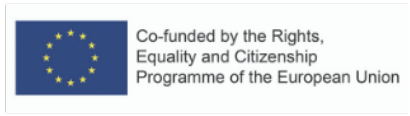

IO1 Keep Me Safe Youth Workers Development Curriculum

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Section 1: Introduction

One of the greatest professional challenges confronting youth workers and the organisations that employ them is how to support children and young people so that they can identify, tackle and support one another against sexual abuse. Throughout this manual the terms children, young people and adolescents are all used when describing our target group of 13-18-year olds. The Keep Me Safe project aims to equip youth workers with sufficient knowledge and understanding to record and report any allegations/disclosures of sexual abuse made to them in a supportive and appropriate manner enabling them to provide sufficient accurate information to the appropriate authorities. It is not the aim, or within the remit, of the project to assist youth workers in deciding if an allegation of sexual abuse made to them is fake. The project does include appropriate safeguarding measures to ensure the safety of both the youth worker and young people. One of the main activities of the project is to develop the capacity of youth workers in the field of awareness and prevention of sexual abuse of young people. The Youth Worker Curriculum training materials are split into four modules:

1. **Safeguarding in the Youth Sector** offers a better understanding of what sexual violence is and how to best support young people who have or are currently experiencing it.
2. **Cultural determinants on perceptions, attitudes and behaviours in relation to abuse** examines how are concepts such as culture, identity, intercultural awareness and inclusive strategies related to the topic of sexual abuse.
3. **Safeguarding in the Youth Sector** informs and raises awareness about European and National policies and procedures related to safeguarding children attending youth clubs.
4. **Proactive peer communication on the topic of sexual abuse** develops skills for debate and peer discussion, positive and proactive communication and creates a safe space.

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The Youth Worker Curriculum training materials aim to provide a reference tool for youth workers and professionals working in the field of sexual abuse.

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Section 2: Youth Worker Role Specification

A youth worker in the field of preventing and raising awareness against sexual abuse

Context:

The prevalence of sexual abuse towards children and young people is a significant societal challenge in Europe. The professionals today need to be fully equipped in order to be able to detect, safeguard, prevent while equally empowering young people to protect themselves by making them aware of the risks of sexual abuse. Professionals in this field have to create a safe and inclusive space; to give voice and facilitate the “speak up” process; to listen and encourage discussions and peer to peer support and to influence young people capacity to act appropriate.

In this way the youth worker will work with young people aged 13-19, encouraging them, providing them with adequate support, encouraging them to communicate and denounce inappropriate behaviours and attitudes and helping them to achieve their potential in order to facilitate social inclusion.

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Responsibilities:

The youth worker will need to work within 4 key areas:

1/ To detect and understand sexual abuse

- Know the legislation and stay up to date
- Be able to early detect sexual abuse
- Know the mechanisms to detect and report sexual abuse
- Cooperate among a network of different professionals

2/ To be interculturally competent

- Know one's own cultural identity and be aware of one's own behaviour and perception
- Demonstrate a high level of intercultural awareness and skills
- Adapt communication and mechanism to the clients' profile, culture and needs

3/ To safeguard and prevent

- Know the national policies and procedures to do safeguarding and prevention and stay up to date
- Provide appropriate guidance and a safe space
- Demonstrate empathy and active listening
- Know and use methods to speak up and to empower
- Create and facilitate a safe network of professionals and peers

4/ To facilitate discussion and peer to peer communication

The youth worker will need to

- Work with non-formal methods

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- Promote active participation, equality, respect and tolerance
- Cultivate communication and facilitation skills among a peer to peer network
- Know the rights and responsibilities of the target groups and stay up to date

Profile:

The youth worker will need to show

- organisation skills
- excellent verbal and written communication skills
- a mature attitude
- reliability
- resilience and empathy
- active listening
- integrity
- interpersonal skills
- a strong commitment to young people and an understanding of the factors affecting their lives
- patience, tolerance and flexibility
- respect, tact and sensitivity

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Section 3: Competency Framework

1/ Understanding sexual abuse (types of abuse; legislative framework; early detection; support mechanisms & reporting)

Key competences to detect and understand sexual abuse			
Competence ***Name the competence***	**Skill** ***The youth worker is able to***	**Knowledge** ***The youth worker has knowledge of***	**Attitude** ***The youth worker is / has***
Know and be able to operate within, professional and ethical guidelines for early detection	The youth worker is able to understand when and how to act within the legal framework.	The youth worker has knowledge of the legal framework for early detection. He/she knows what the risk indicators for sexual abuse are. Has knowledge of procedures for reporting such cases.	The youth worker is aware of their role in such a situation. She or he is able to adapt interventions in response to clients feedback and give immediate assistance if needed.

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Understand the differences within sexual abuse and recognise the warning signs	The youth worker is able to tell the difference within the typologies of sexual abuse. He or she is able to observe and relate real life experiences and situations to acquired knowledge.	Has knowledge of different types of sexual abuse. Has basic knowledge of psychology and warning signs	The youth worker is understanding and trustworthy. He or she is non-judgemental, patient, emphatic and accepting the positive potential for a disclosure
Build positive, non-judgemental and trustful relationships	Actively listen, use democratic leadership and a person-centred approach. The youth worker is able to build a reliable relationship with the young person and to experience and communicate empathy.	The youth worker has knowledge of the ethics of youth work, the theory of person-centred approach and active listening. He or she knows how to build and maintain positive relationships with hard to reach and vulnerable (often transient) young people.	The youth worker has an empathic, confidential, self-aware, curious and open attitude. He or she is interested in young people's views. He or she is friendly, non-judgmental and open. Forges meaningful and supportive relationships with young people.
Set a specific framework for early detection	Create a safe space which enables disclosure. The youth worker verbalizes the violence from the first beginning and is	The youth worker has knowledge of what creating a safe space means. Has knowledge of how to name	The youth worker has a honest, transparent, trustworthy,

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	ready to receive the disclosure at the clients pace, without forcing it.	and address violence with young people.	confidential and non-judgemental attitude.
Demonstrate openness and equality toward the client	The youth worker is able to communicate clearly what our role is and where boundaries lie, including confidentiality. He/she is able to experience and communicate a fundamentally accepting attitude to the client.	The youth worker has knowledge of the ethics of youth work. He or she knows the rights and responsibility of young people and makes sure that they understand them throughout the support process.	The youth worker is ready to be challenged. She/he doesn't believe to hold the truth and has an open and trustworthy attitude. The youth worker is approachable and respects the clients pace. He/she includes the client in decision-making as much as possible.
Adapt the communication to the client's needs	Tailor communication to suit the audience needs. Use different communication strategies, knows when and how to ask specific questions. The youth worker is able to identify and explore difficulties in communication and to help	The youth worker has knowledge of different communication strategies and pedagogical tools that can adapt them to the need of the young person.	The youth worker is open and emphatic, encouraging and trustworthy. The youth worker has a respectful attitude towards the client's needs and pace. He or she has a non-judgemental approach and great listening skills.

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	the young person to access and express their emotions.		
Cooperate with other institutions and within own organisation	The youth worker is able to know where and to whom to go to seek for support and guidance. The youth worker is able to recognize his or her limits and knows to whom to address the client if she/he is not able to respond to the clients' needs. The youth worker is able to create an efficient network with other local actors.	The youth worker has the knowledge of the network and the role of the organisations and institutions engaged in the detection and support of victims of sexual abuse.	The youth worker has personal initiative and a proactive attitude. He or she is willing to refrain own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the shared goal. She/he makes sure there is continuity between and within services.
Stay up-to-date on sexual abuse detection and its warnings	The youth worker is able to access the required training to maintain an up-to-date knowledge and understanding of legislative and procedural issues relating to sexual abuse.	The youth worker has knowledge of the current procedures and support techniques related to early detection. He or she knows who the key actors and	The youth worker has personal initiative, a willingness to learn and to collaborate with other key actors from the field. He or she has a curious and open-minded attitude and is ready to be challenged.

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		mechanisms for fighting sexual abuse are.	

2/ Cultural determinants on perceptions, attitudes and behaviours in relation to sexual abuse

Key competences to be intercultural competent in the role			
Competence ***Name the competence***	**Skill** ***The youth worker is able to***	**Knowledge** ***The youth worker has knowledge of***	**Attitude** ***The youth worker is / has***
Understand one's own personal cultural identity and how it determines own behaviour and interpretation	The youth worker uses patience and perseverance to identify and minimize ethnocentrism, seeking out cultural clues and meanings. The youth worker is able to	The youth worker has knowledge about own cultural background and is aware of how culture shapes one's identity and world's view. He or she is able to recognise	The youth worker has a positive attitude towards cultural diversity, valuing cultural diversity and thinking comparatively and without prejudice about cultural

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	regulate one's own feelings and to critically self-reflect and refrain from own beliefs, values and personal biases.	own cultural stereotypes, prejudices and personal biases. He or she has knowledge of intercultural theories and identity threats.	differences. She or he is sensitive for nonverbal communication patterns in other cultures. He/she has a tolerant attitude towards ambiguity and understands it as a positive and enriching experience.
Understand the social context of young people's lives and how socio-cultural identity can affect their perception of sexual abuse (violence?)	The youth worker is able to work with young people from a variety of backgrounds, creating bespoke support for each individual.	The youth worker has knowledge about the culture and society in which the young person was raised and how these could have shaped their understanding of sexual abuse.	The youth worker is ready to be challenged, has respect for others views and opinions and has a non-judgemental attitude. He/she has a honest, trustworthiness, sensitive and empathic attitude.
Actively include and demonstrate intercultural awareness and intelligence when	The youth worker is able to engage, motivate and facilitate discussions with young people from different socio-cultural backgrounds	The youth worker has knowledge of intercultural learning, inclusive education and intercultural awareness.	The youth worker is empathic, self-aware, emotionally stable, and sensitive. She or he has a clear understanding of own background and how this can influence the relationship with

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discussing with young people from a diverse range of backgrounds			young people from different cultural backgrounds.
Understand the importance to be trained on intercultural and intersectional theories	The youth worker is able to access the required training to maintain an up-to-date their knowledge about intercultural and intersectional theories and approaches.	The youth worker has knowledge of the current procedures and support techniques when working with young people from different socio-cultural backgrounds.	The youth worker has personal initiative, a willingness to learn and to collaborate with other key actors from the field. He or she has a curious and open-minded attitude and is ready to be challenged.
Understand the uniqueness of the person you are working with and adapts the approach to the person	The youth worker recognises and holds the value that individuals are unique and have unique needs. She/he is aware that particularly when coming from a different cultural background there might be an incongruence	The youth worker has knowledge of the person-centred approach theory.	The youth worker has an understanding attitude and is aware that social structures may influence young people' sense of identity. He/she respects youngster's values and prioritises creating working alliance with the client. He/she

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	between feelings and experiences that can affect internal harmony.		works with the youngster rather than for them.

3/ Safeguarding in the Youth Sector (resources, procedures, policies)

Key competences to provide safeguarding for the target groups / to provide safety for the youth workers			
Competence ***Name the competence***	**Skill** ***The youth worker is able to***	**Knowledge** ***The youth worker has knowledge of***	**Attitude** ***The youth worker is / has***
Being up to date of latest safeguarding	The youth worker is able to access up to date information on latest policies and procedures at local and	The youth worker has knowledge of the appropriate referral routes and processes regarding safeguarding. He or	The youth worker is proactive and collaborative. She or he adapts interventions in response to clients feedback.

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policies and procedures	national level. He or she is able to raise awareness on safeguarding procedures.	she has knowledge of where to find appropriate resources.	
Understand how to adapt the safeguarding procedure and provide young people with appropriate guidance	The youth worker is able to evaluate what approach is best for each specific situation. (Example: immediate action or harm reduction approach). She or he has emotional intelligence, reading the situation and what the young person may/may not need.	The youth worker has knowledge of different coaching and mentoring approaches. She or he knows how to adapt these to the safeguarding procedure.	The youth worker is sensitive, empathic, approachable and open. He or she is self-reflected and willing to learn and experiment. She or he is compassionate and gentle in their approach, the focus is on the relationship first and foremost.
Use creativity and a variety of tools to work on safeguarding with young people	The youth worker is able to use a range of different resources. She or he is able to creatively adapt them to the specific need. The youth worker can deliver a plethora of activities / games that they	The youth worker has knowledge about a variety of methods and tool. He or she knows how to use them and which tool is best adapted to a particular youngster. (non-formal education, participatory approach, multi media skills)	The youth worker is curious, motivating and engaging. He or she is ready to use a variety of methods to motivate young people and is open to their suggestions about tools and activities they mostly prefer. (ex. Getting thought about a card

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	use to put young people at ease with them. (Example, use non formal education tools, video resources, stress ball, a deck of cards).		game by a young person can help building the relationship and release the pressure)
Know the importance of team work and good atmosphere at work in order to take care of yourself and better guarantee the continuity of the care provided	The youth worker is able to recognise his or her own emotional response to critical situations with service users. She or he takes time to share these responses with peers and supervisors. He or she is able to express his or her needs, communicate with the team and ask for special support if needed.	The youth worker has knowledge of different existing strategies/activities that can help him or her to release the stress. He or he knows how to separate properly and safely his or her professional life from personal one.	The youth worker has a cooperative and trustful attitude towards the team. He or she is feels comfortable talking with colleagues and supervisors about difficult situations and has access to appropriate support and guidance in order to feel safe at work.
Support the competence and confidence	The youth worker is able to coach and motivate young people in their competence	The youth worker has knowledge about the importance of empowerment	The youth worker is aware of his or her role in facilitating youth's empowerment. She or

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development of young people	development. He/she is able to facilitate or accompany them in their acquisition of knowledge, skills and attitudes towards their social, cultural, educational and personal development.	and self-confidence in the safeguarding approach. He or she has knowledge of existing approaches and methods needed to enhance youth's empowerment and self-confidence.	he is encouraging and understanding of the challenges young people go through. He or she creates a working alliance and is interested in young people's views.

4/ Keep Me Safe Techniques: Proactive Communication on the topic of sexual abuse (raising awareness; prevention and protection among young people)

Key competences to facilitate discussions on raising awareness, prevention, detection, safeguarding / to facilitate peer to peer communication			
Competence ***Name the competence***	**Skill** ***The youth worker is able to***	**Knowledge** ***The youth worker has knowledge of***	**Attitude** ***The youth worker is / has***

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Use creativity and a variety of tools to work on safeguarding with young people	The youth worker is able to use a range of different resources. She or he is able to creatively adapt them to the specific need. The youth worker can deliver a plethora of activities / games that they use to put young people at ease with them. (Example, use non formal education tools, video resources, stress ball, a deck of cards).	The youth worker has knowledge about a variety of methods and tool. He or she knows how to use them and which tool is best adapted to a particular youngster. (non-formal education, participatory approach, multi media skills, theatre, real life stories, human library etc.)	The youth worker is curious, motivating and engaging. He or she is ready to use a variety of methods to motivate young people and is open to their suggestions about tools and activities they mostly prefer. (ex. Getting thought about a card game by a young person can help building the relationship and release the pressure)
Build a safe environment for trustful and empathic communication between young people	The youth worker is able to create a safe space for the young person. He or she is able to build and maintain good and trustful relationships and encourage healthy relationships between young people. He or she is able to	The youth worker has knowledge of Child/Adolescent Growth and Development. He or she knows what kind of approach to use when addressing sensitive topics based on the audience. She or he has	The youth worker is self-aware and able to adapt to the needs of others. She or he is able to provide a calm and safe space for the young person to feel at ease and protected.

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	create a space in which young people feel free to share without judgement and disregard.	knowledge of a variety of pedagogical approaches.	
Cultivate facilitation and communication skills in order to raise awareness and enhance peer discussions	The youth worker is able to facilitate debates and discussions, to support and accompany young people when sharing their emotions and create a supporting and trustful atmosphere in the group. He or she is able to introduce and keep a respectful communication within the group.	The youth worker has knowledge of facilitation methods. He knows how to manage difficult debates and discussion and knows how to keep a space of expression in which everybody feels safe to share. She or he has knowledge in the development of youth-led peer to peer strategy.	The youth worker is calm and approachable. Has a non-judgmental attitude and is able to engage in trustful and equal relations with young people. He or she is an active listener and uses emphatic communication.
Empower young people with the skills and confidence to become agents of change in their own communities in	The youth worker is able to guide young people to use the knowledge and skills they have for positive social change. He/she is able to engage young people in self-	The youth worker has a knowledge of youth culture and power dynamics within the larger community context in which young people live. He/she knows different	The youth worker is interested in young people's views and develops strong relationships that encourage youth voice and foster youth leadership. She/he is a aware of the risk-taking

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order to challenge and prevent sexual abuse	reflection on leadership experiences. He she is able to share power and foster leadership by providing an environment that helps the young person develop a sense of independence and self-confidence.	leadership roles for inclusive participatory approaches.	responsibility and is willing to experiment. He/she supports young people taking the lead, and is accepting of the positive potential of conflict.
Enable young people to recognise their right to be valued and treated with respect and their responsibility to value and respect others	Support young people to recognise their right to be valued and treated with respect. He/she is self-confident when talking about emotions with young people and is able to develop a trustful and confidential relationship.	The youth worker has knowledge about youth development and psychology. He/she knows how to approach sensitive topics with young people and to adapt the communication style to the young person.	The youth worker is respectful, trustworthy, and non-judgemental. He/she is aware not to hold the truth in his/her hands and is ready to be challenged. He/she is open and approachable is an emphatic and active listener.
Active listening, mutual support, cultural awareness,			

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empathy, communication skills, intercultural sensitivity, tolerance, flexibility, adaptability, critical thinking, doing with young people not "to" them, sense of humour.			

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Section 4: Keep Me Safe – Youth Worker Curriculum Development

Module 1 - **Understanding sexual abuse**

- *Ethics and legal framework*
  - Best practices and procedures (European and country level)
- *Definitions*
  - Typologies of sexual violence
  - Abuse, assault
- *Early detection*
  - Recognise warning signs
  - Changes in behaviours and attitudes
- *Referral mechanisms*
  - When and how to act? (country level)
  - What is considered appropriate guidance?
  - The limits of confidentiality

Module 2 – Cultural determinants on perceptions, attitudes and behaviours in relation to abuse.

- *Cultural determinants*
  - Uniqueness and constraints
  - Social context and impact on perceptions of what is sexual abuse?
  - Cultural and family responses to sexual violence

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    - How culture impacts disclosure
- *Intercultural awareness competence*
    - inclusive strategies for youth workers and young people
    - Intercultural communication
    - Intercultural lenses
    -

Module 3 – Safeguarding in the Youth Sector

- *European and National Policies and Procedures*
    - Local supporting agencies and entities
    - Ongoing and complementary support
- *Resources towards safeguarding*
    - Strategies to build trust
    - Developing confidence and empowering young people
    - Raising awareness against sexual abuse
    - Supporting young people with special needs
- *Keeping the Youth Worker safe*
    - Taking care of yourself to take care of others
        - The balance between professional boundaries and empathy
        - Prevention of burn out

Module 4 – Keep me Safe Techniques: Proactive peer communication on the topic of sexual abuse

- *Creating a safe space*

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- Understand the context (school, community centre, sports clubs etc.)
- Cultivate peer to peer respect and support networks
- Building safe non-judgemental relationships
- Roles and boundaries

- *Developing positive and proactive communication*
  - Active listening
  - Expressing emotion
- *Facilitation & communications skills for debate and peer discussions*
  - Awareness on the right to be valued and respected
  - Empower young people to become agents of change (prevent and challenge any signs of sexual abuse)

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Section 5: Module 1 Learning Objectives

	Module/Unit	Learning Objectives[1]		
		Knowledge	**Skills**	**Attitudes**
1	**Module Title** Understanding sexual abuse	At the end of the module participants should be able to…	At the end of the module participants should be able to…	The module aims at cultivating the following attitudes:
1.1	What is sexual abuse?	• Define core concepts i.e. sexual violence, abuse, sexual assault (**Activity 1.1 What is abuse and what is sexual violence response, detection, signs**	• Understand what abuse and sexual violence are. • Become aware of different types of sexual abuse and of the potential signs that can indicate if an	• Support victims of sexual violence. • Help victims of sexual violence. • Discuss importance of early detection. • Understand what constitutes sexual violence and have an awareness of some of the signs that might indicate a child is being abused.

[1] Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7 [27.06.2019]

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		etc.) (**Activity 1.2 Scenarios**)	adolescent is experiencing it. • Recognize early signs of sexual abuse. • To recognize different types of sexual abuse. • Know when to act/report.	
1.2	Safeguarding and child protection	• Know what is safeguarding and child protection and why are they important in the prevention of sexual abuse	• Understand what safeguarding and child protection are. • Become aware of safeguarding	• Is familiar with safeguarding and child protection. • Use elements of safeguarding and child protection in practical work. • Inform and raise awareness of youth workers about grooming. • To recognize risks for the child victim.

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		(**Activity 1.3 Safeguarding and child protection**). • Know key signs and characteristics of grooming (**Activity 1.4 What is grooming?**	and child protection importance. • Connect safeguarding and child protection with prevention of sexual abuse. • Recognize early signs of grooming. • Knows how to react when grooming is detected. • Knows who are the most vulnerable groups of children for grooming.	• To inform and raise awareness among their colleagues accordingly.

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1.4	Legislation and government guidance	• Outline the relevant international and national legal framework regarding sexual violence (**Activity 1.5 Legislation and government guidance**). • Get familiar with the concept of consent and particularly sexual consent (**Activity 1.6 Sexual consent**).	• To recognize risks for the child victim • Is familiar with national legislation from the field of sexual abuse, sexual consent and child sex exploitation. • Is familiar with international documents regulating the field of sexual abuse, sexual consent and	• Defend rights of victims of sexual violence. • Follow legal procedures during implementation of work. • Discuss legal rights of victims of sexual violence. • Utilize legal bases in the field. • Responds to legal dilemmas in a proper way. • Is familiar with national legislation regulating sexual abuse, sexual consent and child sex exploitation.

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		• Get familiar with the notion of child sex exploitation, what it is, what are the signs and the effects (**1.7 Child Sex Exploitation**).	child sex exploitation. • Are able to recognize legal rights of victims of sexual violence. • Knows what sexual consent is in relation to national legislation. • Knows how to explain sexual consent to a child. • Knows what child sex exploitation is and its relation	

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1.4	Referral mechanisms	• Identify early signs of sexual abuse by recognition of changes in victim`s behavior and attitudes, improve knowledge about importance of confidentiality	to national legislation. • Are familiar with signs indicating that child is sexually exploited. • Are familiar with effects of child sexual exploitation on victims. • Know how to appropriately respond in case of detection of sexual abuse. • Recognize importance of confidentiality.	• Relate to victims of sexual violence in respectful and professional manner. • Support victims of sexual violence. • Know what is considered appropriate guidance.

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		(**Activity 1.1 What is abuse and what is sexual violence response, detection, signs etc.**, **Activity 1.2 Scenarios**, (**Activity 1.8: Can I talk to you about something?**).	• Decide in which cases it is necessary to report cases of sexual abuse/violence.	

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Section 6: Module 2 Learning Objectives

	Module/Unit	Learning Objectives[2]		
		Knowledge	**Skills**	**Attitudes**
2	**Cultural determinants on perceptions, attitudes and behaviours in relation to abuse**	At the end of the module participants should be able to…	At the end of the module participants should be able to…	The module aims at cultivating the following attitudes:
2.1	<u>Cultural determinants</u> • Elements of culture important for proper intercultural communication • Aspects of intercultural communication • Cultural attitudes and human behaviour (self-disclosure)	• Gaining knowledge about the set of cultural elements (**2.1 Catch the term) (Handout 2.1)**. • Improving knowledge about the importance of intercultural communication elements and differences. (**2.2 Aspects**	Developing skills of recognition and correct self-disclosure approach. Improving skills in intercultural communication using specific aspects for overcoming barriers. Developing skills for being in others shoes by	Express awareness and respect to elements of different cultures. Understanding of the reasons, barriers and limitations in intercultural communication. Respect and understanding of human behaviors, team

[2] Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7 [27.06.2019]

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	• Additional cultural barriers in abuse detection	**of intercultural communication**) • New knowledge about cultural attitudes and behaviour and correct usage for abuse detection. (**2.3.1 How to deal with these problems?**)	implementing different cultural attitudes and testing different behavior. (**2.3.1 How to deal with these problems?**) Improving skills in detection of abuse in different cultural environment. Developing skills in creation of a friendly place offering and predisposing to self-disclosure. (**2.3.2 Create A Safe Space Youth Station**) Improving teamwork skills in multicultural communication. (**2.3.2**	work attitude for solving complex cases. Developing the attitude of flexible empathy working with young people from different cultures. Mastering the intercultural communication.

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			Create A Safe Space Youth Station)	
2.2	<u>Intercultural awareness competence:</u> ➢ Intercultural awareness competence ➢ Intercultural communication ➢ Inclusive strategies for youth workers and young people	• To develop knowledge & understanding of cultural dynamics (**2.1 Catch the term**) and identity (**2.4 Who am I?**) and know how to use it in order to work more effectively with young people from different backgrounds. • To develop knowledge about intercultural communication (**2.6 Importance of**	• To apply skills linked to intercultural awareness and cultural and individual diversity (**2.5 Nacirema**) amongst young people, and to promote an open attitude to diversity and individual needs. • To develop intercultural communication skills that youth workers may need to acquire when working within	• To express awareness of cultural identity and codes (**2.5 Nacirema**), as well as how the different cultures that young people are exposed to, impact on educational attainment/social integration. The youth worker has respect for others viexs and opinions and a non-judgemental attitude. He/she has a honest, trustworthiness, sensitive and empathic attitude (**2.4 Who am I?**). • To enhance the qualities of intercultural communication when

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		intercultural communication skills). • To develop knowledge about inclusion and inclusive strategies (**2.9 Inclusive Strategies for youth workers and young people**).	an intercultural context (**2.7 The TOPOI-Model + 2.8 Intercultural Casino**). • To develop skills that are needed for work in an inclusive way with young people (**2.9 Inclusive Strategies for youth workers and young people**).	working with young people (**2.7 The TOPOI-Model + 2.8 Intercultural Casino**). • To enhance personal qualities that are important for developing an inclusive work with young people (**2.9 Inclusive Strategies for youth workers and young people**).

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Section 7: Module 3 Learning Objectives

	Module/Unit	Learning Objectives[3]		
		Knowledge	**Skills**	**Attitudes** (the disposition and mind-sets to act or react to ideas, persons or situations)
3	**Module 3 Title: Safeguarding in the Youth Sector**	At the end of the module participants should be able to…	At the end of the module participants should be able to do…	The module aims at cultivating the following attitudes:
3.1	*European and National Policies and Procedures*	• Know the European and National policies and procedures; (3.1. Act it like you mean it + 3.1.1. A visual trip) • Name the local supporting agencies	• Apply/adjust gained legal literacy in order to protect and promote the welfare of children and young people according to European and National policies and procedures (3.1. Act it like	• Express sensitivity, awareness and openness about child safeguarding. (3.1. Act it like you mean it + 3.1.1. A visual trip) • Express awareness and interest on the procedures they should follow and the

[3] Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7 [27.06.2019]

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		and entities; know who the key actors and mechanisms for fighting sexual abuse are. *(3.1.* Act it like you mean it *+ 3.1.1. A visual trip)* • Understand the differences about policies and procedures and be aware of the implications of policies and procedures and national guidance *(3.1.* Act it like you mean it + 3.1.1. A visual trip) • Knowledge of society, relations,	you mean it + 3.1.1. A visual trip) • Apply gained info to where and to whom to go to seek for support and guidance in situations where there are problems requiring specific expertise and experience. (3.1.1. A visual trip and 3.1.2. Mind Map) • Analyse the impact of child safeguarding through daily work (3.1.1. A visual trip) • Use participatory decision-making, leadership, and facilitation to raise awareness among youth workers about child safeguarding (3.1. Act it like you mean it + 3.1.1. A visual trip)	supporting services when they face an issue related to child safeguarding (3.1.1. Act it like you mean it + 3.1.2. A visual trip) • Willingness to Advocate for children's right and Child Protection Policies (3.1.1. Act it like you mean it + 3.1.2. A visual trip) • Be constructive and cooperate with colleagues to comply with internal safeguarding policies and willing to share resources and to act in her/his role to make sure there is continuity between and within services. (3.1. Act it like you mean it + 3.1.1. A visual trip)

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		policies relevant to young people in order to name the local supporting agencies and entities. (3.1.2. Mind map)	• Support ongoing and complementary support and facilitate continuity between and within services. (3.1.1. A visual trip and 3.1.2 Mind map)	• Active listening, openness, patience, sensitivity, honesty, confidentiality, empathy and interest in young people's views (3.1. Act it like you mean it + 3.1.1. A visual trip)

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3.2	*Resources towards safeguarding*	• knowledge about the importance of empowerment and self-confidence in the safeguarding approach. (3.2.1 Trust comes first) • knowledge on strategies to build trust (3.2.1 Trust comes first) • Know techniques to raise awareness on sexual abuse (3.2.3 Bingo!) • Know strategies to support young people with special	• Able to use various strategies to build trust and confidence with young people; (3.2.1 Trust comes first) • Demonstrate how to inspire trust and build respect. (3.2.1 Trust comes first) • Able to coach and motivate young people in their competence development; (3.2.2 The Power within) • Facilitate opportunities for the young people to lead and be responsible for their own learning and development and support them to	• Aware of his or her role in facilitating youth's empowerment. (3.2.2 The Power within) • Demonstrate compassionate and gentle attitude in their approach, the focus is on the relationship first and foremost with the young person; (3.2.2 The Power within) • Encouraging and understanding attitude of the challenges young people go through. (3.2.2 The Power within) • Express openness in working with different young people including with special needs; (3.2.4. My name is Sam) • Demonstrate empathy and active listening (3.2.1 Trust

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		needs; (3.2.4. My name is Sam).	understand their own needs; (3.2.2 The Power within) • Able to create a safe environment and encourage discussions and raising awareness on sexual abuse as a prevention measure. (3.2.3 Bingo!) • Able to use or adapt different strategies to raise awareness on sexual abuse among young people (3.2.3 Bingo!) • Ready to use a variety of methods to motivate young people and is open to their suggestions about tools and activities designed to empower young people with	comes first+ 3.2.2 The Power within) • Espouse transparency, confidentiality willingness to share with other youth workers safeguarding resources (3.2.3. Bingo!)

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			special needs to. (3.2.4. My name is Sam).	
3.3	*Keeping the Youth Worker safe*	• Aware professional boundaries; (3.3.1. Hold the lines, hold the feelings) • Aware of general and specific to their field of work of anti-burnout strategies (3.3.2 Is Self-care an Everyday Must?)	• Able to keep professional boundaries and expressing empathy; (3.1.1. Hold the lines, hold the feelings). • Able to recognise his or her own emotional response to critical situations when working with young people; (3.1.1. Hold the lines, hold the feelings).	• Self-awareness of their cognitive, emotional and behavioural attitude (the habit of paying attention to the way you think, feel, and behave); ;(3.3.1. Hold the lines, hold the feelings) (3.1.1. Hold the lines, hold the feelings)

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			• Able to recognize his or her limits and knows to whom to address the young person if she/he is not able to respond to his/her needs; (3.3.2 Is Self-care an Everyday Must?) • Create /facilitate a safe network of professionals and peers to support the young people; • Respect and implement the internal procedures for self-care and prevention of burn out; (3.3.2 Is Self-care an Everyday Must?)	• Espouse emotional stability and clarity on one's own values; • Cooperative and trustful attitude towards the team; • He or she is feels comfortable talking with colleagues and supervisors about difficult situations and has access to appropriate support and guidance in order to feel safe at work; • Willingness to take personal initiative for self-care when needed; (3.3.1. Hold the lines, hold the feelings) • Manifest distance from professional roles when needed; (3.3.1. Hold the lines, hold the feelings)

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				• Adaptation to new/unforeseen situations and openness to be challenged ;(3.3.1. Hold the lines, hold the feelings+ 3.3.2. Is Self-care an everyday MUST?)

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Section 8: Module 4 Learning Objectives

	Module/Unit	Learning Objectives[4]		
		Knowledge	**Skills**	**Attitudes**
4	**Module Title** **Keep me safe techniques: proactive peer communication on the topic of sexual abuse**	At the end of the module participants should be able to…	At the end of the module participants should be able to…	The module aims at cultivating the following attitudes:
4.1	Creating a safe space • Understand the context • Peer to peer respect and support networks • Building safe relationships • Roles and boundaries	• Understand the impact the environment has on creating a safe space and how considerations may vary. (4.1.1 Creating a	• Identify promote positive and healthy professional and personal relationships and identify behaviours that may be detrimental.	• Openness and awareness of how others may interpret your behaviour.

[4] Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7 [27.06.2019]

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		safe space, 4.1.2 Support Networks) • Understand professional boundaries and how to build safe and positive relationships (powerpoint 4.1.3 & 4.1.4 Roles and boundaries)	(powerpoint 4.1.3 & 4.1.4 Roles and boundaries)	
4.2	Developing positive and proactive communication • Active listening • Expressing emotion	• Demonstrate the verbal and on-verbal cues and clues to promote active listening and to interpret emotion (4.2.2 youth worker positive communication skills) (4.2.1 tell the story)	• Identify and interpret when the non verbal and verbal cues don't align and understand the impact of this (4.2.2 youth worker positive communication skills) (4.2.1 tell the story)	• Sensitivity and awareness of not just the spoken word and its meaning but the less obvious cues and clues to ensure better understanding (4.2.2 youth worker positive

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				communication skills) (4.2.1 tell the story)
4.3	Facilitation & communication skills for debate and peer discussion • Awareness of the right to be valued and respected • Empowering young people to become agents of change	• Understand how their behaviour contributes towards someone feeling they are valued and respected (4.3.1 active listening role play, 4.3.2 developing peer to peer respect, 4.3.3 Recognise, Prevent and challenge sexual abuse)	• Identify positive and negative behaviours that may influence another's feelings. Promote behaviours and activities that promote respect and value (4.3.1 active listening role play, 4.3.2 developing peer to peer respect, 4.3.3 Recognise, Prevent and challenge sexual abuse)	• Though and consideration to how their own actions may impact someone else and what they can change/do differently for others (4.3.2 developing peer to peer respect, 4.3.3 Recognise, Prevent and challenge sexual abuse)

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Section 9: Module 1 Training Materials

Module 1: Understanding sexual violence

Overall aim of session	Youth practitioners taking part in KMS project will possess a better understanding of what sexual violence is and how to best support young people who have or are currently experiencing it. They will also have developed the skills and resources required to deliver awareness raising workshops to young people that will in turn increase the understanding of sexual violence with the young people they work with. **N.B** Regarding the legal framework to be presented during the training – each trainer should adapt the information to the legislation of their respective country **N.B** For each activity the time is approximate. In some cases, if needed by the group, it is important to give more space to discussion rather than to stick to the time suggested.
Outcomes of session	*By the end of this training the youth practitioners will...* 1. Understand what sexual violence is and the many forms it takes. 2. Understand what Child Protection and Safeguarding is. 3. Understand what constitutes sexual violence and have an awareness of some of the signs that might indicate a child is being abused.

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	4. Understand how to respond to sexual violence disclosures and how to support young people post disclosure. 5. Understand the procedures they need to follow in order to report suspected abuse. 6. Be able to follow best practice when reporting concerns.
Description	Training session for adult youth work professionals. Includes PowerPoint presentation, discussion work, and interactive activities.
Duration	This training session will take approximately 7 hours
Space & Materials	Training room, chairs and tables, projector (laptop and PowerPoint presentation) flip chart, pens, activity materials, feedback forms.
Introduction to session and housekeeping	1. Welcome participants to the room / housekeeping (toilets, fire exits etc.) 2. Introductions (everyone say their names and what their org does). 3. Provide details about the KMS project. 4. Run though course content and reason for training. 5. Explain that there will be sensitive issues discussed which some may find distressing. If they need to step out at any time that is OK. Also we ask that if people are kind enough to share their experiences that people do not discuss these outside of this room. If you give examples, please do not use anyone's names.

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Activity Name	**1.1 What is abuse and what is sexual violence**
Goals	Inform and raise awareness to youth workers about abuse and sexual violence.
Description	1. The trainer asks brainstorms with participants about what is abuse. The trainer writes the answers on the board. 2. The trainer presents the following video to the attendees • Understanding abuse https://www.youtube.com/watch?v=JS33VJcaxjQ (part 2 – 06:01) 3. The trainer explains the following to participants: Abuse is a form of maltreatment of a child. Somebody may abuse a child by inflicting harm or failing to act to prevent harm. The child might be abused by an adult or another child or children. A child can also abuse or harm her or himself. **Types of Abuse:** There are many types of abuse. Some include • Radicalisation

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- Honour-based Violence
- Peer on peer abuse
- Neglect
- Physical
- Emotional
- Sexual

We will be focusing on sexual abuse or violence for this training today.

Sexual Violence

Some professionals use the term sexual violence some use sexual abuse. Both terms can be used to describe sex acts that are non-consensual and that occur to children and young people or vulnerable adults. These acts against children are both abusive and violent. During this training we will be using the term sexual violence.

What is Sexual violence?

When a child or young person experiences sexual violence, they are forced or tricked into sexual activities. They might not understand that what is happening to them is abuse or that it is wrong. They are often afraid to tell someone about what is happening to them. Sexual abuse can happen anywhere – and it can happen in person or online.

- There are 2 types of sexual violence – **contact and non-contact** abuse
- Sexual violence does not always involve a high level of physical violence
- The child may not be aware of what is happening

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	• Sexual violence can be perpetrated by men, women and other children or young people, this is called peer to peer abuse/violence **Contact abuse:** Contact abuse is when a child is touched in some way by the abuser. • Sexual touching of any part of a child's body whether they are clothed or not • Using a body part or object to rape or penetrate a child • Forcing a child to take part in sexual activities • Making a child undress or touch someone else **Contact abuse can involve kissing, touching and oral sex, it is not just penetrative sex.** **Non-contact abuse:** This is where a child is being abused without being touched by the abuser. This can be in person or online. Examples of non- contact abuse • Exposing or flashing • Showing children pornography • Exposing a child to sexual acts • Making a child masturbate

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	• Forcing a child to make, view or share child abuse images or videos • Making viewing or distributing child abuse images or videos • Forcing a child to take part in sexual activities or conversations online through a smartphone or computer 4. The trainer divides the group in two. Each group has two flip chart. On one flip chart is written *Physical signs that indicate a young person is experiencing sexual violence* and on the other *Emotional / behavioural signs that indicate a young person is experiencing sexual violence*. 5. Each group has 15 minutes to list the signs and write them on the flipchart. 6. Each group presents their flipchart, the trainer leads a group discussion and adds information if missing. **Physical signs that indicate a young person is experiencing sexual violence:** • Stained or bloody underclothing • Bruising to buttocks, abdomen, thighs, hips, neck • Bite marks or scratch marks on back, neck, chest • Injuries (e.g. marks on wrists, wounds on knees) • Sexually transmitted infections • Unexpected pregnancy especially in very young girls • Unexplained recurrent urinary tract infections, discharges or abdominal pain • Pain or itching in genital area, anus or mouth

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	Emotional / behavioural signs that indicate a young person is experiencing sexual violence: • Sexual knowledge or sexualised behaviour inappropriate for their age • Hinting at sexual activity • Sudden changes in their personality • Avoiding being alone with or frightened of people they know • Lack of concentration, restlessness • Socially withdrawn • Poor trust in significant adults • Regressive behaviour, onset of wetting – day or night • Suicide attempts, self-harm/mutilation, self-disgust • Eating disorders, hysteria attacks • Substance Misuse
Type of activity	Lecture, Group Activity
Duration	Overall duration: 60 minutes 10’ for brainstorming 10’ for presentation of the video and for watching it 15’ for group work 15’ for group presentation

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	10’ for group discussion
Space & Materials	*Space:* A room equipped with laptop, video projector, internet connection and sound system for the presentation. Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion. *Materials*: blank paper for notes, flipchart and pens.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Understand what abuse and sexual violence are. 2. Become aware of different types of sexual abuse and of the potential signs that can indicate if an adolescent is experiencing it.
Module	1
Unit	Safeguarding and child protection

Activity Name	**1.2 Scenarios**

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Goals	Get familiar with different types of sexual abuse and Inform and raise awareness among youth workers about their characteristics.
Description	1. The trainer introduces the main goal of the activity 2. The trainer divides the participants in smaller groups of 3. 3. Give each group a copy of the scenario (*Annex 1.1 Scenarios*). 4. Allow each small group to read and discuss their scenario for 15 minutes in total. 5. After they read and discuss the scenario, they have to answer following questions: - *Has any sexual violence occurred?* - *If so, what type of sexual violence?* - *What are the immediate risks for the child/young person?* - *What would be your next steps?* 6. After all the groups answered the questions the trainer writes on the board all identified types of sexual abuse and their main characteristics.
Type of activity	interactive, group work
Duration	Overall duration of the activity: 45 minutes 5’ for the introduction of the goals

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	15’ for reading and discussing the scenarios 15’ for answering the questions 10’ for final discussion, evaluation and conclusions.
Space & Materials	*Space:* A comfortable and spacious room for participants to work in small groups *Materials:* Written scenarios to be distributed to all teams, board and markers.
Learning Outcomes	At the end of the module the youth workers should be able: • To recognize early signs of sexual abuse • To recognize different types of sexual abuse • To recognize risks for the victim • To inform and raise awareness among their colleagues accordingly. • Know when to act/report.
Module	1
Unit	What is sexual abuse?
Source	N/A

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Activity Name	**1.3 Safeguarding and child protection**
Goals	Inform and raise awareness to youth workers about safeguarding and child care.
Description	1. The trainer introduces the main goal of the activity 2. The trainer explains following to participants: **Safeguarding is Proactive** Policies & practices that we put in place to keep young people safe and promote their wellbeing. Safeguarding is something we are all responsible for. **Child Protection is Reactive** Is a term used to describe the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm. This is generally undertaken by social services. In a nut shell… safeguarding is what we do to **prevent abuse** happening to children, young people and vulnerable adults. Child protection is the process that specifically trained professionals go through to support those **who are being harmed**. **Who do we need to safeguard?** • Babies

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	• Children • Young People (anyone under the age of 18) • Vulnerable Adults * *A Vulnerable Adult is defined as someone 18 years of age or over who is receiving or may be in need of community care services by reason of mental or other disability, age or illness 3. The trainer presents the following video to the attendees https://www.youtube.com/watch?v=qWO_WfnRW_U (part 1 – 05:05) 4. The trainer engage the participants into a discussion on safeguarding of the children. *Potential guiding questions:* - Did this video help you learn something new, if yes, explain what? - Explain how would you react in the situation presented in the video? - What is the difference between safeguarding and child protection? - As youth workers, name some difficulties you face in relation to safeguarding.
Type of activity	Group Activity

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Duration	Overall duration: 45 minutes 20’ for the presentation of the safeguarding and child protection 10’ for presentation of the video and for watching it 15’ for discussion
Space & Materials	*Space:* A room equipped with laptop, video projector, internet connection and sound system for the presentation. Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion. *Materials*: blank paper for notes, flipchart and pens.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Understand what safeguarding and child protection are. 2. Become aware of safeguarding and child protection importance. 3. Connect safeguarding and child protection with prevention of sexual abuse.
Module	1
Unit	Safeguarding and child protection

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Source	"Understanding safeguarding 1" available at https://www.youtube.com/watch?v=qWO_WfnRW_U
Activity Name	**1.4 What is grooming?**
Goal	Inform and raise awareness of youth workers about grooming
Description	1. The trainer introduces the main goal of the activity 2. The trainer presents key information and characteristics of grooming. As a support and orientation are further listed main topics: **What is grooming?** Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Anyone can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative. **Types of grooming:** Children and young people can be groomed online, in person or both, by a stranger or someone they know. This could be a family member, a friend, a partner or someone who has targeted them like a

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	teacher, faith group leader, youth worker or sports coach. Anyone who has access to a child or young person could groom them. When children and young people are groomed online the groomers hide who they are by sending photos or videos of other people. Sometimes this'll be of someone younger than them to gain the trust of a peer. They might target one child online or contact lots of children very quickly and wait for them to respond. **How groomers groom young people:** Groomers can us a number of different tactics when grooming young people. The relationship they build with the child/young person can take on many forms, examples include… • A romantic relationship • As a mentor • As an authority figure • As a dominant and persistent figure A groomer can use the same websites, apps and games as young people, spending time learning about a young person's interests and use this to build a relationship with them. Children/young people can be groomed online through… - Social media networks - Text messaging and message apps like WhatsApp - Email - Text, voice and video chats in forums, games and apps.

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	Whether online or in person, groomers can use tactics like… • Pretending to be younger than they are • Giving advice and showing understanding • Buying gifts • Giving attention • Taking them on trips or holidays Groomers may also try and isolate children from their friends and family, making them feel dependent on them and giving the groomer power and control over them. They might use blackmail or make a young person feel guilt and shame or introduce the idea of 'secrets' to control, frighten and intimidate. It is important to remember that children and young people may not understand that they've been groomed. They may have complicated feelings, like loyalty, admiration, love as well as, distress and confusion. **Signs of grooming:**

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	It can be very difficult to tell if a child is being groomed – the signs aren't always obvious and may be hidden. Older children might behave in a way that seems to be "normal" teenage behaviour, masking underlying problems. Some of the signs you might see include: • being very secretive about how they're spending their time, including when online • having an older boyfriend or girlfriend • having money or new things like clothes and mobile phones that they can't or won't explain • underage drinking or drug taking • spending more or less time online or on their devices • being upset, withdrawn or distressed • sexualised behaviour, language or an understanding of sex that's not appropriate for their age* • spending more time away from home or going missing for periods of time. A child is unlikely to know they've been groomed. They might be worried or confused and less likely to speak to an adult they trust. If you're worried about a child and want to talk to them, we have advice on having difficult conversations. **Effects of grooming:**

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	Grooming can have both long and short-term effects. The impact of grooming is different for everyone and can last a lifetime, no matter whether it happened in person, online or both. A child or young person might have difficulty sleeping, be anxious or struggle to concentrate or cope with school work. They may become withdrawn, uncommunicative and angry or upset. Children, young people and adults may live with: • anxiety and depression • eating disorders • post-traumatic stress • difficulty coping with stress • self-harm • suicidal thoughts • sexually transmitted infections • pregnancy • feelings of shame and guilt • drug and alcohol problems • relationship problems with family, friends and partners. **Who's at risk of grooming?**

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	Any child is at risk of being groomed. And it's important to remember that both boys and girls can be groomed. Children who are groomed online could be abused by someone they know. They could also be abused by someone who commits a one-off act or a stranger who builds a relationship with them. Some children are more at risk of grooming, particularly those who are vulnerable. Children in care, with disabilities or who are neglected can be targeted by groomers. Groomers will exploit any vulnerability to increase the likelihood a child or young person will become dependent on them and less likely to speak out. 3. After presentation is finished the trainer leads the discussion.
Type of activity	Lecture, group discussion
Duration	Overall duration: 45 minutes 30’ for the presentation of the grooming 15’ for discussion
Space & Materials	*Space:* A room equipped with laptop, video projector, internet connection for the presentation. Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion. *Materials*: blank paper for notes, flipchart and pens.

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Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Recognize early signs of grooming. 2. Knows how to react when grooming is detected. 3. Knows who are the most vulnerable groups of children for grooming. 4. To recognize risks for the child victim.
Module	1
Unit	Safeguarding and child protection
Source	N/A

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Activity Name	1.5 Legislation and government guidance (adapt to respective countries)
Goals	Inform youth workers with the key international and national documents regulating sexual abuse.
Description	1. The trainer introduces the main goal of the activity 2. The trainer presents key international documents regulating sexual abuse, sexual consent and child sex exploitation. Some examples of international documents regarding the sexual abuse are listed in the *Annex 1.5.1*, and child sex exploitation in the *Annex 1.5.2*. 3. The trainer introduces the main national acts and documents regarding the sexual abuse, sexual consent and child sex exploitation. 4. He then asks participants to divide into groups and discuss about national documents regulating sexual abuse, sexual consent and child sex exploitation. 5. Group discussion about national laws and regulations.
Type of activity	Lecture, presentation, group discussion.
Duration	Overall duration 60 minutes. • 5’ for the presentation of the goals • 20’ for presentation of the international documents

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	• 20’ for presentation of the national legislation • 15’ for discussion
Space & Materials	*Space:* A room equipped with laptop, video projector, internet connection and enough space for all participants to be seated (e.g. circle formation). *Materials*: tables, markers, post-it blocks, flipchart papers.
Learning Outcomes	After the completion of the activity, youth workers are: • Is familiar with national legislation from the field of sexual abuse, sexual consent and child sex exploitation. • Is familiar with international documents regulating the field of sexual abuse, sexual consent and child sex exploitation.
Module	1
Unit	Legislation and government guidance

Activity Name	**1.6 Sexual consent (adapt for respective countries)**

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Goal	To inform youth workers with the key characteristics regarding sexual consent.
Description	1. The trainer introduces the main goal of the activity. 2. The trainer presents key information that help participants understand what is consent. As a support and orientation are further listed main topics: **What is consent?** To give 'Consent' means to say yes. So the 'age of consent' is the age at which, legally, you're deemed able to make the decision to say 'yes' to sex and to engage in sexual activity. (This may vary from one country to another) When it comes to sexual consent, there are some important ideas to understand and talk with child about: - Consent is freely given. Agreeing to do something is consent only if it's voluntary. If a person feels forced or bullied, or there's something to lose by saying 'no' (e.g., safety or a relationship), it's not consent. - 'No' always means 'no' whether given verbally or non-verbally. A lack of affirmative positive, freely given 'yes' is also a 'no'. - A 'yes' isn't consent if someone is coerced. Examples of coercion are if the person pressures, pesters, threatens, guilt trips, blackmails, intimidates, bullies, or harasses someone.

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	- Both partners agree to consent and both have a clear understanding of what they're agreeing to. A consent conversation includes asking, answering and negotiating. - Consent is a positive, voluntary, active and conscious agreement to engage in sexual activity. When someone's consenting, they agree and are confident in their decision to consent. Body language and verbal language should both give the same positive message. - For consent to happen, a person needs to have the chance to communicate 'no'. - Consent is ongoing. One person asks permission for an activity and another person gives it. This conversation continues as the activity continues or changes. The person who starts the sexual contact or who wants to move to the next level of intimacy is the one who must ask for and clearly get consent before continuing with the sexual contact. - Consent can be taken away at any time. At any point, someone can change their mind and withdraw consent. Consent given before doesn't apply to any activities that happen later. - You can't assume consent because people are in a relationship. You can't assume consent just because it was given for the same activity before. Permission must be asked for and given each time an activity begins, changes, or continues. Flirting, clothing, sexual texts or social media communication is not consent.

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	- Communication that's not clear or is confusing isn't consent. If there's any uncertainty that someone is agreeing to do something, the person starting the activity must ask permission, then wait until permission is clearly given before starting anything. - 'No' always means 'no', whether given verbally or non-verbally: A 'yes' that's not positive or freely given is also a 'no'. - A 'yes' is not consent if someone feels pressured, forced, threatened, guilty, blackmailed, intimidated, bullied or harassed. - People who are drunk, high, sleeping or unconscious can't give consent, either legally or practically. To have clear communication about consent, both people should be sober and alert. - Sending a private sext to someone doesn't give that person permission to share it with other people. 3. The trainer shows participants short video clearly explaining the consent: https://youtu.be/pZwvrxVavnQ 4. He then asks participants to divide into groups and discuss about concept of sexual consent. Participants should think of other concrete examples that could be used to explain what consent is. 5. They then come back in the big group and trainer moderates a group discussion and writes the examples on the board.
Type of activity	Lecture, presentation, group discussion.

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Duration	Overall duration 60 minutes. • 5’ for the presentation of the goals • 25’ for presentation of the topic • 15’ for small group discussion • 15’ for group discussion
Space & Materials	*Space:* A room equipped with laptop, video projector, internet connection and enough space for all participants to be seated (e.g. circle formation). *Materials*: tables, markers, post-it blocks, flipchart papers.
Learning Outcomes	After the completion of the activity, youth workers: 1. Know what sexual consent is in relation to national legislation. 2. Knows how to explain sexual consent to a child.
Module	1
Unit	Legislation and governmental guidance
Source	Teaching sexual health (https://teachingsexualhealth.ca/parents/information-by-topic/understanding-consent/).

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	Thames Valley Police Tea and consent video (https://youtu.be/pZwvrxVavnQ)

Activity Name	**1.7 Child Sex Exploitation (adapt for respective countries)**
Goal	Inform and raise awareness of youth workers about Child Sex Exploitation
Description	1. The trainer introduces the main goal of the activity. 2. The trainer presents key information that helps participants understand what child sex exploitation is. As a support and orientation are further listed the main topics: **What is C.S.E.?**

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	- Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited, they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. - Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused. - Children and young people can be trafficked into or within the UK to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited. - Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them. - Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be used to 'find' or coerce others to join groups. **Types of CSE:**

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	- CSE can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. - When a child is sexually exploited online, they might be persuaded or forced to: • send or post sexually explicit images of themselves • film or stream sexual activities • have sexual conversations. - Once an abuser has images, video or copies of conversations, they might use threats and blackmail to force a young person to take part in other sexual activity. They may also share the images and videos with others or circulate them online. **Signs of CSE:** The signs of sexual exploitation can be very tricky to spot and are sometimes mistaken for normal teenage behaviours. Many of the indicators are the same as the ones for grooming that we mentioned earlier. There are only a few subtle additions to that list (the reason for that is because grooming is always used to exploit young people sexually). • Having an older boyfriend or girlfriend • Staying out late or overnight • Becoming very good at lying about where they have been or where they are going • Having a brand new group of friends (that keep away from everyone else)

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	• Missing from home or care, or stopping going to school, youth club or college • Hanging out with older people • Involved in a gang • Involved in criminal activities like selling drugs or shoplifting • Being picked up in cars by older people **Effects of CSE:** Both sexual exploitation in person and online can have long-term effects on a child or young person. They may: • struggle with trust and be fearful of forming new relationships • become isolated from family and friends • fail exams or drop out of education • become pregnant at a young age • experience unemployment • have mental health problems • make suicide attempts • abuse alcohol and drugs • take part in criminal behaviour • experience homelessness. 3. The trainer shows videos about the child sexual exploitation to participants https://www.herts.police.uk/Information-and-services/Advice/Child-sexual-exploitation/What-is-child-sexual-exploitation

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	https://www.youtube.com/watch?v=WsbYHI-rZOE 4. He then leads group discussion.
Type of activity	Lecture, presentation, group discussion.
Duration	Overall duration 45 minutes. • 5' for the presentation of the goals • 30' for presentation of the topic • 10' for discussion
Space & Materials	*Space:* A room equipped with laptop, video projector, internet connection and enough space for all participants to be seated (e.g. circle formation). *Materials*: tables, markers, post-it blocks, flipchart papers.
Learning Outcomes	After the completion of the activity, youth workers: 1. Know what child sex exploitation is and its relation to national legislation. 2. Are familiar with signs indicating that child is sexually exploited. • Knows what child sex exploitation is and its relation to national legislation.

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	• Are familiar with effects of child sexual exploitation on victims.
Module	1
Unit	Legislation and government guidance

Activity Name	**1.8 Can I talk to you about something?**
Goals	Enhance/develop the youth workers' skills that enable them to know what is considered appropriate guidance in the case of sexual abuse.
Description	1. The trainer introduces the main goal of the activity. 2. The trainer distributes 5 young person and 5 professional character cards (Annex 1.4) to 10 people, everyone else in the room are observers. 3. Participants with cards get into character, afterwards each couple will come and sit in the middle and role play and everyone else will observe. 4. The young person starts the role play by approaching the professional and asking **"Can I talk to you in private about something....?"**.

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	5. The youth workers role play these situations and the observers share how they felt when watching at them. Trainer facilitate the group feedback.
Type of activity	Role playing
Duration	Overall duration 60 minutes • 10’ for the explanation of activity and distribution of character cards; • 5’ for participants to get into the character; • 25’ for role play (5 minutes for each couple); • 20’ for the feedback.
Space & Materials	*Space:* Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion but also suitable for role playing. *Materials:* tables, markers, post-it blocks, flipchart papers.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Know how to appropriately respond in case of detection of sexual abuse. 2. Recognize importance of confidentiality. 3. Decide in which cases it is necessary to report cases of sexual abuse/violence.

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Module	1
Unit	Referral mechanisms
Source	N/A

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Section 10: Module 2 Training Materials

Module 2 Safeguarding in the Youth Sector

Cultural determinants on perception, attitudes and behaviours in relation to abuse

General introduction to the module	In this part of the training we will focus on concepts such as culture, identity, intercultural awareness and inclusive strategies. How are these subjects related to the topic of sexual abuse? Why is it important for youth workers to understand what culture and identity are in order to better react when facing disclosure of sexual abuse? Each person has his/her own cultural background and identity. These can vary consistently not only between different cultures but also within one culture (sub-cultures). Our cultural background, in this sense, has an impact on the way we perceive things, our surrounding, ourselves and the others…. It can, consequently, also affect the way in which people see and talk about sexual abuse and how the latter is identified and recognized depending on one's cultural background. Being aware of our own cultural background is therefore crucial in order to better understand both ourselves and the others. The global aim of the module is to evidence the importance of a positive attitude towards cultural diversity and to value it by learning how to think comparatively and without prejudice. This means, for instance, to walk alternative communication patterns, to critically self-reflect while suspending one's own beliefs, values and personal biases, to develop a tolerant attitude towards ambiguity and, finally, to frame it as a positive experience.

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	Such an attitude, in fact, brings to a deeper and more empathic level of understandings, especially in cases of potential incongruence between feelings and experiences that might seriously affect the internal harmony of an individual. A clear understanding of cultural diversity, finally, encourages the development of inclusive strategies that help to create a safe space where disclosure can actually happen. All these aspects are essential for a youth worker to take into consideration in order to be more efficient in safeguarding practices and the fight against sexual abuse.
Overall aim of session	Youth practitioners taking part in KMS project will possess a better understanding of how cultural determinants on perception, attitudes and behavior affect the intercultural communication in general and in cases of sexual violence. They will also develop knowledge and skills about culture, intercultural relations, problems connected to them, their origin, how they can be avoided, how the "distance" in communication can be shortened. In this module, we will try to provide the theoretical basics as well as practical exercises through which you can fully communicate, be helpful to your interlocutor, distinguish the signs of violence and how to react when they are detected.
Outcomes of session	*By the end of this training the youth practitioners will...* ○ Gain knowledge about the set of cultural elements characteristic of different people often in one and the same country. ○ Improve knowledge about the importance of intercultural communication elements and differences. ○ Add knowledge about cultural attitudes and behaviour and correct usage for abuse detection.

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	○ Develop skills of recognition and correct self-disclosure approach. ○ Improve skills in intercultural communication using specific aspects for overcoming cultural barriers. ○ Develop skills for being in others shoes by implementing different cultural attitudes and testing different behavior. ○ Improve skills in detection of abuse in different cultural environment. ○ Develop skills in creation of a friendly place offering and predisposing to self-disclosure. ○ Improve team work actions in complex cases and accept external help when needed.
Description	Training session for adult youth work professionals. Includes hand out presentation of the theoretical materials, discussion sessions of Q&A and Learning activities.
Duration	This training session will take approximately 9 hours
Space & Materials	Training room with internet connection, chairs and tables in group working format, projector (laptop and PowerPoint presentation) flip chart, coloured pencils, rubber, activity materials, feedback forms.
Introduction to session and housekeeping	• Welcome participants to the room / housekeeping (toilets, fire exits etc.) • Introductions (everyone say their names and what their org does). • Provide details about the KMS project. • Run though course content and reason for training.

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	• Explain that there will be sensitive issues discussed which some may find distressing. If they need to step out at any time that is OK. Also we ask that if people are kind enough to share their experiences that people do not discuss these outside of this room. If you give examples, please do not use anyone's names.

	Unit 2.1 Cultural determinants
Part one	**Part One: What does culture really mean?** Culture elements? Culture transmission channels? The role of cultural values, norms, language, rituals, symbols, cuisine, songs and dances in communication? Cultural taboos? Correlation between culture and law?
Activity Name	**2.1 Catch the term**
Goals	The main goal is to introduce the topics of intercultural competence, the various terms and definitions.
Description	1. The trainer introduces the main goal of the activity

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	2. He/she divides the participants in groups of 4 (max. 16 persons) 3. He/she gives to each group the cards with set of key terms (find in the *Annex 2.1*) 4. Each group discusses the key terms and within the group defines each key term. Each group has a flipchart, papers and pens and can write down the definitions. (max 20 minutes). 5. Once the groups agreed on the definitions for each key term the trainer gives each group the cards with the set of definitions 6. Each group should try to match the definition with the key term (max 15 min) 7. Final discussion round: • Was it easy to define each key term? • Are the definitions that you have developed within the group similar to those on the cards? • Why is it important to understand and define each term and their difference? Further questions: • If we focus on 'intercultural awareness', 'intercultural competence' and 'intercultural communication skills', how are these important for our work with young people? • Give examples in which you have needed to use your intercultural skills as a youth worker • Why is it important to have intercultural competence skills in order to improve our safeguarding skills? 8. The trainer can give the handout to participants for further information.
Type of activity	Group activity

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Duration	Overall around 45 minutes 5’ for the division of groups and explanation of the activity 15’ for group discussion around the key terms 10’ for discussion about definitions given by the trainer 15’ final group discussion
Space & Materials	*Space*: a spacious room for at least 3 groups of 4 people. *Materials:* Pens, Flipchart, Printed set of Key terms and Definition Cards, Handout. Tables and chairs.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Understand and be able to define the meaning of the key terms 2. Understand the differences between these key terms and how these concepts are related to their daily work
Module	2
Source	NA

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Part two	**Part two: Aspects of intercultural communication** **The feeling of yourself and space.** **Communication and language.** **Clothing and appearance.** **Relationships, family, friends.** **Values and norms.** **Beliefs and Attitudes.** **Q&A session on barriers created by these aspects, how to prepare environment and yourself for the first communication contact.**
Activity Name	**2.2 Aspects of intercultural communication**
Goals	The main goal is to introduce the topics of intercultural communication, the various terms and definitions.
Description	1. The trainer introduces the main goal of the activity 2. The trainer explains the following to participants:

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	Definition of intercultural communication: The meaning people attach to messages and experiences depends on the culture they belong to.[5] Individuals from different cultures have different ways to convey a message and to interpret it: they do it according to cultural communication codes and through verbal as well as non-verbal communication. **Intercultural communication** is the case, in which two people with different cultural communication codes communicate. Some elements of intercultural communication. We would like to draw your attention to them as they are important, especially at the first meeting. These details include elements of verbal and non-verbal communication. - The feeling of yourself and space - or in other words the first physical contact with your interlocutor. Remember that in different cultures, this contact ranges from lack of physical contact, through a formal handshake, informal handling and contact, different types of bowing, hugs and kisses involving different genders. - Communication and language - from explicit direct communication with meaning not hidden in words, to implicit, indirect communication, with emphasis on the hidden meaning of what is said (allusions)(ex. the meaning of silence can vary a lot depending on your cultural background. It can

[5] SPENCER-OATEY, *What is culture?*, GlobalPAD, 2012, p.12.

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	mean, I agree, I don't understand, I am listening, I am not interested, I don't agree but I will not say so etc…) - Clothing and appearance in general – from the casual but comfortable appearance of clothing, hairstyle, makeup to evident signs expressing position in society, wealth, prestige. Very often, in certain cultures, there are also religious norms for clothing and appearance, especially for women, that make difficult to recognize non-verbal communication signs and require a very careful selection of verbal ones. - Relationships, family, friends. Again, the differences are in a huge range - from practical relationships to family members and friends, strict enough and restricting communication in an informal home environment, to those where a wide range of relatives, loyalty and responsibilities are considered family, status and respect to age. However, problems related to domestic violence and non-sharing due to the aforementioned reasons may also be hidden. Particular attention should be paid to the preparation and conduction of discussions with the representatives of this group, to use the whole arsenal of knowledge and skills in an attempt to communicate successfully. - Values and norms. In many contemporary societies, as a result of technological development, new needs and personal norms, there is an individual orientation - the desire for full independence, preference for direct conflict resolution. In other societies, group orientation, conformity, and preference to harmony, both at work and at home, are still appreciated. - Beliefs and Attitudes. They can be defined as the two specific cases - the egalitarian one, which is characterized by the challenge of authority, is the leading thesis that people control their destiny, gender equality, including the legitimization of same-sex marriages, respect to authority, social order, different roles, rights and responsibilities assigned to men and women in society, etc.

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	This is a not a full list of aspects of intercultural communication, but it covers a very wide range of cultural differences, knowledge of which is extremely important for youth workers to gain confidence, properly understand issues and apply appropriate actions respecting dignity, culture and religion. 3. The trainer engages the participants into a discussion • Is it easy to define intercultural communication? • Why is it important to understand and define intercultural communication? Further questions: • If we focus on 'intercultural awareness', 'intercultural competence' and 'intercultural communication skills', how are these important for our work with young people? • Give examples in which you have needed to use your intercultural skills as a youth worker • Why is it important to have intercultural competence skills in order to improve our safeguarding skills?
Type of activity	Lecture and Group discussion
Duration	Overall around 45 minutes 5' for the division of groups and explanation of the activity

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	30’ for presentation of the topic 15’ final group discussion
Space & Materials	*Space*: a spacious room. *Materials:* Pens, Flipchart, Tables and chairs.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Understand and be able to define the meaning of the key aspects of intercultural communication 2. Understand the differences between these key terms and how these concepts are related to their daily work
Module	2
Source	NA

Part three and four	**Part three: Cultural attitudes and disclosure?** **Self-disclosure in interpersonal communication.** • **Low disclosure concept** • **High disclosure topic**

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	• **The traps of internet anonymity** **Part four: Communication obstacles for detecting abuse** **Detecting a physically or sexually abused person is a hard and complex action, often delayed, and has consequences with the long-term recovery from the effects of abuse. Unfortunately, it occurs in practically all cultures and in most cases is shrouded in secrecy and silence. The process and outcomes of reporting a child abuse vary widely by culture, as well as by age, gender, and other variables. No culture is defined by a single value, nor is any particular value held solely by a single culture. Discussion of values that support or suppress sharing is largely speculative. Some problems, presented differently in different cultures and having a different weight in the respective society, can lead to the suppression of the findings of violence against minors.** • **Shame** • **Taboos and modesty** • **Sexual scenarios** • **Virginity** • **Woman status** • **Compulsory violence** **Honor, respect and patriarchy**
Activity Name	**2.3 Cultural attitudes and disclosure?**

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Goals	The main goal is to introduce the topics of self-disclosure in interpersonal communication.
Description	1. The trainer introduces the main goal of the activity 2. The trainer explains the following to participants: Culture is the major factor and basis for human behavior. That is why self-disclosure is very important in interpersonal communication. In the following lines, we will try to determine whether culture contributes to the way people reveal themselves. It is important to measure the relative importance of culture in self-disclosure and whether there are any natural and universal similarities in the ways in which people from different cultures reveal themselves. Attention will also be drawn to the cultural factors that could influence the effect of relevant cultures on self-disclosure (e.g. high-context and low-context differences and individualistic-collectivist contrasts), which are important especially when sharing information related to sexual relations and possible abusive activities hidden behind cultural differences. In today's society, internet communication is increasingly prevalent over personal communication, which poses additional risks of abuse. The differences in self-disclosure between people from different cultures are very obvious. Keep in mind that across cultures there are topics with low disclosure (musical preferences, for example) and high-disclosure topics (sexual experiences). In other words, you can get radically different answers from representatives of different cultures. The range of topics and intimacy of the

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	information shared also depend on the degree of collectivism embedded in their culture and is highly dependent on the channel used to exchange such information. The more a culture relies on the consequences, the less it talks about the most personal issues. Collectivist cultures, as keeping with their name, influence people to disclose less personal information so that they focus on the good of the community as a whole. People, irrespective of their culture, will always strive to create and develop new relationships so that the boundaries of culture can no longer be an obstacle. Internet anonymity (bypassing or disguising cultural taboos) in communication carries many risks - false profiles, tricked-out tactics, tempting promises are just some of the possible dangers. Pay special attention to social media communication in your work with young people. Try to build preventive instincts in your interlocutors. Detecting a child sexually abused is a hard and complex action, often delayed, and has consequences with the long-term recovery from the effects of abuse. Unfortunately, it occurs in practically all cultures and in most cases is shrouded in secrecy and silence. The process and outcomes of reporting a child abuse vary widely by culture, as well as by age, gender, and other variables. No culture is defined by a single value, nor is any particular value held solely by a single culture. Discussion of values that support or suppress sharing is largely speculative. Some problems, presented differently in different cultures and having a different weight in the respective society, can lead to the suppression of the findings of violence against children. These questions include shame; taboos and modesty, sexual scenarios, virginity, woman status, obligatory violence (revenge), honor, respect and patriarchy, and more.

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	- **Shame** - Many aspects of sexual abuse can contribute to a sense of shame, including the topic itself, the involvement of the authorities, and possible perceptions of neighbors and friends. Very often, due to improper education and upbringing, children do not take certain actions to violence. Criminals often take advantage out of a sense of shame of the children and keep silence, forcing the children to break the rules (for example by using alcohol, walking in forbidden places or posing for pornographic pictures) and then telling the children that they will "create an extra problem to themselves" if they reveal. In order to overcome shame, it is important the trust between the youth worker and his interlocutor to be high, the language understandable and the issues carefully selected. - **Taboos and modesty** - it is difficult for children to reveal themselves in a cultural environment that suppresses discussion about sexuality. Sexual education, permitted and prohibited things are often abused and silenced in many cultures. - **Sexual scenarios** - Sexual scenarios supported by a culture can make discoveries difficult. Most cultures traditionally view sexual interaction between a man and a woman as a type of a struggle in which the man is in the position of the attacker (seeker) and the woman is defended. In many cultures, where upbringing, especially for girls and women, is associated with strict behavior and clothing, a case of sexual assault in violation of these rules can also lead to their concealment and even blame on the victim. This view of sex as a battleground of the sexes, however, makes it difficult for boys to disclose sexual abuse by women, as disclosure seems to suggest that the boy is less masculine. Sexual scenarios can also make it difficult for boys to detect sexual abuse by men, as such recognition requires "confessing" to being a victim, which is a blow to their male image. In

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	different cultures, boys who have been sexually abused by men are suspected of being gay, which can be a highly stigmatized identity for a boy. - **Virginity** - Emphasis on a girl's virginity and shame about its "loss" can be serious barriers to detecting girls' sexual abuse and can make it difficult for their parents to do so and seek professional help. In many cultures, this is an insurmountable obstacle to future marriage. In many jurisdictions, besides the pure physical sexual act, a touch of the genitals by a medical person is also considered as a sexual assault if not proven to be of medical reasons. - **Woman status** - In societies where cultural norms value men more than women, reporting a sexual assault of a girl by a boy or a man can be rejected or not taken seriously. - **Compulsory violence** - When sexual abuse of a young person occurs, in some cultures, men in the family feel obliged to avenge this dishonor by committing violence against the alleged abuser in public. This "compulsory violence" can hurt the family and the family member risks to be arrested for violent revenge. For avoiding prosecution, in many cases the abuse is kept under secret. - **Honor, respect and patriarchy** - in many cultures, the existence of the unwavering respect for older men can be distorted into taking advantage of the position and using it for abuse. Many cultures (Central Asia) have seen how patriarchy can be used to justify the sexual abuse of children by their fathers or relatives, and how they can conceal revelations. - **Other cultural barriers to the detection of violence** - Girls in many countries and cultures have stated the following reasons for not revealing sexual abuse: to want to forget, fearing what people will think, self-blame, distrust, minimizing the significance of what happened, feeling guilty about

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	the experience, afraid of not being trusted, feeling like a willing participant, threats and bribes and feeling confused or not knowing who and how to say. As seen above, which in no way exhausts the cases of sexual harassment, there are many cultural obstacles. Guidance to youth workers in addressing these barriers can be good knowledge of cultural backgrounds and a carefully crafted approach combined with questions and selected examples of other types of behavior seen in the community around them, including films, books, etc. 3. The trainer engage the participants into a discussion
Type of activity	Lecture and Group discussion
Duration	Overall around 45 minutes 5' for the division of groups and explanation of the activity 30' for presentation of the topic 15' final group discussion
Space & Materials	*Space*: a spacious room. *Materials:* Pens, Flipchart, Tables and chairs.
Learning Outcomes	After the completion of the activity, youth workers should be able to:

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	1. Understand and be able to explain how intercultural determinants can influence the way in which people engage in disclosure. 2. Understand the differences between these key terms and how these concepts are related to their daily work
Module	2
Source	NA

Activity name	2.3.1 **How to deal with these problems?**
	Attention! This is a Project Based Learning Activity - a teaching method in which the youth workers will learn by actively engaging in real-world and personally meaningful projects. Not all the needed information can be found in the theoretical part – there are many hints in it, but creativity and common work of the group in a competitive mode will be the basis for success.
Goals	Understand how intercultural determinants can affect disclosure
Description	1. The trainer introduces the main goal of the activity

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	2. The trainer explains participants that they will do a role play in which they will have to conduct meetings with potential victims of violence. 3. (The chosen role plays should be as close as possible to the actual case (cases provided by the project associated partners, taken from the news or imaginary). In countries with greater multicultural diversity the opportunities for roles will be significantly greater. 4. Participants are divided in groups. Each groups receives one scenario. / Optional: the trainer can ask each group to think about a situation they have experienced in their youth work and present it to the group 5. Participants read through the scenario and discuss in their group about how to make the scene and what the real situation could look like. (max 20 minutes) 6. Each group presents their scene in front of the rest of the group 7. During the scene the rest of the group take notes. 8. After the scene - a discussion is engaged. Participants discuss about what they have seen, the mistakes, used / unused opportunities, analysis of verbal and nonverbal communication, compliance with cultural rules, approaches to predisposing the conversation - choosing a topic, admitting a parent or other relative, etc. took place. 9. The trainer moderates the discussion. The assessment is given comprehensively for the implementation of both tasks, seeing the practical application of the first and comprehensively assessing the skills and knowledge of the second. The greater the variety of 'roles', the better prepared youth workers will be. Unfortunately, there is not a large variety of migrants in Bulgaria, but the problems with real and virtual online violence

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	exist and increase, in proportion to the uncontrolled access to the Internet. The project-based learning approach allows for a virtually unlimited number of "roles", obtaining additional information, even missing in the project modules and training on topics related to the problems of intercultural communication. Example of scenarios: **Scenario 1:** Syrian Christian sisters aged 13 and 14 were verbally abused in a temporary accommodation camp by older but underage Syrian Muslims. The case is reported to the commandant of the Camp and volunteering youth workers are ready with knowledge and skills to help resolve this conflict. Roles: Christian girl(s), Muslim boy(s), Youth worker(s), Commandant & Parents (at discretion) **Scenario 2:** On the Chinese market there is a purely commercial conflict between two Chinese families - Dungani and Hani. The conflict is transmitted to the Internet space in the communication between their children, where threats are made, including physical and sexual violence ones. The kids from both families are studying in the same school but by a good coincidence the emergency situation

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	due to the Corona virus keeps them physically separated. The Dungani kids call for help in the near by Youth Center. Roles: Dungani and Hani kids, Youth worker(s), School Authorities & Parents (at discretion) **Scenario 3:** An informal leader of a skateboard group shares with youth workers in the center, that there is a 13-year-old girl in the group who has been worried lately, behaving differently than before. She shared with a girl who feels closest to her, that during the state of emergency, her stepfather, who is a professional dancer and offered to dance together so she could keep in shape. At the beginning everything seemed normal to her, but lately he has started to press her closer to him, as if involuntarily touching her breasts and backside. She is very hesitant to tell her mother worrying about the reaction and the possible consequences. Youth workers decide to seek help from Blue Room (Safe Houses) specialists. Roles: 13 year old girl, youth worker, psychologist if needed the specialists from the Blue Room
Type of activity	Role play
Duration	60 minutes depending on the size of the group and the number of scenarios
Space & Materials	*Space*: a spacious room. *Materials:* Pens, Paper, Flipchart, Tables and chairs.

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Learning Outcomes	After the completion of the activity, youth workers should be able to: • To reflect on how intercultural determinants can influence the disclosure of young people
Module	2
Source	N/A

Activity name	**2.3.2 Create A Safe Space Youth Station**
Goals	Developing skills in creation of a friendly place offering and predisposing to self-disclosure
Description	1. The trainer introduces the main goal of the activity 2. Trainer splits youth workers into two groups and gives each group the same task. 3. A youth organization is provided with a big open space, a practical square area for various youth activities, including meetings with potential minors - victims of sexual violence. 4. Each of the groups must in the form of Project Based Learning prepare the room for its multifunctional activity in a multicultural environment - partition walls, furniture and their location, colours, accessories, audio-visual equipment, paintings, etc.

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	5. Each group presents its project to the others, justifying their decisions, answering questions about their choice, making notes about given suggestions and possible mistakes done. 6. The trainer engages a discussion with the group
Type of activity	Project Based Learning Activity
Duration	Around 60 minutes depending on the group
Space & Materials	*Space*: a spacious room. *Materials:* Pens, Paper, Pencils, scissors, flipcharts, Tables and chairs.
Learning Outcomes	After the completion of the activity, youth workers should be able to: • Understand the importance of creation of a friendly place offering and predisposing to self-disclosure
Module	2
Source	N/A

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Unit 2.2 Intercultural awareness competence

Learning Activities

Activity Name	**2.4 Who am I?**
Goals	• Inform and raise awareness among youth workers about identity, multiple identities and identity threats • Understand how these can influence our work as youth workers within an intercultural environment
Description	1. Introduce the main goal of the activity 2. Ask each participant to take 5 minutes to write down 10 points responding to the question “who am I?” Tell them that there is no right or wrong answer. 3. Once they have written their answers ask them if the points they wrote are always true or only for this specific moment (ex. I am tired). In case such case they should take these points away and try to find others who are always true. Ask them to list their points from the most important to the less important. (5 minutes) 4. Ask those participants who feel like to read their paper to the group (it is important not to force anybody) 5. Engage the participants into a discussion. (20 minutes) a. How did you proceed choosing the elements of their identity? b. Why did you choose some instead of others? c. Would you change/add something from your list if you would be living in another country? d. Would your listing (from the most to less important) change based on the different cultural contexts? e. In which way does the concept of intercultural identity influence your daily work?

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	6. Give each participant a copy of the Lecture 1 (*Annex 2.4.1: Intercultural Identity*). 7. Allow each person to read the document for themselves. Ask them to link each of their points with one of the functions of identity. Max 10 minutes. Group discussion: Now that you learnt about the different identities, their functions, and the concept of identity threats. a. How do you think different cultural contexts can influence our multiple identities? b. Can you think of any other identity threat that somebody can experience when coming from a different cultural background? c. How can these influence our perception of ourselves and others? 8. Show to the group the example of Linda. (See *Annex 2.4.2: Multiple Identities*)
Type of activity	interactive, group discussion
Duration	Overall duration of the activity 60 minutes 5’ for the trainer to explain the activity 5’ for participants to write their 10 points 5’ for participants to list them from 1 to 10 20’ for group discussion

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	10’ for the *Annex 2.4.1: Intercultural Identity* 10’ group discussion 10’ For showing the *Annex 2.4.2: Multiple identities* plus final discussion and conclusions.
Space & Materials	*Space:* A comfortable and spacious room equipped with a laptop, video projector. *Materials:* papers, pens, a video projector
Learning Outcomes	At the end of the module the youth workers should be able: 1. Have a better understanding of the functions of identity and the link between identity and culture 2. Understand how this can influence our self-esteem and our perception of ourselves and others 3. Better adapt their approach to the work with young people coming from different cultural backgrounds
Module	2
Unit	Intercultural Competence
Source	N/A

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Activity Name	**2.5 Nacirema**
Goals	• To support the youth worker in understanding how enhancing own intercultural sensitivity can help addressing sensitive issues such as sexual violence and abuse in intercultural contexts
Description	1. The participants read a short paragraph about the Nacirema people (*Annex 2.5.1: Nacirema* is provided at the end of the activity). 2. After the reading, the trainer asks the participants about their impressions, their point of view on the Nacirema people... • Where do you think they come from and live? • What could their lifestyle be? • What are their values? • List at least ten adjectives to describe this tribe's customs. How many were positive? Negative? • If you were a teacher, how would you deal with Nacirema children in your classroom who insisted on maintaining their tribal customs? 3. Then, the trainers reveal the real meaning of the text: the Nacirema are actually the American people (written backwards), and the mouth ritual refers to teeth brushing, seeing the dentist, etc.

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Evaluation/Debriefing

- Why can't we guess at first it relates to cultural practices we actually are familiar with?
- How do you feel about the teeth brushing practice after reading this text?
- Do you agree with Horace Miner on the "believes" related to teeth brushing?
- Have you ever thought before that occidental culture values too much oral hygiene?
- What other rituals of our culture could seem "strange" for a foreigner? Think of other examples.
- How could intercultural sensitivity be applied when we discuss about sensitive topics within our youth work?

Possible extension of the activity

1. In the final phase you can choose to divide the participants in smaller groups
2. Ask them to think of other examples of habits / rituals that could be seen as strange for somebody coming from another culture.
3. Ask them to choose one and present it to the rest of the group as a little theatre scene.
4. The rest of the group has to guess what kind of ritual it is.
   This phase can last 30 additional minutes.

Important tips for the facilitator

Ask participants if there is somebody in the group who already knows the activity, in which case they should take the role of « observers » of the group dynamic.

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	It is good for the text to be read a second time and commented after the true identity of the Nacirema is revealed, especially if the level of English is not so high in the group. The choice of the words is very important; how does the writer create a feeling of distance?
Type of activity	Reading of a text, group discussion, group interaction
Duration	Overall duration of the activity: between 30 minutes and 1 hour 5' for the trainer to explain the activity 5' for participants to read the *Annex 2.5.1 Nacirema* 20' for group discussion 30 additional minutes for second part of activity 5' group division 15' group discussion and definition of examples of rites 10' presentation of each group
Space & Materials	*Space:* A comfortable and spacious room *Material:* Handouts for each participant
Learning Outcomes	At the end of the module the youth workers should be able:

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	1. Understand one's own cultural identity and how it determines own behavior and interpretation 2. Try to take distance from own habits/cultures, step in the shoes of somebody else and learn how to look at own culture as outsider 3. Enhance cultural sensitivity and increase awareness of how to best address topics such as sexual abuse and safeguarding within an intercultural context
Module	Module 2
Unit	*2.2 Intercultural awareness competence*
Source	http://eurocircle.fr/ressources-projets/#wehavethesamebeat

Activity Name	**2.6 Importance of intercultural communication skills**
Goals	Have a first understanding of intercultural communication

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Description	1. The trainer explains the aim of the activity. 2. He/she distributes the handout to each participant 3. Participants read the sheet and discuss it with their neighbour 4. Engage the participants into a discussion about communication in intercultural environments a. What is intercultural communication? b. What influences our communication? c. When do we talk about intercultural communication? Give examples d. How can communication affect the understanding between people? e. If our identities, cultural background and attitudes influence our ways of communicating, to what extent, can we, through our personal agency, mediate our behaviour, so that it is not alienating and our communication is successful? f. What do we need for a successful communication?
Type of activity	Introductory lecture, group discussion
Duration	Overall duration of the activity: 30 minutes
Space & Materials	*Materials:* handouts for each participant
Learning Outcomes	At the end of the module the youth workers should be able:

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	• To develop understanding of what is meant by 'Intercultural communication' • To support participants to develop their understanding of the range of intercultural communication skills that youth workers may need to acquire when working within an intercultural context
Module	2
Unit	2.2 Intercultural awareness competence
Source	N/A

Activity Name	**2.7 The TOPOI-Model**
Goals	• Enhance/develop the youth workers' skills for communication awareness (by using the TOPOI-model checklist); • Enhance/develop the qualities of youth workers to better communicate with young people about sexual violence and how to stay safe.

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Description	1. The trainer presents the main aim of the activity: It is essential for a youth worker to have a clear understanding of the importance of communication in the prevention of sexual abuses and how this can be influenced in intercultural environments. Understanding the elements which characterize and define communication is the first step for becoming a good youth worker. Developing competences to recognize and address sexual violence against young people is directly linked to our communication strategies and skills. The **Topoi-model** can be used as a check-list for communication awareness for youth workers working especially on sensitive topics. 2. The trainer presents the TOPOI-Model: The **TOPOI-model** is developed by Edwin Hoffman and is based on the work of the Interaction Academy in Antwerp. The model discerns 5 areas to trace misunderstandings in communication. TOPOI-model is an instrument to analyse the communication. **The TOPOI-model is based on some assumptions:** ○ Communication is universal ○ Focus is on the quality of interaction not the culture ○ Communication is a circular process ○ Intercultural communication requires an open and reflective attitude *3.* The trainer presents the Topoi Model: *Annex 2.2.5: TOPOI-Model and* Pdf The TOPOI-model: a challenging model for intercultural communication

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	4. The trainer divides the participants into groups of 3 5. Each group chooses a situation from their daily work in which they feel they had a communication problem 6. One participants acts as the youth worker, one as the young person and one participants is an observer. 7. The two participants plays the scene, the observer is in charge of taking note of how the communication between the two "actors" is taking place 8. The trainer hands out to the group the *Annex 2.2.5 Topoi-model check-list* 9. Each group discusses how they could improve their communication skills 10. Final group discussion, evaluation of the activity and conclusions
Type of activity	Reading activity, Group activity and role play
Duration	Overall duration of the activity: 1 hour 30' presentation of the TOPOI Model 5' division in groups 10' discussion within small groups about examples of unsuccessful intercultural communication in daily work 10' role plays + *Annex Topoi-model Checklist* 5' Final group round and conclusions

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Space & Materials	*Space:* Large and comfortable room *Material*: handouts
Learning Outcomes	At the end of the module the youth workers should be able: • Understand the challenges of intercultural communication • Use a number of intercultural communication skills that could help them when working within an intercultural context
Module	2
Source	N.A

Activity Name	**2.8 Intercultural Casino**
Goals	• develop the awareness of intercultural communication and intercultural differences • realise that different cultures perceive things differently and “play” with their own rules.
Description	**Introduction:** The **Intercultural Casino** activity is a game aimed at developing the awareness of intercultural communication and intercultural differences. Its major aim is to realise that different cultures

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	perceive things differently and “play” with their own rules. This game helps participants understand that our language and body “codes” may not be interpreted in the same way by people from different cultures (and even within the same culture). Especially when talking about sexual abuse and violence it is important to consider how body language and communication can affect people’s easiness to disclose or to tackle such topics. It also helps the youth workers to develop a better reflection on his/her own language and body “codes” when discussing such topics. Through a “real life experience”, this activity also helps participants to reflect on how they felt when entering in a “culture” in which they didn’t know the rules and how this affected their confidence within the group. It is a game that can be played either at a training for youth workers or by youth workers with the group of young people. **Overview for the trainer**: Participants play a simple dice game in small groups, where conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules. In discovering that the rules are different, players undergo a mini culture shock similar to real experience when entering a different culture. They then must struggle to understand and reconcile these differences to play the game effectively in their "cross-cultural" groups. Difficulties are magnified by the fact that players are not allowed to speak to each other but can communicate only through gestures or pictures. Participants are not forewarned that each group is playing by different rules; in struggling to understand why other players don’t seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters

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	Set-up: Set up (approximately) 3 or 4 tables (about max 5 people per table), depending on the number of people participating. On each table there should be a copy of the rules for that table per player plus 1 dice and a piece of paper where to mark the points. 1. The trainer explains that the participants will play a dice game. They need to take it very seriously. The group will be divided in smaller groups of max 5 participants per table. Once they sit at the table they are not allowed to talk anymore. Each table will have the rules of the game laying on the table. Once all participants have read the rules the trainer will take the rules away from the table. *Annex 2.2.6 Intercultural Casino Rules 1,2,3,4* you will find one rules for each table. **Debriefing**: This is the most important part of the activity. It is where participants can share within the group what happened and how they felt. After playing a number of rounds (5, 6 rounds, around 20minutes) the game should be stopped. Participants can get back in a big circle. The following questions should be discussed: • What just happened? • How did you feel? • Did you understand the rules of the game? • When did you realize that something was going on? • How did you feel when you understood that the rules where different from one table to the other?

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	• How did you feel when you had to leave your table? How did you feel when somebody "new" would arrive? • What strategies have been put in place to better integrate/or not the new people at the table? What were the reactions? • What strategies did the 'new comer' adapt in order to integrate? • Who was adapting, who was imposing the rules? Why? What was your body language? --- • What *specific* real-life/work-life situations does this game remind you of? • Choose *one* of these real-life/work-life situations. What are the underlying causes of the problems or difficulties? • How can we relate to this exercise when we think about discussing about safeguarding and prevention against sexual abuse in our daily work?
Type of activity	Game, group discussion
Duration	Between 45' and 1h15
Space & Materials	*Space:* Big comfortable rule in which can be disposed different tables with between 3 and 5 people per table. *Material:* Rules for each table, dices, paper and pens for each table
Learning Outcomes	At the end of the module the youth workers should be able:

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	• To realise that different cultures perceive things differently and “play” with their own rules. • To understand that our language and body “codes” may not be interpreted in the same way by people from different cultures (and even within the same culture).
Module	2
Unit	2.2.6
Source	N.a

Activity Name	**2.9 Inclusive Strategies for youth workers and young people**
Goals	To reflect on strategies and methods that make all young people feel free to express and talk about sensitive subjects, regardless from their cultural background
Description	1. The trainer divides the group in two. 2. The trainer asks participants to brainstorm on what examples of inclusive strategies participants know and what are the qualities that a youth worker should have in order to engage in inclusive youth work. 3. Each group presents the inclusive strategies and the qualities. 4. The trainer collects the information and marks them on a paper board.

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	5. The trainer guides a group discussion about what could be improved in the work practice of youth workers. 6. At the end of the activity the trainer gives participants the *Annex 2.9.1 Introductory Lecture Inclusive Strategies* for further information.
Type of activity	Group discussion
Duration	Overall duration around 45 minutes • 5' for the division of groups and explanation of activity; • 15' for groups to engage in the guided group conversation; • 15' for representatives to present their strategies; • 15' for the guided discussion
Space & Materials	*Space:* Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion but also suitable for working in teams/groups. *Materials:* tables, markers, post-it blocks, flipchart papers.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Understand personal qualities that are important for developing an inclusive work with young people;

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	2. Understand and apply a collection of strategies to better include all young people from personal experience and shared best practices.
Module	2
Unit	2.2 Intercultural awareness competence
Source	Activity inspired from "Promoting Inclusion in youth work". you can consult '**Access All Areas –a Diversity Toolkit for the Youth Work Sector**' published by NYCI and Youthnet 2012. Find it under: https://www.youth.ie/articles/access-all-areas/

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Section 11: Module 3 Training Materials

3/ To safeguard and prevent (role specification)

The youth worker will need to

- Know the national policies and procedures to do safeguarding and prevention and stay up to date

- Provide appropriate guidance and a safe space

- Demonstrate empathy and active listening and demonstrate balance between empathy and professional boundaries

- Know and use methods to speak up and to empower

- Create and facilitate a safe network of professionals and peers

Module 3 Safeguarding in the Youth Sector

Unit 3.1. European and National Policies and Procedures

Learning Activities

Activity Name	**3.1. Act it like you mean it**
Goals	General: Inform and raise awareness among youth workers about European and National policies and procedures related to safeguarding children attending youth clubs

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Description	9. The trainer introduces the main goal of the activity 1. The trainer divides the participants in smaller groups of 2 persons (the overall number of participants should be max. 16 persons). 2. Give each group a copy of the scenario (*Annex 3.1 Discussion between youth worker and supervisor*)[6]. 3. Allow each small group to act their scenario for 10 minutes in total. Participants will be given the script which they can use to read or use it as inspiration. The script will be a dialogue of maximum 5 minutes. 4. After the role play, allow 5 minutes for silent debriefing to the participants to relax and then ask them their opinion on the issues and problems of what they felt or thought while they were acting. 5. Follow the guidelines from the *Annex 1_Scenario between Youth Worker and Supervisor* and ask them to express their suggestions and comments on policies and procedures that should be followed according to the problem. Potential questions to ask: *a. What is your opinion about the approach youth worker and supervisor had on the issue?* *b. In what points of the script you agreed and in which you disagreed? Explain.* *c. If you would have asked to change the script in order to make it "correct", what would you change?* *d. In your opinion, what kind of behaviour from youth workers could be a breach of the safeguarding policy?*

[6] The trainer can use other scenarios but it is recommended that the scenarios do not include assuming the role of a victim. For example, it could be a conversation between a youth worker and the supervisor.

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	6. At the end of the discussion analyse together which suggestions are already European policies and procedures but also highlight the policies or procedures they didn't mention by providing them with some useful information, such as links as the *Principles for integrated child protection systems*[7].
Type of activity	interactive, group work
Duration	Overall duration of the activity: 45 minutes 5' for the teams to read the script once and prepare for their role 10' overall duration for role-play/acting 5' for silent debriefing and come back to the discussion table 25' for Final discussion, evaluation and conclusions.
Space & Materials	*Space:* A comfortable and spacious room for the all groups to be able to engage in role-play at the same time. *Materials:* Written scenarios to be distributed to all teams, Handouts for discussion after the role play.
Learning Outcomes	At the end of the module the youth workers should be able:

[7] *Principles for integrated child protection systems*, available at https://ec.europa.eu/info/policies/justice-and-fundamental-rights/rights-child/child-protection-systems_en

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	4. to apply/adjust their work practice and ethics accordingly to European and national procedures and policies to safeguard children who attend youth clubs; 5. to inform and raise awareness among their colleagues accordingly; 6. to act upon these guidelines while they work with young people.
Module	3
Unit	European and National Policies and Procedures
Source	N/A

Activity Name	**3.1.1. A Visual Trip**
Goals	Inform and raise awareness to youth workers about European and National policies and procedures related with safeguarding children who attend youth clubs.
Description	1. The trainer presents the following videos to the attendees *a. Understanding safeguarding* The first two videos have been shown in Module 1. https://www.youtube.com/watch?v=_Ki7XsezOWw (part 3 – 05:40 min) https://www.youtube.com/watch?v=8TTb_Zp43l4 (part 4 – 04:59 min)

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	https://www.youtube.com/watch?v=b-ybDjFPDRk (part 5 – 04:38 min). 2. Engage the participants into a discussion on policies and procedures of safeguarding. *Potential guiding questions:* A. Did these videos help you learn something new, if yes, explain what? B. What is the difference between procedures and policies? C. Do you have in mind any policies that they haven't already mentioned in the video? D. As youth workers, name some difficulties you face in relation to safeguarding. E. Are there any policies you find them difficult or too strict follow? Why? F. Name some specific policies you should follow as youth worker. Do you think that your safeguarding policy (e.g. as an organization) is covered according to the European guidelines you saw in the video?
Type of activity	Group Activity
Duration	Overall duration: 1 hour 26' for the presentation of the videos 30' for group discussion 5' to wrap up the final conclusions

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Space & Materials	*Space:* A room equipped with laptop, video projector, internet connection and sound system for the presentation. Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion. *Materials*: blank paper for notes, flipchart and pens.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Understand and analyse the impact of young people safeguarding through their daily work and how this affects the young people; 2. Understand and being able to explain the difference between policies and procedures; 3. Become aware of national/local/organisational safeguarding policies; 4. Be aware of potential challenges arising from following safeguarding procedures.
Module	3
Unit	European and National Policies and Procedures
Source	*"Not Just Words*, A workshop about the rights of people with disabilities with film components", available at https://www.salto-youth.net/tools/toolbox/tool/not-just-words.2553/

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Activity Name	**3.1.2. Mind-map on Supporting Services of Safeguarding**
Goals	Inform youth workers about entities, platforms, organisations who can advise, support, guide on issues of safeguarding.
Description	10. The trainer introduces the main goal of the activity 11. Activity in teams: participants are divided into groups of max 5 people. 12. Each group receives a Mind Map template (please see Annex 3.3) different colour of post it notes. They are invited to discuss and, using post-it notes, to complete their mind-map. For each area, participants should refer to main entities, platforms, organisations who can advise, support, guide on issues of safeguarding. In detail: • The mind map's main subject is "Child Safeguarding" – this will be in the centre and the only thing posted on the map from the beginning. • The trainer will add the two labels of "policies" and "procedures", for the participants to understand the difference. • The label of "Procedures" should be separated in two sections: "Prevent" and "Support". • The participants should write a few policies related to child safeguarding and post it connected to the label of "Policies". • The same should be done for the "procedures". The participants should provide some examples for prevention and support, under the Procedures' label.

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	• Finally, participants should think some services they know and collocate them under the specific label. 13. A representative of each group presents own mind-map and tapes it to the board. 14. Trainer creates a final mind-map summarising the groups' opinions using the post-it notes created by the groups.
Type of activity	Interactive exercise, group work.
Duration	Overall duration 30 minutes. • 5' for the division of groups and explanation of activity • 15' for groups to create mind-map • 15' for representatives to present group mind-map (5 minutes for each group) • 5' for trainer to create a summary mind-map
Space & Materials	*Space:* Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion but also suitable for working in teams/groups. *Materials*: tables, markers, post-it blocks, flipchart papers.
Learning Outcomes	After the completion of the activity, the youth workers will be able to: 1. understand what exactly the supporting services are, and which are those services in the national context.

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	2. act and be more aware in case support is needed from other/external services when recognising that some policies/procedures are not respected.
Module	3
Unit	European and National Policies and Procedures, Ongoing and complementary support
Source	N/A

Unit: 3.2. Resources towards safeguarding

Learning Activities

Activity Name	**3.2.1. Trust comes first**
Goals	To support youth worker in understating the value of sustained professional relationships with young people build on trust and respect
Description	1. The trainer introduces the main goal of the activity. 2. Group discussion/ brainstorming on why and *how to gain the trust of young people*. All ideas are welcomed and noted on a common flipchart visible for all participants.

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	3. Trainer will underline *the relationship between of time and trust*: learning to trust, requires time—young people cannot be expected to trust the youth worker simply because a program or a youth club have put the two of them together. 4. Teamwork: The participants are split in teams of 4-5 people and then the trainer asks the participants to think about their own experiences in relationships they had with adults when they were a young person: • *Who was/were the adult/adults you trusted? Name 2-3 adults, at least one outside the immediate family and circle.* • *How long, as a child, did it take you to trust and feel attached to the adult? How long, as a youth, did it take?* • *Why you chose to trust? (reasons for expressed trust?)* • *How long did it take for those relationships to form?* • *How did these adults gain your trust?* • *What strategies can you learn from them?* • *Did the trust remain over time? Did you ever begin to question it? If so, why?* 5. Each team presents the strategies to build trust that they experienced as a young person; *6.* Group discussion on the importance of the principle of *Building a relationship before expecting trust from a young person;* 7. Each participant will receive a *Collection of strategies to build trust with young people.*

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Type of activity	Guided group discussion
Duration	Overall duration 45 minutes • 5’ for the division of groups and explanation of activity; • 15’ for groups to engage in the guided group conversation; • 15’ for representatives to present their strategies (5 minutes for each group); • 5’ for the trainer to create a collection of strategies to build trust.
Space & Materials	*Space:* Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion but also suitable for working in teams/groups. *Materials:* tables, markers, post-it blocks, flipchart papers.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 3. Understand personal qualities that are important for developing a relationship based on trust with the young people; 4. Understand and apply a collection of strategies to build trust with young people from personal experience and shared best practices.
Module	3

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Unit	Resources towards safeguarding, *Strategies to build trust*
Source	Activity inspired from "Training Mentors & Building Relationships", page 14, available at http://dusseldorp.org.au/wp-content/uploads/2006/12/MODULE-8_-Building-Relationships.pdf [27.01.2020].

Activity Name	**3.2.2. The power within**
Goals	The goal is twofold: a. Enhance/develop the youth workers' skills that enable them to empower young people to develop confidence and stay safe (by using reinforcement techniques); b. Enhance/develop the qualities of youth workers that enable them to support young people to stay safe (by using encouraging techniques).
Description	11. The trainer presents the main aim of the activity: developing and enhancing strategies to be used by youth workers on developing confidence and empowering young people.

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	12. Group discussion on creative ways of developing confidence and empowering young people. Building confidence and empowering young people by promoting Grit and Resilience[8] by following the 4 principles of Empowerment when working with young people a. *Encourage young people to believe in their ability to solve problems and meet challenges.* b. *Encourage young people to be optimistic and assume things will work out.* c. *Allow young people to manage the situation on their own, as much as possible but also seek for help when needed.* d. *Inspire children to try their best.* 13. Practice using *reinforcement strategies*: The implementation of Skinner's techniques based on positive reinforcement[9] have been yielding positive results. The easiest example is "rewarding good behaviour". 14. The reinforcement are two types: *Intrapersonal and interpersonal reinforcement.* Examples: *Intrapersonal reinforcement* rewarding could be "I did very well! I am amazing"! or "I nailed it! I will reward myself with a movie with friends!" *Interpersonal rewarding* could be "You did it very well" Congratulations on this accomplishment!" or more informally "Well done! Give me five!" 15. Practice using *encouraging techniques*:

[8] Definitions of Grit and Resilience, available at http://reflectivecommunities.org/hold-the-feelings-and-hold-the-line-empathy-grit-and-resilience/ [27.01.2020].

[9] Positive Reinforcement in Psychology (Definition + 5 Examples), available at https://positivepsychology.com/positive-reinforcement-psychology/[22.01.2020].

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	• "I know you can do it! I know you are capable to handle this!" • "I know you want me to help but let me first give you a chance to handle it." • "It is more important to me that you try your best, than whether or not you win." • "Even more important than how I feel, or if I am proud of you, is for you to consider if you tried your best, and if you feel you are proud of yourself."
Type of activity	Group activity and role play
Duration	Overall duration: 45 minutes • 5' for an explanation of activity; • 15' for group discussion on how to build Grit and Resilience in young people by applying the 4 principles of Empowerment when working with young people; • 10' for to practice the reinforcement strategies; • 10' for to practice the encouraging strategies; • 5' to wrap up the discussions.
Space & Materials	*Space:* Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion but also suitable for working in teams/groups. *Materials:* flipchart, pens, handouts with reinforcements and encouraging techniques for each participant.

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Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Encourage the young person to take ownership of own learning and development by applying the 4 principles of Empowerment; 2. Apply different techniques of reinforcement strategies while working with young people; 3. Apply and introduce more encouraging techniques while working with young people.
Module	3
Unit	Resources towards safeguarding, *Developing confidence and empowering young people*
Source	Definitions of Grit, Resilience http://reflectivecommunities.org/hold-the-feelings-and-hold-the-line-empathy-grit-and-resilience/

Activity Name	**3.2.3. BINGO!**
Goals	The main goal is to raise awareness against sexual abuse among young people
Description	1. The trainer introduces the main goal of the activity. 2. The trainer presents as a prompt for group discussion one or both of the following videos about the importance of prevention:

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	• Video 1 https://www.youtube.com/watch?v=wJpFcO2ZqP4; • Video 2 https://www.youtube.com/watch?v=UbtSJCw_lqw • Comments and suggestions are welcomed from all the group on what the strategies to raise awareness are presented in the videos. 3. Team Activity: the participants are divided in two teams. Each team will receive a Bingo card (*Annex 3.2.3.a Bingo Card*) 4. Participants from each team have to fill each box of the Bingo card with a proposal/measures to raise awareness against sexual abuse. 5. As soon as one team completes all the card, they shout BINGO 1. The other team needs to stop writing. 6. The trainer reads a list of measures youth workers can do among young people to raise awareness against sexual abuse. As the team hears the list of measures they compare with their proposals. When one proposal matches, they circle it (see *Annex 3.2.3.b Completed Bingo Card*). As soon as one team has a diagonal or X on the BINGO card (depending on the level of difficulty the trainer wants one team to reach) they shout BINGO 2 (this way the other team is still in the game) wins. Nonetheless, this game does not intend to discredit the value of the other proposals and this should be highlighted at the end of the game. 7. For the last step of the activity one common Bingo card on the blackboard will be filled in with the best solutions found by both teams.

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Type of activity	Brainstorming activity, group interaction
Duration	Overall activities 45 minutes • 5’ for the division of groups and explanation of activity; • 15’ for groups to fill the Bingo card; • 20’ to brainstorming the outcomes; • 5’ to read the results of the brainstorming.
Space & Materials	*Space:* Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion but also suitable for working in teams/groups. *Materials:* One board + markers, 2 printed Bingo, Pens
Learning Outcomes	After the completion of the activity, youth workers should be able to: • Be aware of the significance of prevention measures; • Be aware of measures and best practices to apply in their youth work to raise awareness against sexual abuse.
Module	3
Unit	Resources towards safeguarding, *Raising Awareness against sexual abuse*.

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Source	Activity inspired from "The Bingo Activity", available at https://www.wcsap.org/sites/default/files/uploads/wasaam/saamdata/docs/2011Bingo.pdf [28.01.2020]

Activity Name	**3.2.4. My name is Sam!**
Goals	The goal is to develop supporting techniques when working with young people with special needs and increase the safeguarding measures and procedures against potential abuse.
Description	1. The trainer introduces the main goal of the activity 2. Group discussion on *Factors that contribute to children and young people with special needs being at a greater risk of abuse (see Annex 3.2.2)* and why additional safeguards are needed to protect them. 3. The trainer will give to all participants a case study about a young person with special needs attending a youth club. 4. After reading the case study, the participants will revisit the Annex 3.2.2 and use it as a checklist to recognise what risk factors they identify in Sam's case study. 5. A guided group discussion follows by answering the questions proposed by the trainer: • *How can you discuss to Sam the employer's point of view?* • *How will you deal with Sam's feelings?*

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	• *How will you discuss with Sam about his inappropriate sexual behaviour and language towards the other young people attending the club youth?* • *What can you do to safeguard Sam?* 6. **Group discussion** about the answers given to the above-mentioned questions by listing on one common flipchart all supporting and encouraging techniques. 7. **Group discussion** on **activities** that can be developed by youth workers to support children with special needs and contribute to minimise their risks of being abused: • **Peer support and social activities**. Opportunities for recreational and social interaction can enable young people to explore issues with their peers. • **Creative therapies**. Activities like art and music can provide young people with opportunities to express themselves through indirect and non-verbal means. • **Building relationships**. Supportive and trusting relationships can help make a young person feel safe and confident and know that they have someone to talk to. • **Improving communication**. Helping a young person with special needs to communicate with trusted adults can help them express their views and tell someone if they need help.
Type of activity	Case study and group discussion
Duration	Overall duration 45 minutes • 5’ to introduce the case study and the guidelines; • 10’ to read the case study and discuss in pairs on the proposed questions;

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	• 20’ for the group discussion and compile the groups conclusions • 5’ wrap up the conversation.
Space & Materials	*Space*: Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion but also suitable for working in teams/groups. *Materials*: printed case study, paper, pens, markers, flipchart, tables.
Learning Outcomes	After the completion of the activity, youth workers should be able to: • Define and being able to apply supporting and encouraging techniques with young people with special needs with a respectful attitude. • Name and be aware of activities that can be developed by youth workers to support children with special needs and contribute to empower them.
Module	3
Unit	Resources towards safeguarding, *Supporting Young People with special needs*
Source	N/A

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Unit 3.3: Keeping the Youth Worker Safe

Learning Activities

Activity Name	**3.3.1. Hold the line, hold the feelings**
Goals	The main goal is to raise awareness among youth workers on the balance between professional boundaries and empathic attitudes when working with young people
Description	1. The trainer presents the main goal of the activity 2. The trainer asks for participants' definitions and understanding of the following terms: *a. Boundary* *b. Professional boundary* *c. Empathy* 3. All definitions are written on a common flipchart in three different columns. Starting with a common understanding of the terminology the participants are split in groups of 4. 4. Two participants take the identity of a youth worker and young person, known as team A. The other two participants, team B, hold a rope together, each participant at one end of the rope and listen to the conversation between youth worker and young person. 5. While, team A, the youth worker discusses a specific matter with the young person, team B holds the rope, standing one at besides the youth worker and one besides the young person.

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	6. Team A can build their conversations choosing a topic from: a. future educational plans of the young person, b. summer plans, c. struggling to understand the parents' decision to move in another city, d. parents' divorce e. fear of failure or entering a competition etc. 7. Each time team B considers, as a group or individually, that the balance between professional boundaries and empathy was not respected by the youth worker they show it by making a step, thus coming closer to Team A, shortening the length of the rope. Team B can move closer to team A analysing communication style, nonverbal behaviour and general attitude of the youth worker (please see *Annex 3.4 Guidelines for Team B*). 8. When the conversation ends the Youth Worker from team A observes how close is team B to him and the young person for a visual interpretation of the balance s/he kept during the conversation with the young person. Team A can ask questions on the decisions to move closer of team B. 9. Final discussion on the quality of being empathic: *General reminder for the group discussion:* true empathy means you feel just a taste of what the young person feels- but not the whole bite! You are connected but also separate.
Type of activity	Group activity
Duration	Overall duration 40' minutes • 5' for the division of groups and explanation of activity • 15' to assume the roles and responsibilities and act the conversation prompts

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	• 15’ for group discussion, debriefing and review the personal balance between professional boundaries and being empathic • 5’ for the trainer to wrap up the discussion
Space & Materials	*Space*: a spacious room for role play and space for at least 3 groups of 4 people. *Materials:* Pens, Flipchart, Printed Conversation prompts, 3 ropes 2 m long each.
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Understand and more aware of the importance of professional boundaries when working with young people; 2. Understand and practice the meaning of empathy: true empathy means “you feel just a taste of what the young person feels- but not the whole bite”; 3. Understand and recognise his/her emotional/ cognitive/behavioural response (increased awareness).
Module	3
Unit	Keeping the Youth Worker Safe; Taking care of yourself to take care of others; The balance between professional boundaries and empathy

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Source	NA

Activity Name	**3.3.2. Take care otherwise you will burn / Is Self-care an everyday MUST?**
Goals	The main goal is to raise awareness among youth workers on the significance of introducing and respecting personal and organisational anti-burn strategies.
Description	1. Part 1: The trainer initiates a group discussion about the "fuel of burn out": multitasking, no limits in work, idealism, no limits with relationships, poor time management, lack of professional goals, working extra time, lack of patience, underestimating the value of "failure", lack of communication with the team/supervisor, the saviour syndrome[10] etc. and analyse how these can affect your relationship with the young people and the quality of your work. 2. Part 2: Analyse case study: participants are divided in pairs; 3. The trainer presents a case study (see *Annex 3.3.2*) of anti-burn out strategies used by care professionals working at the Children's House[11], a child friendly, safe environment for sexually

[10] The Saviour syndrome/complex is "a psychological construct which makes a person feel the need to save other people. This person has a strong tendency to seek people who desperately need help and to assist them, often sacrificing their own needs for these people." available at https://www.psychologytoday.com/us/blog/the-high-functioning-alcoholic/201702/the-savior-complex [28.01.2020]

[11] Children's House description, available at https://www.uncrcpc.org.cy/en/programmes/ [28.01.2020]

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	abused children, bringing together all relevant services under one roof, using a multidisciplinary and interagency approach; 4. The pairs read the case study and extract from the text description as many anti-burn out strategies as they can recognise. To make it more challenging you can ask the pairs to put them in different categories: formal, informal or create a mind map of the identified strategies. Each pair should identify at least 5-6 strategies. The case study presents 18 formal and informal anti-burn strategies; 5. All participants share in a group discussion their findings and why self-care is a must as youth workers; 6. The trainer invites the group to share their personal anti burnout strategies and create the *Collection of Anti-burn out Strategies for Youth Workers* that all participants can take as a handout. Final tip for participants: when defining the Collection, they should be taking in account the person on the intellectual, emotional, mental, physic and spiritual levels.
Type of activity	Case study, work in pairs and group activity
Duration	Overall duration 45 minutes 5' to introduce the case study and the guidelines; 10' to read the case study and extract the anti-burn out strategies;

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	15’ for group discussion and compile the groups conclusions and analyse the internal anti-burn out strategies they know or propose new ones; 5’ wrap up the conversation and encourage Youth Workers to introduce the agreed strategies in their daily work procedures.
Space & Materials	*Space:* Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion but also to be able to work in teams/groups. *Materials:* Paper, flipchart, pens, availability to make copies of the *Glossary of Anti-burn out Strategies for Youth Workers*
Learning Outcomes	After the completion of the activity, youth workers should be able to: 1. Understand the meaning and the significance of self-care as a youth worker when engaging in relationship with young people 2. Define and implement at least 5 Anti-burn out strategies that prove to be effective for his line of work
Module	3
Unit	Keeping the Youth Worker Safe; *Taking care of yourself to take care of others; Prevention of burn out*
Source	Case Study from Children’s House, Nicosia, Cyprus.

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Section 12: Module 4 Training Materials

Activity Name	**4.1.1 Creating a Safe Space**
Goals	To understand the importance of providing and creating a safe space
Description	• Trainer to split the larger group into group of 3 or 4. • Give each group the creating a safe space handout (*Annex 4.1.1 Creating a safe space*). (As the trainer you must think about what is important for a safe space and make a list for yourself before the training commences). • First the trainer writes on the board the questions to be discussed within the small groups: **Creating a Safe Space**, **questions**: 1. In your groups/pairs discussion what a safe space looks like to you? 2. Is there a safe space for young people to talk confidentiality in your current workplace? 3. Share with each other what your current safe space looks and what it makes you feels like? • Each group must discussion the questions first (15mins). • Then the trainer gives the handouts to each group. Each group has 30mins to create their safe space and top 5 tips for creating a safe space. (As the trainer you must think about what is important for a safe space and make a list for yourself, before the training commences). • Now all groups return to the larger group and must present their safe space explaining their creations.

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	• As a large group they much agree on the Top 5 Tips for creating a safe space. • Trainer to give a safe space definition: **a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.**
Type of activity	Group work, discussion
Duration	1 hour to hour and a half dependent upon size of group
Space & Materials	*Annex 4.1.1 Creating a safe space*, Flipchart, flipchart paper, markers, coloured pens, and blue tac. The space must be larger enough to split the group into smaller groups and/or have break out room.
Learning Outcomes	For learners to explore what a safe space looks like, to reflect on whether their organisation has such a space and to gain an understanding of what is important when providing a safe space.
Module	Indication of the module the activity is allocated to
Source	Definition from: https://www.lexico.com/definition/safe_space

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Activity Name	**4.1.2 Support Networks**
Goals	For Youth Workers to develop a list of external support networks.
Description	• Trainer to give participants *Annex 4.1.2 Support Networks* and allow them 15mins to do activity. • Trainer to write each question on a flip chart, then ask learners for the answers and write them up. Do this for each question it will allow participants to learn of new organisations in their local or surrounding communities (30mins) • Invite learners to take photos of papers (5mins) or you could offer to type them up and email them.
Type of activity	Individual Q & A's and group work.
Duration	50 minutes dependent upon size of group.
Space & Materials	Handout and give learners coloured pens as they might would to colour in their person. Flipchart, papers, and markers.

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Learning Outcomes	For learners to learn about and discuss external specialist organisations who also support young people.
Module	Module 4
Source	www.shutter

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Activity Name	**4.1.3 Professional boundaries**
Goals	Understand the importance of setting and maintaining professional boundaries when creating a safe space
Description	As explained in Module 1 and 3, being aware of professional boundaries is very important for a youth worker. Particularly in order to create a safe space. In this part of the Module the trainer will re-introduce the concept of professional boundaries and discuss them with the participants. • Trainer to introduce the session and emphasise the importance of professional boundaries and some situations when this might be challenging. • Trainer to present the powerpoint slides (*Annex 4.1.3 Professional Boundaries*) • Trainer lead activity discussing the key points from the slides and asking the group to consider situations when boundaries can be challenging and what they have done to overcome this
Type of activity	Powerpoint presentation and group discussion
Duration	40 minutes dependant on the size of the group

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Space & Materials	Powerpoint presentation, flipchart and pens
Learning Outcomes	To understand the importance of setting and maintain professional boundaries. To highlight some potential issues and develop strategies to maintain professional relationships.
Module	4

Activity Name	**4.1.4 Roles and boundaries (Agree, Disagree or Unsure)**
Goals	To understand the importance of your role as a youth worker and the need for professional boundaries.
Description	• Trainer to put disagree sign at one end of the room, agree at the other end and unsure in the middle. • The Trainer reads out the scenario's and asks the learners to go and stand at the sign they agree with regarding scenario read out. • Trainers to facilitate a healthy discussion with learners. • Repeat for each scenario.

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Type of activity	Active group discussion
Duration	30 mins dependent upon size of group.
Space & Materials	*Annex 4.1.4 Scenarios*, signs, and a large enough space for learners to move around comfortably.
Learning Outcomes	For the learners to explore professional roles and boundaries, gaining a greater understanding of the importance maintaining appropriate boundaries.
Module	Indication of the module the activity is allocated to
Source	

Activity Name	**4.2.1 Tell the story**
Goals	To consider how body language, tone of voice and other cues can alter messages

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Description	• Trainer leads board blast activity listing emotions we all commonly exhibit • Trainer then gets the group to provide examples of the cues and clues we use when displaying emotions • Trainer leads discussion on how non verbal cues can either reinforce or contradict – do you say one thing and your body language says something else – group to provide examples • Trainer splits participants into smaller groups 3-4 the trainer then tells a story – the story should be a familiar subject eg. A holiday, a party, going to the theatre, concert etc the story should be a mixture of positive and negative events. • NB. The trainer/facilitator will prepare the story beforehand and have identified several parts of the story where they will for example say something positive but use negative tone of voice body language or vice versa. The group should pay close attention and note any instances where the spoken message and the body language/expression don't match and note how this impacts the telling of the story. Once the facilitator has completed the story the group gives feedback explaining how the nonverbal and verbal communication didn't match and the impact this has on the overall understanding of the message being given.
Type of activity	Trainer lead activity/ group work/board blast

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Duration	45 minutes
Space & Materials	flipchart, prepared story, hand out – to give out at the end *Annex 4.2.1 What emotions might we show/wish to hide?*
Learning Outcomes	Understanding of how we express emotion, Understanding of non-verbal and verbal communication Understanding of how messages can be mixed
Module	4

Activity Name	4.3.1. The importance of feeling, valued and listened to (role play)
Goals	To learn the importance of being listened to and the impact of this not happening on individuals.
Description	• Split the group up into pairs.

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	• One participant will be the listener and the other will be trying to tell them about an important event in their life. • The listener will not listen e.g. they will find something else to do looking around the room, their phones, hands and no eye contact whatsoever. They could also keep interrupting the other person and asking them to repeat things. • Then ask the person who was sharing their life experience how it felt not to be listened too and ignored. • Write up the effects, feelings and impacts this had on a flip chart for everyone to see. • Part 2, the person who was not listening now shares their life event again, this time the listener will be activity listening, using skills such as nodding, mirror body language, good eye contact and asking clarifying questions. • Write up the effects, feelings and impacts this had on a flip chart for everyone to see.
Type of activity	Role Play
Duration	40 minutes dependant on size of group
Space & Materials	Active Listening Handout, flip chart and pens. Space big enough to split the group into pairs and allow space for them to do activity comfortably.

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Learning Outcomes	The importance of active listening to ensure positive communication.
Module	4

Activity Name	4.3.2. Communication skills
Goals	Understanding Body language and expressing yourself clearly
Description	• Split the group into smaller groups • The trainer will then read the first scenario asking the groups to take notes as they like but not ask questions • Once the trainer has read the scenario they ask the group the questions leadng to a group discussion • The trainer then repeats this with each scenario asking the group questions and to discuss at the end of each one • After the last scenario the trainer then leads a discussion on how they would use best practice from all scenrios when dealing with a similar type of incident
Type of activity	Scenario based exercise

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Duration	40 minutes dependant on size of group
Space & Materials	Appendix 4.3.2 Scenarios , flip chart and pens. Space big enough to split the group into pairs and allow space for them to do activity comfortably.
Learning Outcomes	The importance of active listening and body language to ensure positive communication.
Module	4

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Section 13: Annexes

Annex 1.2 Scenarios

Scenario 1:

Benny is a young male aged 14 who attends your youth club twice a week to play football and take part in a cookery class. Two weeks ago, the youth worker delivering the cooking class reported that Benny had very large 'love bites' all over his neck. This week the football coach has reported to you that when Benny scored a goal and lifted his arms up in celebration the she saw a bruise that looked like a handprint on his side.

Scenario 2:

Tamara is 17 years old and used to attend your youth project a year or so ago but stopped attending as she said the club was 'too young for her now'. She has recently started attending the club again out of the blue and is 'hanging out' with younger girls aged 13-15. The younger girls look up to Tamara as she gets lifts in 'fancy cars' and buys them stuff they want from the shop

Scenario 3:

Siddiq is a 13 year old young man. He joined your youth club a year ago and since he joined you have seen him become more and more withdrawn. Siddiq no longer takes part in activities and seems to have lost friends as a result. You suspect the only reason he comes to club is because his mum is not home from work yet as she is a nurse and works late some days. When the session ends at 9:30pm Siddiq is always hanging around and doesn't seem to want to go home.

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Scenario 4:

Rupinder is 13 years old and attends your youth club most nights. One evening you overhear her talking about sex with another young person who is 12. She is very explicit with her language.

Scenario 5:

Stacy is 16 years old. Up until very recently she attended a lot of sessions at your youth club. You ask her friends if they have seen her and they tell you that Stacy turned her back on them and is hanging out at the chicken shop. They tell you the last time they saw her she was outside the chicken shop and was so drunk people were having to hold her up.

Scenario 6:

Jez is 15 years old and has a boyfriend called Liam who is 17. Jez uses your youth centre for the gym room twice a week. You are the youth worker supervising the gym and often get into deep conversations with Jez about school, family and relationships. Jez shares with you that he really loves his boyfriend Liam but is upset that he pressured him to 'go all the way' and have anal sex.

Scenario 7:

Gem is 16 years old; she shares with you that she went to a party at the weekend and drank way too much and passed out. She said she woke up in a bedroom at the party house and when she went home, she realised she had jeans on but no underwear.

Scenario 8:

You see a group of young people all looking at their phones with shocked faces and you overhear them saying "oh my gosh! I can't believe he has sent this round to everyone" and "I always knew she was a right slag". You ask a young person what is going on and

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they tell you that a boy who attends the youth club has uploaded a video to snapchat of his ex-girlfriend performing oral sex on him and it's just gone viral.

Scenario 9:

Dominque is 15 she's been going out with Mark for 2 years. You have noticed that over the last couple of weeks Dominque has seemed quite down and when you ask if she OK she always says "I'm fine". You ask her friend Billie if everything is OK with Dominque and Billie tells you that 2 weeks ago Mark and Dominique went to a party, Dominque had told Mark that she was up for 'going all the way" but when they started having sex she didn't like it and asked Mark to stop but he carried on.

Scenario 10:

Simon is 12 and is a huge fan of online gaming. Simon tells you he has been playing a Call of Duty online for the last couple of months and has met another lad online called Jamie and they have really hit it off as they into the same things. Simons says they have swapped numbers and are planning on meeting up at a gaming convention next month.

Annex 1.4: Character cards

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Young person 1:

Male 14 years old. They are being sexually abused by their mum's new boyfriend. They are desperate to tell someone and get help and have bottled this up for over a year.

Professional 1:

(they take young person to the side of the room to talk) This person is distracted when the child/ young person is making their disclosure. They are constantly looking over the young person's shoulder shouting at other young people messing about nearby. They also excuse themselves for a moment to go and talk to a parent who has popped in to see them. This person is impatient and tries to speed the young person up, so they get the details quicker as its almost closing time.

Young person 2:

Female aged 17. Discloses that she has been trafficked for sex around the UK and it's been going on for 2 years on and off. She was groomed by a woman who lives on her road and then handed to a group of young men who took her in cars to Manchester, Leeds and Birmingham where she was forced to attend parties where lots of men sexually abused her.

Professional 2:

(they take the young person in a private room to talk) This person listens well at first but once the young person discloses that they are experiencing sexual violence the professional get upset and starts to cry. The professional keeps interrupting the young person saying **“oh my, this must have been awful for you”** and **“are you ok?”** and **“does anyone else know?”**. They make it hard for the young person to disclose in one go. The professional says **“Sorry I’m getting upset, I have a friend who experienced this as a child and I know how hard this is”**. The worker hugs the young person to comfort them.

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Young person 3:

14 year old male, discloses that he met a girl called online and they messaged on whatsapp and insta for ages. They sent each other naked photos via their phones. He was really into the girl and arranged to meet her. When they met up he found out it wasn't girl called he'd be chatting to, it was a man in his late 20's. The man threatened to make the naked images and videos of him viral unless he performed oral sex on him in his car.

Professional 3:

(they tell another worker that they will be in a private meeting and don't want to be disturbed if possible, they take the young person into a private room to talk). Before the young person speaks the professional states "I just have to say that if you are going to say something that leads to me being concerned for your safety or someone else's safety I will need to report it to a safeguarding officer, it's my duty as a youth worker to protect you". The young person agrees and carries on disclosing the abuse. The professional listens carefully, gives good eye contact, is reassuring and doesn't interrupt. The young person talks for a while and the professional waits for an appropriate time and asks, "is it is ok if I take a few notes, I do not want to forget any important things you say". They only take a few shorthand notes and keep good eye contact. They tell the young person they did the right think coming to talk to them and explains clearly what is going to happen next.

Young person 4:

Female aged 14 discloses that when she went to the park with her friends to hang around with the older lads who are 16 she was chatted up by one, he guided her away from the group and forced her to have sex with him.

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Professional 4:

(they take the young person outside of the building to talk away from the others) This professional asks the young person what's going on and listens quite well to begin with. The young person discloses that they were forced into having sex with another teenager the professional knows well. The professional reacts in an angry fashion saying “that dirty little shit! What an evil bastard!” I’m going to call his parents and tell them what a monster their son is!!”

Young person 5:

Male aged 15 with mild learning difficulties. Is being groomed by a teacher at school and is frightened because the flirting has now turned to touching.

Professional 5:

(they take the young person into a private room to talk). They state “ before you speak I just have to say that if you are going to say something that leads to me being concerned for your safety or someone else's safety I will need to report it to the police and social services because if you are in danger they might need to take you in care, I have a duty to protect you from all harm you see”. The young person is now scared to disclose so doesn’t say anything else. The professional then tries to convince the young person to tell them the thing they were going to say.

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Annex 1.5.1: List of international documents regarding sexual abuse

- The Universal Declaration of Human Rights
- The Committee on the Elimination of Discrimination against Women (CEDAW)
- Convention on the Elimination of All Forms of Discrimination against Women
- International Covenant on Economic, Social and Cultural Rights
- Convention on the Rights of the Child
- European convention on human rights
- The Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention)
- European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment

Annex 1.5.2: List of international documents regarding child sex exploitation

- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote convention)
- The Rio de Janeiro Declaration and Call for Action to Prevent and Stop Sexual Exploitation of Children and Adolescents
- Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime
- Council of Europe Convention on Action against Trafficking in Human Beings

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Annex 2.1. Key terms and Definitions (to be cut)

The standards by which members of a society define what is good or bad, holy or unholy, beautiful or ugly. They are assumptions that are widely shared within the society. They are a central aspect of the nonmaterial culture of a society and are important because they influence the behaviour of the members of a society.	Values
A society's rules of right and wrong behaviour— are another aspect of nonmaterial culture. These are shared rules or guidelines that define how people ought to behave under certain circumstances.	Norms
The ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.	Intercultural competence
Skills required to communicate or share information, with people from other cultures and social groups and are not limited to verbal communication.	Intercultural communication skills
A complex whole which includes knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits acquired by [a human] as a member of society	Culture

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The ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries". It is "a conscious understanding of the role culturally based forms, practices and frames of reference can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication	Cultural awareness
Cultural conventions that concern true or false assumptions, including specific descriptions of the nature of the universe and humanity's place in it. Values are generalized notions of what is good and bad; these are more specific and, in form at least, have more content.	Beliefs

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Handout 2.1
In our daily lives, issues about culture, intercultural relations, problems connected to them, their origin, how they can be avoided, how the "distance" in communication can be shortened and so on is often present in our talks. In this handout, we will try to explain the basic set of cultural elements to be aware of when working in a multicultural environment. What does culture really mean? What needs to be known in order to properly and fully communicate, understand and respect the cultural values of others, thus overcoming barriers, including linguistic ones. **Culture** is a broad concept and it has many definitions. It can be defined as a set of customs, attitudes, values, beliefs that characterizes a group of people and sets them apart from other groups of people. It involves the creation of groups of people, transmitted through two major channels. The first channel is the intangible one which includes values, norms, language, rituals, symbols, cuisine, songs and dances. The second channel includes the objects created by the group, crafts and art, as well as the institutional organization of this/these group/s of people. Let's define the categories described above to distinguish them correctly. **Values** refer to intangible qualities or beliefs accepted and approved by society. Values differ from attitudes, traits, norms and needs. They have several characteristics - they are often not self-attributable and tend to relate to other social and psychological phenomena, characterized by historical and cultural variability over time and express an idealized state of being. Many studies show that in addition to the culture-specific values, there are also those shared by 70 cultures around the world - hedonism, strength, achievement, stimulation, self-direction, universalism, benevolence, conformity, tradition, security. Remember them when trying to make the first contact or maintain two-way communication. Another very important element of culture is **norms**. Very often their ignorance has negative consequences and vice versa, it can be used for useful purposes to the detriment of young people. Norms in culture define the conditions for social relations between

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groups of people or as individuals, determine the structure of society and the differences between societies, the human behavior in general.

Norms are shared rules, customs and guidelines that govern society and determine how people should behave in the company of others. Not always the rules can be applied to all members of society, but only to certain subgroups of the population, such as students, teachers, clergy, police officers or servicemen. Compliance with standards in society ensures smooth and peaceful relationships and interactions, defining predictable behaviour in different situations by representatives of this cultural group.

Conditionally the norms can be divided into three groups:

Folk psychology and folklore - these norms protect traditions, most people in culture follow them, and their non-observance is neither illegal nor immoral. A striking example of this is activities related to national or religious holidays, such as specific food at the table, including fasting, folklore and religious rituals.

Mores - directly related to more rigorous moral values, but very often in complete contrast to those of another culture, such as polygamy. Of course, the number of identical or similar ones, such as the deprivation of human life, the defilement of state and religious symbols, is predominant.

The third group is the **taboos** or prohibitions that apply to the most severe types of the group. The taboos include the belief that certain activities, such as cannibalism, are beyond the limits of cultural acceptance. Disorders of morals and taboos are usually treated with strong social disapproval or criminal consequences. Again, different cultures have different taboos, often contradictory, but knowing them is key to creating an ethical communication environment that is conducive to sharing.

Hall's iceberg model

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We can state that only a very small part of culture is actually observable. E.T Hall's iceberg model explains this well, comparing cultures icebergs: only about 10% of culture is visible, i.e. the surface culture which is expressed by certain behaviours and practices (food, music, games, etc.), the rest of it is invisible. To better understand a culture, it is necessary to go beyond the visible part, thus arriving at the unspoken rules (e.g. eye contact, non-verbal communication, roles according to age, sex or class) and the unconscious guiding principles (e.g. conception of what is good or bad, fair or unfair), both of which are much more emotionally sensitive.

Culture falls under nurture

One of the main characteristics of culture is that it falls under nurture, not nature. That is, it is something people learn, depending on their social environment, for example, the capacity human being have to feel love is part of their nature, while the way in which they are going to express this love is part of culture.

Culture is learnt

All individuals learn culture from their interactions with others. For example, parents of one culture may teach their children that looking into the eyes of their interlocutor is impolite, especially if the person is older than they are, whereas in another culture they may do the opposite and explain to them that they will be considered as impolite if they do not look into the eyes of the person they are talking with.

It is important to remember that "cultures of people are not static but, rather, dynamic. This means that cultures change; they are fluid, always moving"[12]

[12] NEULIEP James W., "The Cultural Context", *Intercultural Communication*, SAGE Publications (Seventh Edition), 2018.

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Annex 2.4.1: Intercultural Identity

Annex 2.4.1: Intercultural Identity Handout
Identity is what a person is, what characterizes a person or a group and distinguishes them from the other people and groups. Everyone has three types of identity: 1. A personal identity: it corresponds to the subjective perception one has of oneself, through which features one defines oneself as a person. That's what makes a person unique, for example: "I am a sensitive, open-minded person". 2. A social identity: it corresponds to the perception an individual has of oneself according to his or her social role. It is more objective than the personal identity as it relies on features such as gender, age, social status and roles, for instance: "I am a mother and wife from the middle class" or "I am a son". 3. A collective identity: it is linked to the features shared by the group of belonging. The individual recognizes oneself through the cultural values one has adopted. According to some scholars, this identity is more cultural than the social one (e.g. Abady-Nagy), even if some of them consider them as equal.

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The main characteristics of identity are the following: identity is dynamic, fluid, relational, situational, subjective, multiple, learned from experience, culturally constructed. Identity is perceived like fluid and dynamic because it develops through interaction and it adapts to the different environments to which the individual is submitted. It also has multiple functions which respond to individual needs such as:

- Belonging
- Distinction
- Continuity
- Sense
- Competence
- Autonomy
- Self-esteem

Even if they are two different concepts, **culture** and **identity** are linked: since culture influences our way to interpret what surrounds us and the way we interact with other people, it also has an influence on how we define ourselves and the others.

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Identity threats

The interaction with a new culture can make newcomers as well as people from the host society experience identity threats, which may lead to tensions. In the case of newcomers, it may happen in different cases, such as:

- When **principles** like continuity, distinctiveness or self-esteem **cannot be satisfied**[13]. For example, if the principle of competence cannot be satisfied and the diploma you have cannot be recognized in the host country. (ex. You are doctor in your own country but your university degree is not recognized in your host country)
- When there is a **gap** between the **identity** you claim and the own the others assign to you. For instance, if you identify as a French citizen whereas the others see you as a foreigner. (Ex. You live in France and you are always asked where you come from, even though you are a French citizen).
- When there is **incoherence** between the identities of different cultural spheres. For example, as a manager of a big company you have to be tough whereas as a mother/father, you need to be kind and gentle.
- When the principles of identity enter in conflict, for instance if you want to practice an activity that is devalued in the host society, which triggers a contradiction between the principles of sense and relation.

[13] TIMOTIJEVIC Lada, *Migration and threat to identity*. Journal of Community & Applied Social Psychology, 10(5):355-372, September 2010.

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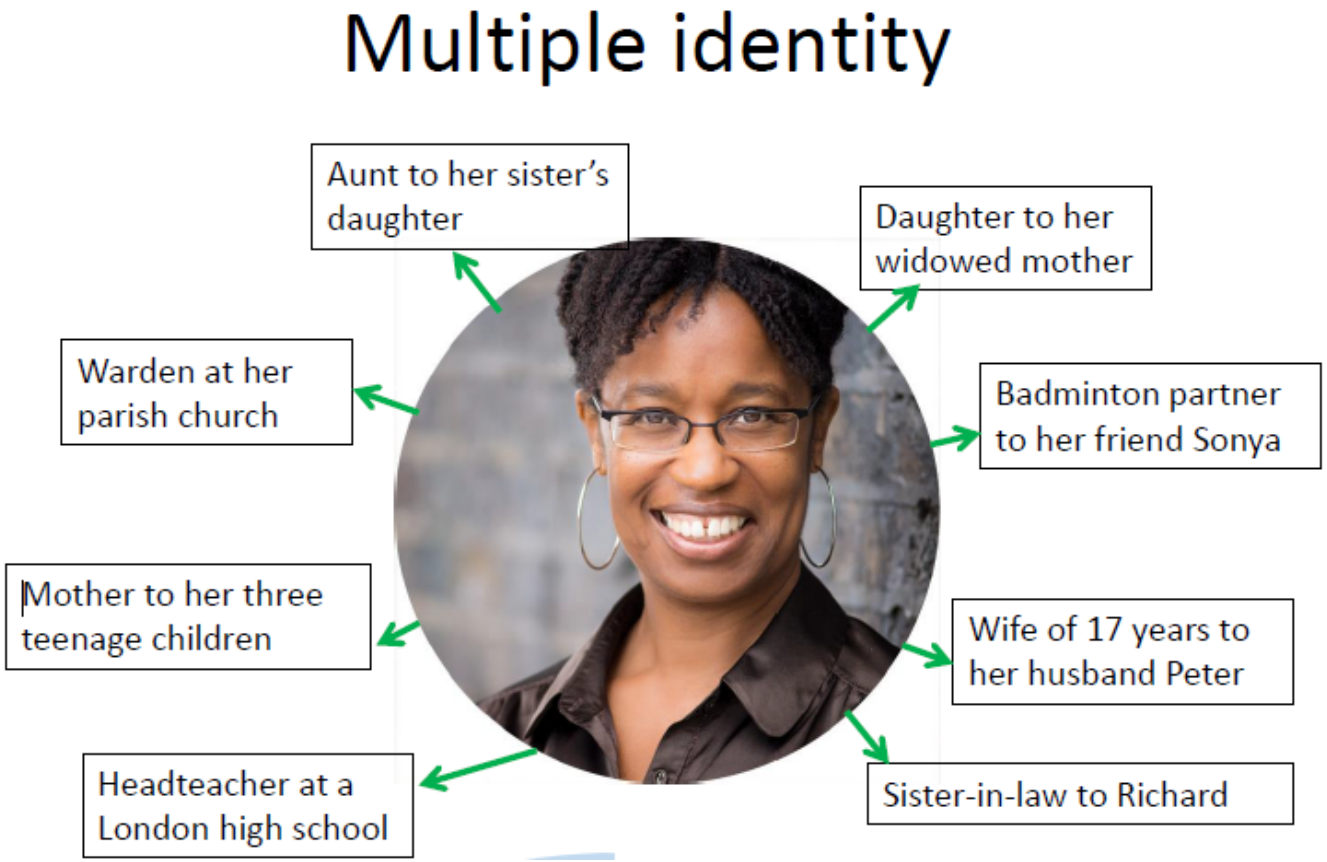
Annex 2.4.2: Multiple Identities



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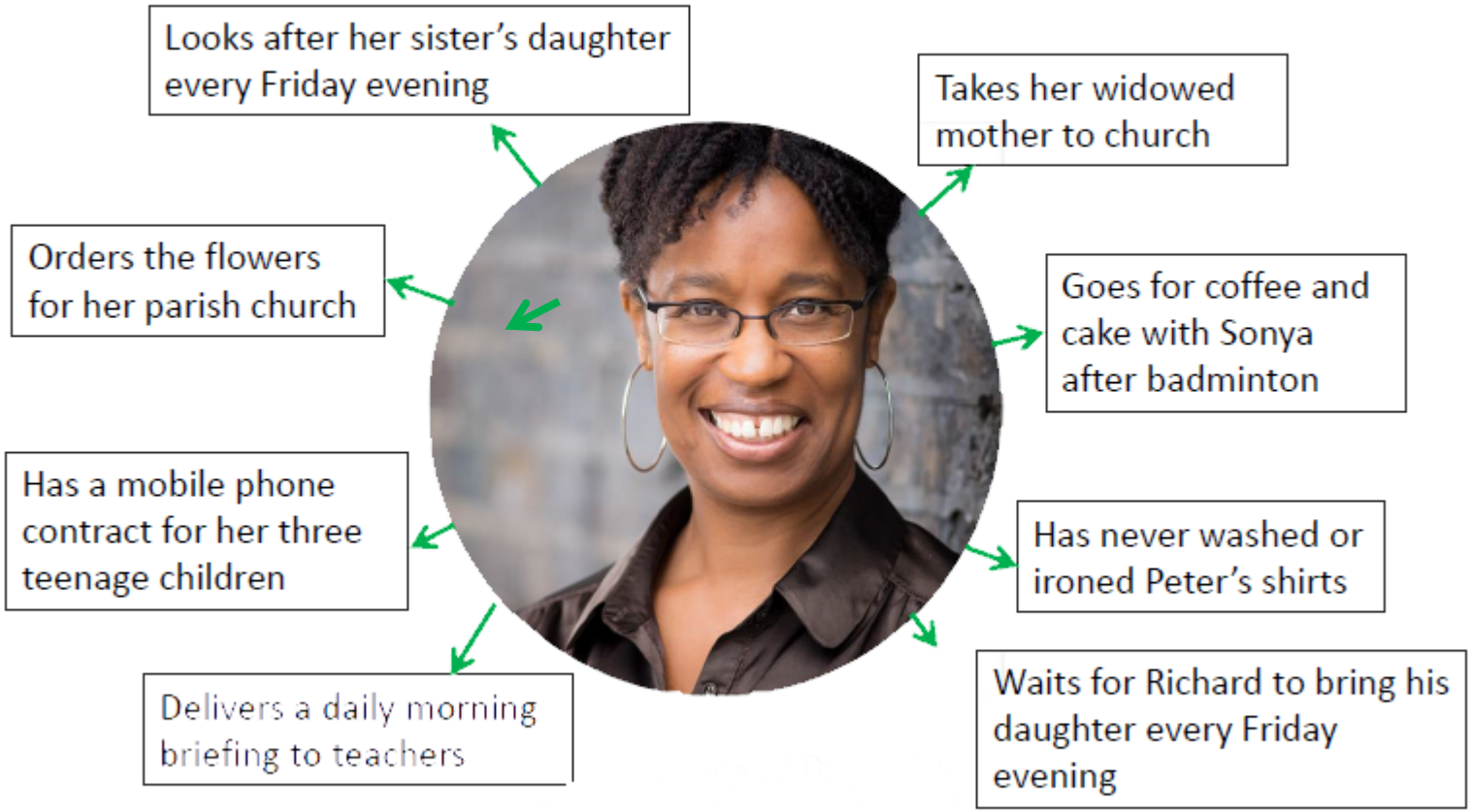
Cultural behaviours



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Annex 2.5.1: Nacirema

"The Nacirema have an almost pathological horror of and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. They also believe that a strong relationship exists between oral and moral characteristics. For example, there is a ritual ablution of the mouth for children, which is supposed to improve their moral fibre. The daily body ritual performed by everyone includes a mouth-rite. Despite the fact that these people are so punctilious about care of the mouth, this rite involves a practice which strikes the uninitiated stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth, along with certain magical powders, and then moving the bundle in a highly formalized series of gestures. In addition to the private mouth-rite, the people seek out a holy-mouth-man once or twice a year. These practitioners have an impressive set of paraphernalia, consisting of a variety of augers, awls, probes, and prods." Horace Miner (1956)

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Annex 2.6.1 Importance of intercultural communication skills Handout

Introductory Lecture 2: Importance of intercultural communication skills

Definition of intercultural communication

The meaning people give to messages and experiences depends on the culture they belong to[14]. Individuals from different cultures have different ways to convey a message and to interpret it: they do it according to cultural communication codes, through verbal as well as non-verbal communication. Intercultural communication is the process starting when two people with different cultural communication codes communicate.

Cross cultural communication involves the sharing of information across different cultures and social groups, including individuals with different religious, social, ethnic, and educational backgrounds. It seeks to understand the differences in how people from a variety of cultures act, communicate, and perceive the world around them.

- Language is an important factor in developing intercultural communication because it is the predominant mode in which communication takes place. Nevertheless it is not the only one.

  Types of intercultural communication

  - **Verbal** refers to the words you say, the message itself.
  - **Vocal** refers to how you say the intonation, projection and resonance of the voice that carries the message the words.

[14] SPENCER-OATEY, *What is culture?*, GlobalPAD, 2012, p.12.

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- **Visual** - what people see, non-verbal (body language).

- People of different cultures may communicate-interpret each other's ideas (message), differently with a starting point in their diverse cultural backgrounds.
- The components of the interpersonal communication model are: sender, encoding (message) medium (channel), decoding, receiver, and the context of interaction that may create noises in communication. The interpretation of a message is dependent on the noise-level influencing the receiver. As illustrated in figure, the noise level is highly related to the cultural context of the sender and receiver.

Communication context sets a platform for the interaction between sender and receiver. It consists of values that have importance for how the message is expressed and how it is interpreted. The cultural context may vary from group to group and different countries may have different cultural context

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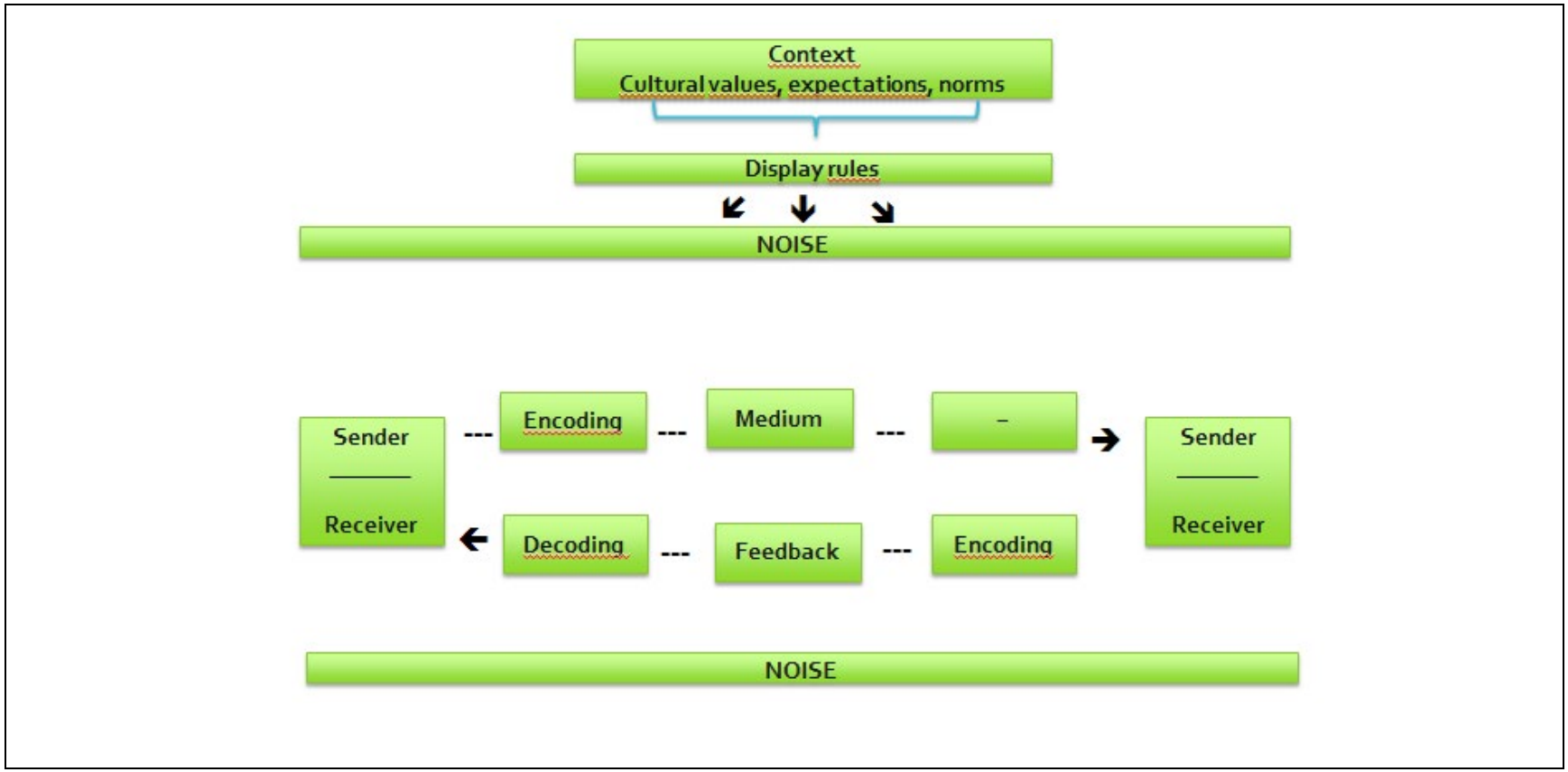

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In the model above, NOISE refers to factors interfering communication and causing problems such as misinterpretations, misunderstanding and so forth. Cultural difference is known as the most important source of creating noise in interpersonal communication. Therefore, we need to understand what (cultural) variables cause noise in order to minimize ”cultural noise” and improve communication.

A very simple conceptualization of communication is to describe it as transfer of information by means of a code. A code is a system that maps a set of signals onto a set of meanings.

In addition to the context, noise, content of the message, and the situation, it should be noticed that the personality and self-image of the sender and receiver have considerable effects on the communication.

- The self-image can be classified as:
  - Self as I believe I am,
  - Self as I would like to be,
  - Self as I believe others see me.

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Annex 2.7.1 Topoi-model

T	ongue	People influence verbally and non-verbally
O	rder	Perception of reality, the relativity of truth
P	erson	Relational level and social aspects
O	rganization	Communication influenced by the context of an organization
I	ntentions and influence	Aim of communication and the actual effect of it

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Area:	What to do?
Tongue (Language)	Pay attention to ALL signals Investigate meaning (verbal as well as non-verbal) Explain, clarify meanings Give feedback, ask for feedback Investigate meaning also in respect of context of the person
Order (How one perceives things, the logic)	Ask for perceptions, logic Imagine yourself as your client, vice versa Put what is in common first Clarify differences but leave them the way they are Investigate the influence of environment on somebody's perception
Person (Identity and relationship)	Investigate what different roles and related expectancies the client is talking Active listening Imagine yourself as your client, vice versa From what roles and expectancies are you talking? Investigate how both see the relationship Investigate role of environment on each other's perceptions and images
Organization (Rules and power relations)	Be aware of power relations Explain own organization Rearrange aspects of own organization Investigate the way the client perceives your organisation Investigate the influence of rules and power relating to environment of your client
Intention, Influences (motives and drives)	Investigate the motives of your client Recognize underlying motives Investigate when client does his/her utmost best Show that you see client is doing his/her best Investigate what sort of recognition your client is looking for Ask how it is better to give recognition to your client Investigate what environment of client means by "doing your best" Explain when you do your best and how Demonstrate the effect of doing your best Clarify intentions and effects

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Annex 2.8.1 Intercultural Casino

Rules 1
During this game, it is forbidden to speak. Read the rules carefully and silently. When everyone has understood, the rules are turned over and the game can begin. The person with the longest hair starts. After 5 rounds the game is over. The game is played in a clockwise direction. Everyone scores according to the points shown by the dice. At the end everyone adds up his points. **RULES:** **4** If you roll a 4 you can play again and count the two amounts. **2** If you roll a 2 the next person does not play. **1** If you roll a 1 you can score 10 points!

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Rules 2
During this game, it is forbidden to speak. Read the rules carefully and silently. When everyone has understood, the rules are turned over and the game can begin. The person with the shortest hair starts. After 5 rounds the game is over. The game is played in a clockwise direction. Everyone scores according to the points shown by the dice. At the end everyone adds up his points. **RULES:** **5** If you roll a 5 you can play again and count the two amounts. **1** If you roll a 1 the next person does not play. **6** If you roll a 6 you can score 10 points!

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Rules 3
During this game, it is forbidden to speak. Read the rules carefully and silently. When everyone has understood, the rules are turned over and the game can begin. The person with the darkest eyes starts. After 5 rounds the game is over. The game is played in a clockwise direction. Everyone scores according to the points shown by the dice. At the end everyone adds up his points. **RULES:** **3** If you roll a 3 you can play again and count the two amounts. **4** If you roll a 4 the next person does not play. **2** If you roll a 2 you can score 10 points!

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Rules 4
During this game, it is forbidden to speak. Read the rules carefully and silently. When everyone has understood, the rules are turned over and the game can begin. The person with the lightest eyes starts. After 5 rounds the game is over. The game is played in a clockwise direction. Everyone scores according to the points shown by the dice. At the end, everyone adds up their points. **RULES:** **6** If you roll a 6 you can play again and count the two amounts. **5** If you roll a 5 the next person does not play. **3** If you roll a 3 you can score 10 points!

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Annex 2.9.1 Introductory Lecture Inclusive Strategies Handout

GUIDELINES for Inclusive Strategies for youth workers and young people

1. Definitions and deeper understanding of Diversity and Inclusion

It is important for a youth worker, to apply inclusive strategies so that all young people they work with feel valued, respected, and have opportunities to thrive. In order to do so understanding the difference between diversity and inclusion is essential.

Diversity is the term used to describe the range of human differences. It includes, but is not limited to, race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Inclusion is taking diversity one step further in practice by identifying, understanding and removing barriers and creating an environment that is welcoming, participatory, and values the voices of all.

It is therefore important for a youth worker that is willing to engage in inclusive youth work, to respond to the needs of all young people. This involves:

- A non-judgemental approach
- Openness and dialogue
- A willingness to change and to be challenged
- Commitment to equality
- A willingness to include the voices of youth

One way that youth workers can **promote safer and inclusive environments** is by developing programs that avoid biases and that include positive representations of a diversity of young people and by teaching them about the multiple identities in their communities.

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Consciously thinking about inclusion as a youth worker is very important because it increases both professional and youngsters' abilities to empathize, connect, and collaborate with a diverse group of peers on one hand and can become a mean of self-affirmation and self-empowerment on the other hand.

Best practices indicators when thinking of inclusive activities:

- You take into consideration whether for a specific topic a /single gender activity/a separate or integrated group activity/ is needed
- When planning your activities, you take into consideration not only its degree of inclusiveness but the language skills and the economic condition of your participants. All young people attending your group feel they can take part to all activities offered
- Young people, their parents and minority communities are consulted and involved in the planning of the activities
- You take into consideration the particular needs of your participants and make the adaptations where necessary.
- The activities you run tackle discrimination and prejudice and promote inclusion, intercultural competencies, diversity, equality, global justice...
- You develop activities that support the multiple identities of the young people you work with
- You provide a space where the young people attending your activities feel safe and confident to be themselves
- You keep your door always open for those young people from minority and marginalised groups who wish to return after having dropped off due to additional pressures in their life
- You avoid including topics without linking them to a broader context. (Ex. Introducing topics about LGBTQ themes only during the LGBTQ Pride Month or introducing topics about discrimination only for the Zero Discrimination Day)
- You avoid fragmentation by taking into consideration only one aspect of diversity, for example talking about disability without representing ethnic, racial or other forms of diversity that exist among disable people.
- You include a range of diverse young people in advertising, promotional materials, publications and/or photos of your organisation

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In order to **guarantee a safe space** where young people from diverse backgrounds can feel comfortable and confident to be themselves it is important that you as a youth worker are able to respond to non-inclusive behaviours and attitudes. Here some steps to follow when witnessing such behaviours:

1. **Address Name-calling, bullying or harassment immediately.** Don't allow such behaviours to be accepted, react with a simple sentence such as *"This language is unacceptable in this space"*. Remember, no action is an action
2. **Name the behaviour.** Describe what you saw and verbalize it to put words on a discriminatory word or act immediately after them, recalling the illegal nature of these acts or words and the sanctions incurred (Example*: "What you have just said/done is offensive, it is not acceptable and condemnable by the law"*).
3. **Transform it in an educational process.** Make sure to educate the youngsters after stopping the behaviour. Either right away or in later, choose to create a teachable moment. Create a space for discussing what happened and why it is an unacceptable behaviour.
4. **Support the target person.** Ask the person how he/she feels and what he/she needs or wants. Be able to guarantee a « safe space » for the target person.
5. **Hold young people for accountable.** Don't justify such behaviours, take action and impose appropriate consequences.

Do you want to evaluate the inclusion practice in your work place?

Answer to the checklist designed to look more in detail at the inclusion practice in your work. It's a self-assessment exercise that can be used multiple times and by all members of an organisation as an on-going process of monitoring and evaluation.

Watch a video about "including minority ethnic young people in youth work activities":

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https://www.youtube.com/watch?time_continue=90&v=tdh2Tf4sPhA&feature=emb_logo15

References:

For more information about Promoting Inclusion in youth work you can consult '**Access All Areas –a Diversity Toolkit for the Youth Work Sector**' published by NYCI and Youthnet 2012. https://www.youth.ie/articles/access-all-areas/

[15] This video belongs to a series of videos developed within the project Let's Act on Inclusion by the National Youth Council of Ireland.

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Annex 3.1. Discussion between youth worker and supervisor

As a youth worker, you noticed that a colleague of yours through behaviour, words and attitude gives more attention to one of the young people compared to the other young people attending the afternoon youth club's meetings. You also became aware recently that the young person in question has been experienced some bullying behaviour from peers and they broke his phone. So, your colleague decided to buy a new phone for him. You think that this is not the appropriate decision and you think that you need to inform your supervisor about the incident.

"Youth worker: Supervisor's name and title, I would like to talk to you about something that came into my attention and I feel that you should know!

Supervisor: (nod the head in a yes way)

Youth worker: I noticed that one of my colleagues has a different approach towards one of our young people attending our classes. I saw him being closer to that person and making a gift to her.

Supervisor: Ok! And why exactly are you worried about?

Youth worker: I worry that this is not a professional attitude to follow.

Supervisor: And why you think so? I find it very nice that your colleague is so into the job that he/she loves what we are doing and the youth we work with. Also, I find it very normal for someone to have favourites.

Youth worker: Yes, but I believe that this is a type of favouritism should not be permitted when you work with youth.

Supervisor: Not permitted? Come on! What is not permitted? To show your care? I find it necessary to show affection to people, especially to the young people coming to our clubs!

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Youth worker: In my opinion, there are other ways to keep professional boundaries and show support. Offering special gifts, expensive or not, it is wrong but if you don't agree what can I do at the end? If that's the case, then sorry to have bothered you with my concerns…

Youth worker leaves with a confused facial expression…

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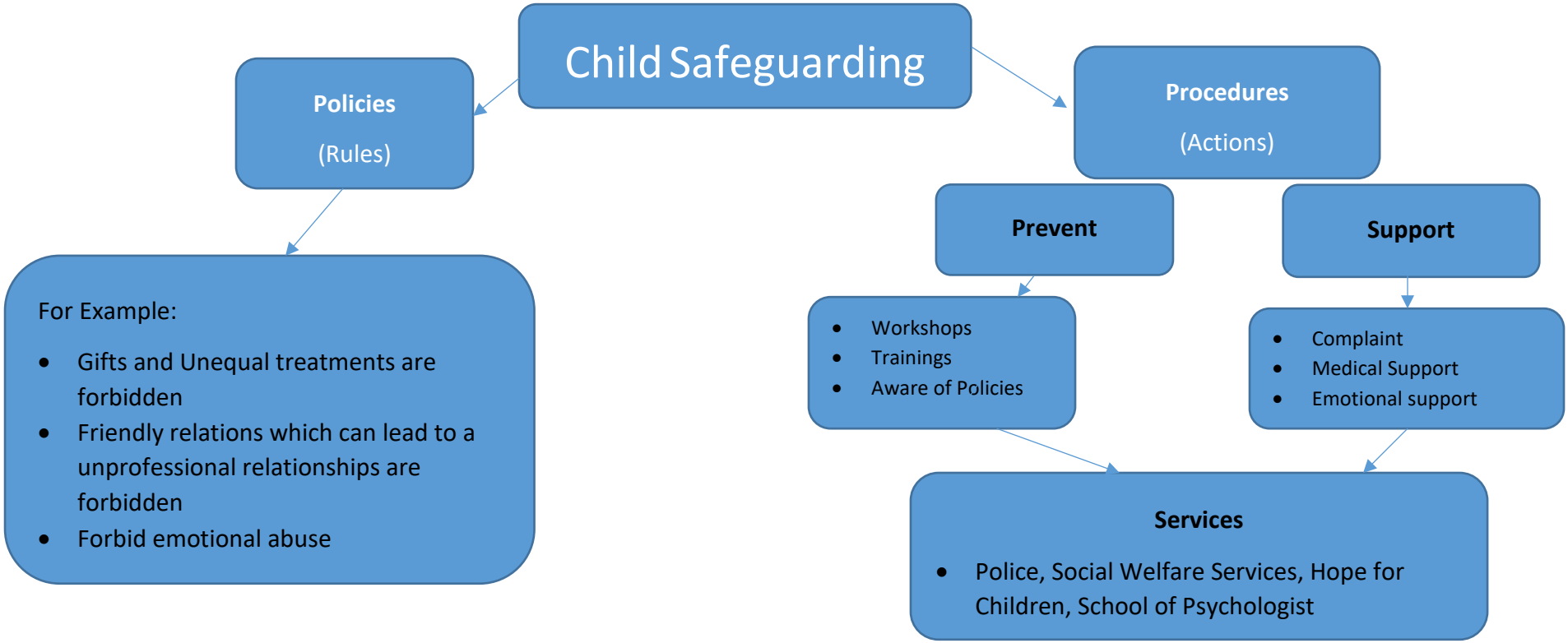
Annex 3.1.3. Child Safeguarding Policies and Procedures Mind Map

Guidelines: The labels with white letters are given from the trainer. The labels in black should be provided by participants.



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Annex 3.2.3.a Bingo Card on raising awareness against sexual abuse

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Annex 3.2.3.b Completed Bingo Card

Educate myself about sexual violence	Respect everyone's choice of gender expression	Be a role model for the young people you work with	Be open to discuss with young people always on principles based on trust and respect	Create safe space for someone to say "no"
NOT laugh at sexist jokes	Say something when I hear disrespectful language	Use your talents to speak against sexual abuse on young people	Talk about and help young people recognize concerning behaviours and safe adults to speak out	Organise or encourage frequent discussion on healthy relationships
Do not make or NOT laugh at jokes that put others down	Take a child sexual abuse prevention class yourself so you can have informed discussions with your peers	Treat my partner with respect	Show respect and celebrated diversity	Encourage and reward positive behaviours among young people you are working with
Avoid using cultural language that justifies or normalise sexual violence	Be aware of recognising signs of potential abuse	Donate to an organisation that counteract sexual abuse against young people	Practice professional boundaries as an example for peers and young people	Aware of techniques to empower young people to stay safe
Learn about root causes of sexual violence	Speak up when you see or experience concerning behaviour	Volunteer in a campaign with your time	share with other youth workers safeguarding resources	Use the power of social media to share messages against sexual abuse

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Annex 3.2.4 Case study

Sam is 16 years old and he has Down Syndrome. He attends the youth club meetings every Thursday for 2 hours for team building and social skills enhancement. His main carer, his older brother, went to the army for 1 year, so now is in the care of the grandfather. The financial situation is limited so Sam decided after school to start working at the coffee shop near his house during some hours 3 times a week. He really loves working as a waiter at the shop, but he would like to have more tasks. He asked to his superior if it was possible for him to prepare coffee and not just to clean the tables, but he disagreed about that. So, Sam felt very disappointed and got angry. He cannot understand the reason why his employer denied him such possibility. You also notice that lately his behaviour displays inappropriate sexual behaviour and language while engaging in relationship with other young people from the club. As a youth worker, you notice that lately Sam refuses to actively engage in any activity/project during the youth club activities.

Annex 3.2.4. Factors that contribute to children and young people with special needs being at a greater risk of abuse[16]

[16] Adapted from Safeguarding d/Deaf and disabled children and young people, available at https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children/#heading-top [26.01.2020].

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Risk factors	*Definitions/explanations*	*Checklist for Sam's case study (yes/no/why?)*
Communication barriers	From the young people: e.g. limited vocabulary From the youth workers lack of competence and experience to teach messages about what abuse is or how to keep them safe Without this knowledge children may not recognise that they are being abused	
Misunderstanding the signs of abuse	When signs of abuse are associated/understood as a consequence of his/her special needs	
Lack of education on staying safe	Youth worker may not realise they need to support more young people with special needs when talking about being safe; Sex and relationships education may not be discussed in a way that makes sense to young people with special needs; Youth workers may feel they need training on how to promote safeguarding for young people with special needs.	
Increased isolation	Less opportunity to engage socially in a healthy relationship;	

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	Lack of stable and nourishing family settings; Deliberate isolation even in social context that encourage healthy relationships.
Dependency on others	Limited network of carers
Inadequate support	Adults may not understand or respond to a disabled young person's safeguarding needs When disclosure happens the adult that hears the disclosure is not trained on legal procedures to follow and abuse continues.

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Annex 3.3.1. for team B Guidelines for team B

Indicators of the balance between professional boundaries and empathy	***Notes***
Communication style (is the communication style passive, aggressive, friendly, optimistic etc.? are the right words used? Is the young person receptive to what the youth worker is saying?)	
Nonverbal behaviour (every detail of the nonverbal behaviour can pinpoint to the balance or imbalance; be aware of eye contact, position of body and hands, if touching is involved)	
Emphatic expressions (is the youth worker displaying empathy without breaking any professional boundaries? How?)	
General attitude (is the youth worker respectful and transparent? Is s/he interested to hear the opinion of the young person?)	

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Annex 3.3.2 The Anti burn out strategies used by the staff of Children's House, Nicosia, Cyprus

"At the Children's House we are trying a lot to take care of ourselves due to the difficult and challenging cases that we are handling every day. One thing we all do is that we all take daily a mini break of 20 minutes for lunch where we sit together and eat. If that is not possible in some days, we meet for brunch before joining a case meeting. When you enter the Children's House you will always find coffee, sweets that everybody (colleagues or clients) can enjoy.

In our daily relationship, we use humour a lot and we feel comfortable to share a lot our experiences and feelings regarding the cases. We participate in many formal and non-formal meeting that offer this opportunity, such as supervision meetings, weekly cases meeting, weekly multidisciplinary-inter agency meetings, monthly staff meetings.

We participate in many and different kind of supervisions: the psychologists benefit from clinical supervision where they discuss about the difficulties faced while dealing with psychological evaluations or therapy; the social workers participate in a supervision by a senior social worker that we cooperate with where they discuss about their cases; and lastly the joint staff supervision that focuses on our working relationships, finding solutions on difficulties in dealing with so many different agencies etc. These are some specific techniques we are using in order to share our thoughts and worries and find comfort while knowing what to do next. Supervision can be one to one or in groups depending on the request of each professional."

Once a while we organize some group activities outside the working hours such us kayaking or joining other social events that also help in bonding. We avoid working more hours than our timetable or taking work at home. While at home or in the weekend we respond to urgent requests only."

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Annex 4.1.1 Creating a safe space

Let us get thinking and creating a safe space:

You have been asked to create a safe space within your organization and you have been given a room to create this space, and a small budget of 500 euros. You also have access to old furniture which is stored in outside in a storage unit and there is:

- Office chairs that are rather old but in working order, just dirty.
- An old dining table, which has seen better days and one of the legs is loose.
- A coffee table which is in surprisingly good condition.

You walk to the back of the storage unit as there is something under a piece of plastic wrapping and you find a sofa which is dark blue, but overall, in good condition.

The room you have been given needs to be decorated, it is a horrible bright pink, dusty and dirty. It is a rectangular room with a window on 2 walls:

What colour would you paint the walls?

What would you put on the walls?

Where would you place the furniture?

What accessories would you buy for your safe space?

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Please do not worry about the measurements, what does this room need to feel safe?

As a group draw your room on flipchart paper, using the colours provided and create your safe space. The whole time keeping in mind that you will be feeding back to the larger group, on why you chose your room colour and explaining the layout of your room, etc.

Now as a group make a list of your top 5 tips for creating a safe space and why?

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Annex 4.1.2 Support Networks

Support Networks: When you answer the questions below write your answer around the body, include contact details if you can as well.

1. If a young person had mental health issues, where would you refer or signpost them to?
2. Where would you refer or signpost a young person to, who was suffering from substance misuse?
3. If a young person was experiencing domestic abuse where would you refer or signpost them to?
4. Where would you refer a young person to if they were homeless?
5. Please add any other organisations that you work with who support young people?

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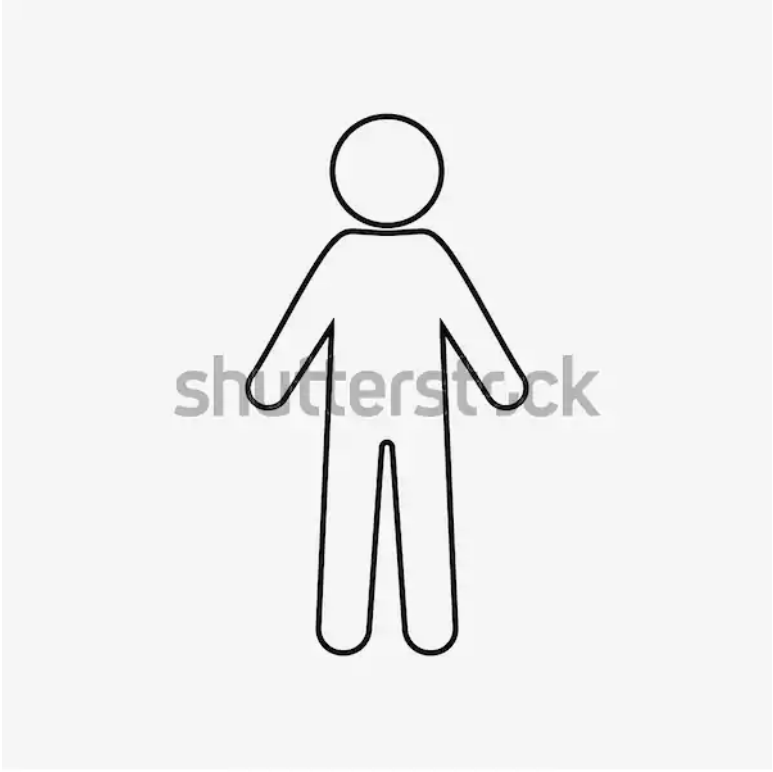

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Annex 4.1.4 Scenarios - Roles and boundaries

Scenario 1: Sally works in a Pupil Referral Unit (PRU: An alternative educational setting in the UK for students who have been excluded from mainstream education) where she has worked for the past 6 years. She is a senior member of the behaviour management team and has the natural ability to calm down students who are being physical and/or verbally abusive to staff or their peers.

One day Dylan had physically assaulted another student and in the struggle he had accidently headbutted one of his favourite teachers Sandra, he became distraught and started to smash up the computer room. Sally and another member of the team had to restrain Dylan using team teach holds and remove him from the room, a decision was made to move him outside. Once in the playground Sally was left with Dylan, he was calming down and wanted to walk around the block (which was a strategy used in the PRU). Dylan was really upset, but he was talking and said he wanted a cig (his parents knew he smoked), Sally dropped one of her cigarettes onto the pavement and pointed out the cigarette on the floor to Dylan. He said she had drop it there, Sally disagreed and kept walking.

Scenario 2: Peter is an employability worker within a youth club and works with young people aged between 11 and 18 years of age. Financially he was struggling and having difficulty keeping his head above water, to top it off his phone had broken, it was no longer under warranty and he had no insurance. One of the members (young people) of the youth club who was 15 years old told Peter he could get him an iPhone 7 for £75, Peter went ahead and brought the phone of the young person.

Scenario 3: Lucy also worked in the PRU and Tommy who was a LAC (looked after by local authority) student lived in a children's home and who had no maternal family involved in his life, was dreading Christmas. Lucy without tell any of her colleagues decided to phone Tommy on Christmas day and wish him a happy Christmas, she also went to the children's home and gave Tommy a Christmas present.

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4.2.1. Tell the story

Handout 1 - What emotions might we show/wish to hide?

Approval	Disapproval	Shock	Disgust	Empathy
Kind	bored	confrontational	intimidating	open
friendly	encouraging	comfortable	nervous	safe
relaxed	sad	concerned		aggressive

How do we give away cues and clues?

Mirroring	Eye contact	Facial expression	Hand gestures
Feet!!	Crying/ not crying	Fiddling	Posture
Tone of voice	Personal space	Inappropriate laughter	

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Nonverbal communication should reinforce what is being said. Is the person saying one thing, but their body language conveying something else? For example, are they telling you “yes” while shaking their head no?

Eye contact – Is the person making eye contact? If so, is it overly intense or just right?

Facial expression – What is their face showing? Is it masklike, lacks expression, shocked, disgusted or emotionally present and interested?

Tone of voice – Does the person’s voice project warmth, confidence, and interest, or is it strained, hostile or aggressive?

Posture and gesture – Is their body relaxed or stiff and immobile

Touch – Is there any physical contact? Is it appropriate to the situation? Does it make you feel uncomfortable?

Intensity – Does the person seem flat, disinterested, melodramatic?

Sounds – Do you hear sounds that indicate interest, caring or concern from the person?

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Module 4

Appendix 4.3.2 Scenario 1

A teenage girl, approaches you during an event at the community centre that you are attending and asks if she could speak with you in private, she seems very nervous and is fiddling with a loose thread on her clothing and picking at her nail varnish, she doesn't make eye contact and keeps some distance between you.

As you start to talk to her your mobile phone rings, you answer the call and talk to a friend for approximately 5 minutes mouthing that you are sorry and you won't be long. When you have finished your call, you turn to the girl and find a few chairs in the corner of the room where you can talk with her. You place the chairs opposite each other and ask her how you can help? The chairs are fairly uncomfortable so you fidget and move about trying to get comfortable, in the end you sit with your legs crossed and hands in your lap. The room is fairly noisy so you find yourself struggling to hear what the girl is saying as she is trying not to be overheard, you think she says something about being uncomfortable with the attention she is getting from her mother's boyfriend but you aren't really paying attention. You are disturbed by the sound of a text message alert, you get the phone out of your bag, read the message, apologise and turn it to silent. The girl continues to try and talk to you for another minute but seems rather uncomfortable so after a few more minutes she says that she has made a mistake and is sorry to have bothered you. She gets up and leaves.

1. What do you notice about the young girl's body language?
    a. How could you respond to this?
2. What does your body language suggest?
    a. What could you have done differently?
3. Did you choose a good place to hold the conversation?
    a. Why?

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b. What might have worked better
4. Anything else?

Scenario 2

As part of your youth group you have an "open door" session when members of the group can come and talk to you in a more private setting – no appointment is needed you can just turn up. The sessions are widely advertised and are available on different days and times so you are available for as many of your young people as possible. One of the younger members of the youth group comes to see you at one of the sessions, you welcome her with a smile and invite her to take a seat and make herself comfortable. She starts by telling you that she can't talk to her parents as they would disown her – she has a boyfriend who she has been seeing for the past 6 months, they are not having a sexual relationship but recently he has been putting pressure on her to have sex. Recently at a party she had too much to drink and they had sex which he recorded on his phone. She was too drunk to remember but he showed her the recording and also told her he has shared the recording with some of his friends on social media.

Whilst she is talking you stare intently at her so she knows you are paying attention. To reassure her you touch her arm and hand. You are keen to let her know you are listening so interrupt her frequently to ask her questions. As she explains what happened you are shocked and get angry and ask her if he thinks its ok to treat her like this. You tell the girl that her boyfriend can't treat her like this and she must report him to the police so he will be locked up and not be able to hurt her. She says that she loves him but is scared that this will bring shame on her family. You shake your head and tell her he deserves to be locked up and that she must report him to police and if she doesn't then you can't help her; you use your hands pointing at her to emphasise how important this is.

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1. Did you choose a good place to hold the conversation?
    a. Why?
2. What did you do/say that might have helped the woman?
3. Was your body language appropriate?
4. What might have improved this scenario?

Scenario 3

You notice a member of the group has become increasingly withdrawn and quiet. Although they continue to attend sessions, they aren't interacting with their previous friendship group and are at times snappy, sullen and rude; they look tired and you are concerned about them. You ask them to pop along and see you for a chat in your office and agree a time when you will not be disturbed. The room has comfortable chairs and feels warm and inviting. You invite them to take a seat and make themselves comfortable. The girl sits but doesn't make eye contact, she stares at her hands. You ask her if everything is OK as you have noticed that over the past few weeks, she hasn't seemed her usual self. She shrugs her shoulders but doesn't speak. You tell her that her friends are worried about her and want to help but don't know what to do. She starts to cry and gets very upset as she tells you that she thought the new group of older lads she was hanging out with were her friends and that they just liked her and promised her gifts and that one in particular wanted to be her boyfriend. She would meet up with them in the local park and they would buy her drinks and they would all muck about but recently it has changed and her boyfriend wants her to have sex with his friends and he has forced her to a few times.

The girl gets more and more upset telling you this and cries a lot, you offer her tissues and a glass of water and ask her if she would like to have a break to compose herself. You find it very difficult to watch her so upset and find yourself getting upset too. To try

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and offer support you tell her that you understand what she is going through and start to tell her about a similar incident that happened to you some years before. You explain that although it was hard you did go to the police and were supported by specially trained officers through the process of reporting the rape and the offender being arrested and charged and right through the court case. The girl listens in silence and seems calmer. When you have finished telling her about yourself you tell the girl that she must go to the police and that you will try and help her to do this.

Do you think it was appropriate to share your experience?

   a. Could you have done it another way
   b. What did you do well?
2. What might have improved this scenario?

Now write or discuss scenario 4

How could you as a youth worker support these girls, – use good practice from the examples discussed and information from the group

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