHECK TO MAKE SURE THAT EVERYONE HAS SEEN BOTH*

3. Fill in the worksheet for Part A "Worksheet - Spotting the Signs Part A" Write up the following:
   1. What does CSE stand for?  
   2. A Definition - But here they must be able to write a definition in their own words.

*Extension task (Stretch and Challenge) - To be able to say from memory in their own words the definition of CSE.*

*HERE WOULD ANOTHER GOOD POINT TO ADD A SHORT WHOLE GROUP CHECK TO HEAR EXAMPLES OF DEFINITIONS IN THEIR OWN WORDS*

NOTE: The purpose for this section is twofold. One, to help everybody be aware of what an abusive relationship is. But also, a victim often doesn't realise that they are in an abusive relationship. The secondary purpose here is to help a victim realise as soon as possible that they are in an abusive relationship.
Part B - Spotting the Signs

1. Share with the **whole group** the following information:
   - Often the victim doesn't realise they're a victim until it's too late.
   - This means that often the best people to spot that something is wrong are other people.
   - This help can come from friends, other pupils, peers, teachers, support staff, youth workers etc.
   - Therefore, we all need to look out for those around us, as well as look after ourselves.

2. In **small groups** discuss and suggest ways that someone might show that they're in an abusive relationship.

3. As a **whole group** hear suggestions of ways that someone might show that they're in an abusive relationship.

4. Share with the **whole group** the following information:
   - There is no one clear sign that someone is an abusive relationship.
   - BUT - one good indicator is a **change** in behaviour.

5. In **pairs or threes**, look at the poster "Poster 3-NWG-Say-Something-Poster-Download Changes of Behaviour". On this poster are at least half a dozen ways in which someone's behaviour can show that they are in an abusive relationship.
   - Fill in the worksheet for Part B "Worksheet - Spotting the Signs" Write down what behaviour changes can you identify from the poster?

*Extension task (Stretch and Challenge) - The more able students can go on to describe a change that they might observe.*

**NOTE:** As above, the purpose for this section is twofold. One, to help everybody be aware of what might be signs of an abusive relationship. But also, a victim often doesn't realise that they are in an abusive relationship. The secondary purpose here therefore is to help a victim realise as soon as possible that they are in an abusive relationship.
Part C - The Trusted Other
1. Share with the whole group the following information:
   - People in abusive relationships tend not to speak out unless they feel safe.
   - For teenagers or children this safe space can come from friends. But it will best come from a "trusted other" - or better still, several trusted others.

*HERE IT WOULD BE GOOD TO CONFIRM THAT THE GROUP UNDERSTANDS WHAT A "TRUSTED OTHER" IS: A TRUSTED OTHER IS A PERSON IN A POSITION OF RESPONSIBILITY THAT YOU FEEL SAFE WITH AND SAFE ENOUGH TO TALK WITH ABOUT DIFFICULT ISSUES*

2. As a whole group create a list of as many people who could be someone's trusted other. E.g. Parent, teacher, scout or guide leader, social worker, dance teacher, church worker, youth leader etc...
   This list can be written up on the smart board/marker board, and then copied up onto their work sheets to finish - use Part C "Worksheet - Trusted Others".

NOTE: As above, the purpose for this section is also twofold. One, to help everybody be aware of people that they can turn to for help. But also, a victim usually won't speak out until they feel safe. Looking at a list of "trusted others" may help the victim to feel safe enough to speak out to one of them.

*PLENARY - IT'S ALWAYS GOOD TO FINISH RECAPPING THE 3 SECTIONS: 1. DEFINITION OF AN ABUSIVE RELATIONSHIP, 2. SIGNS OF ABUSIVE RELATIONSHIP, AND 3. TRUSTED OTHERS*
Q1. What does CSE stand for?

C__________  S__________  E__________

Q2. Write down a definition of CSE. Remember, it has to be in your own words.

_Bonus Task! - Learn your definition by heart so that you can say out loud from memory._
Worksheet - Spotting the Signs - PART B

Write down all the ways that someone's behaviour can change.
Worksheet - Spotting the Signs - PART C

Trusted others

What is a "trusted other"?

Use the space below to write down as many different "trusted others" as you can think of.

Bonue Task! - Highlight all of the "trusted others" that you know personally.
He's naive,
what's your excuse?

SPEAK OUT AGAINST CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity, sometimes in exchange for things such as money, gifts, accommodation, affection or status.

GIVE CHILDREN A VOICE
TEXT VOICE TO 70007 TO DONATE £3

NWG Network
Tackling Child Sexual Exploitation

www.stop-cse.org

Terms and Conditions: You will be charged £3, plus one message at your standard network rate. 100% of your donation will be received by NWG Network, Registered Charity No. 1125632. If you have any questions please call 01332 585371. To opt out of future communications, end your text with NOINFO.
She didn’t feel she had a choice, you do

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WHERE DID HIS BRUISES COME FROM?

WHERE SHE GET THAT BAG, IT’S WORTH LOADS

SHHHHHHH!

WHY’S SHE STARTED DRESSIN’ LIKE THAT?

WHY’S HE ALWAYS SO MOODY NOW

ARE YOU AWARE?

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

www.stop-cse.org/saysomething

The SaySomething initiative is delivered by NWG Network Registered Charity No: 1125632 and Missing People Helpline, Registered Charity No: 1020419

#SaySomething

24/7, FREE, ANONYMOUS, CALL OR TXT 116 000
Alternate ways to deliver - Spotting the Signs Workshop

Using DRAMA to extend - Part B - Spotting the signs of an abusive relationship

*THE PURPOSE OF THIS ALTERNATE WORKSHOP SECTION IS NOT TO GIVE A DIFFERENT WAY OF DELIVERING THE WHOLE WORKSHOP BUT OFFER A METHOD OF EXTENDING THE WORKSHOP.*

Special considerations for the drama sections:

- It is advised that these drama sections are lead by a teacher experienced in drama sessions.
- Also, the professionals leading this will need to do some preliminary work in terms of explaining to their group what is and isn’t appropriate to act out. This will change depending on the age and ability of the group. And, that this is especially important given delicate nature of the subject matter.
- It is also advised that these drama sections are used alongside the schools own disclosure policies and procedures.
- And, that those delivering these workshops must have suitable safeguarding knowledge and be equipped to respond to any concerns they have. And to respond in line with the schools existing disclosure policy.

OVERVIEW - This mini-drama session is in five parts:

1. Sharing an extra way of spotting if someone is in an abusive relationship.
2. Explaining the task.
3. Rehearsing in small groups.
4. Sharing scenes to the wider group.
5. Discussion - here the audience identifies what change has occurred and links this to one of the signs of abuse.
Part 1 - Sharing an Extra Way of Spotting if Someone is in an Abusive Relationship
Share with the whole group the following information:
- There is no one way to spot if someone is in an abusive relationship.
- But one way sign is a change in behaviour.
- For example, a formally bubbly learner quickly changes to be a silent and withdrawn.
- There are other reasons why someone might change, for example, a death in the family, but another reason is that they are in an abusive relationship.

Part 2 - Explaining the Task
Create two scenes in pairs, trios or small groups.
- The two scenes must show a change in behaviour that matches one of signs of being in an abusive relationship.
- The first scene needs to show the victim before they are in an abusive relationship.
- The second scene needs to show the victim after, and showing at least one sign that they are in an abusive relationship.

Stretch and challenge: The more able learners may choose to include more than one sign of an abusive relationship.

Part 3 - REHEARSAL
- In small groups of 2-4, to agree then rehearse their short scenes.

Note: This is another good opportunity to monitor the groups to get them to identify the different signs that someone is in an abusive relationship. The more useful safeguarding work may be done during the phase.

*Parts 4 and 5 can be delivered in two ways. Either all of the scenes are performed and the whole group identifies all of the changes. Or each scene is performed and then discussed before moving on to the next one. The benefit of the second option is that it makes time management easier. (And, not every group may be as willing to performing.)

Part 4 - PERFORMING DRAMA SCENES
- Each small group performs its scene to the rest of the group who are their audience.

Part 5 - AFTER THE SCENE / DISCUSSION
- After, the audience has watched the drama scene they are then to identify what change has occurred.

Note: This scene and discussion method of exploring boundaries may be good to help a victim of an abusive relationship to realise this sooner than they might have done otherwise.

*Plenary - It’s always good to finish by recapping - The Signs of Abusive Relationship*
Appendix -
Extra useful information on Safeguarding Charities and organisations

**OFTEN TEACHERS ARE UNAWARE OF CHARITIES AND ORGANISATIONS THAT CAN HELP THEM WITH SAFEGUARDING.**

**THIS APPENDIX INTRODUCES**
- CEOP
- NWG
- AND THE LUCY FAITHFUL FOUNDATION

**HERE IS EXTRA USEFUL INFORMATION ABOUT CEOP**

**CEOP** – The NCA’s [National Crime Agency] CEOP Command (formerly the Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. We protect children from harm online and offline, directly through NCA led operations and in partnership with local and international agencies.

*CEOP provides Safety Centre - for advice, help or to make a report*

We help children stay safe online. Has someone acted inappropriately towards you online, or to a child or young person you know? It may be sexual chat, being asked to do something that makes you feel uncomfortable or someone being insistent on meeting up. You can report it to us below.

*Taken from - https://ceop.police.uk/ (Accessed 27/8/16)*
HERE IS EXTRA USEFUL INFORMATION ABOUT NWG

NWG (formerly The National Working Group for Sexually Exploited Children and Young People)

The NWG (formerly The National Working Group for Sexually Exploited Children and Young People) is a Charitable organisation formed as a UK network of over 12,000 practitioners who disseminate our information down through their services, to professionals working on the issue of child sexual exploitation (CSE) and trafficking within the UK. Our Network covers voluntary and statutory services and private companies working in this field. We offer support, advice and raise the profile, provide updates, training, share national developments, influence the development of national and local policy informed by practice. We have developed our youth advisory board to enable young peoples' voices to be heard through the work that we do.

A useful resource:

Tackling Child Sexual Exploitation A6 Pocket Guide


Price: £3.63 + free postage and packaging (price correct on 27 Aug 2016)

NWG also provide training:

Getting in Touch:
Phone: 01332 585371
Email: jointhefight@stop-cse.org
Address: NWG Network Headquarters, Innovation House, Suite 2, East Service Road, Raynesway, Derby. DE21 7BF

Taken from - http://www.stop-cse.org/ (Accessed 27/8/16)
HERE IS EXTRA USEFUL INFORMATION ABOUT THE LUCY FAITHFUL FOUNDATION

Lucy Faithfull Foundation believes that child sexual abuse is preventable and that we can have a society where children are free from sexual abuse and exploitation. Our purpose is to safeguard children and young people from sexual abuse by preventing it and responding to it.

Our vision is of a society where children are free from sexual abuse and exploitation. Our mission is to prevent abuse from happening by working in partnership with voluntary and statutory sector professionals as well as the general public. We believe that changing offenders is one of the best ways of protecting children. Sex offenders must be held accountable for their actions. Nevertheless, many abusers and potential abusers are troubled by their sexual thoughts regarding children. They need access to appropriate sources of support and intervention to help them manage their thoughts and behaviour and to assist them to live responsible, fulfilling and law-abiding lives. This is particularly important for young people who have engaged in sexually abusive behaviours...

To protect children, it is vital we study and disseminate the results of research into:

- the nature, extent and probable causes of sexual offending
- the effects on victims and their families
- the effective prevention of offending
- the assessment, treatment and rehabilitation of offenders or likely offenders...

This forms the basis of education and training for professionals, schools, parents and the general public about both on and off-line sexually abusive behaviours, the prevention of such behaviours, the rehabilitation and treatment of offenders or potential offenders, and the care and treatment of victims.

For the full version see -
http://www.lucyfaithfull.org.uk/what_we_believe.htm (Accessed 5/7/16)

This organisation also offers training - see their website for details