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## IO2 Keep Me Safe Youth Peers Training Programme

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	Module/Unit	Learning Objectives <sup>1</sup>		
		Knowledge	Skills	Attitudes
<b>1</b>	Module 1 Understanding and discussing 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:
<b>1.1</b>	What is understood as sexual abuse?	<ul style="list-style-type: none"> <li>Define core concepts i.e. sexual abuse (distinction between contact and non-contact abuse), (<i>Activity 1.1 What is sexual abuse</i>), warning signs of</li> </ul>	<ul style="list-style-type: none"> <li>Understand what sexual abuse is.</li> <li>Become aware of different types of sexual abuse and of the potential signs that can</li> </ul>	<ul style="list-style-type: none"> <li>Support victims of sexual abuse.</li> <li>Understand what constitutes sexual abuse, different types of sexual abuse and have an awareness of some of the signs that might indicate a peer is being victim.</li> </ul>

<sup>1</sup> 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](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

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1.2	Prevention of sexual abuse	<p>sexual abuse etc. (<i>Activity 1.2 Warning signs</i>)</p> <ul style="list-style-type: none"> <li>Know what safety in the context of sexual abuse is (<i>Activity 1.3 Keep yourselves safe</i>).</li> <li>Know how to create safe on-line and physical environments (<i>Activity 1.4 Keep yourselves safe</i>).</li> </ul>	<p>indicate if peer is experiencing it.</p> <ul style="list-style-type: none"> <li>Recognize signs of sexual abuse.</li> <li>To recognize different types of sexual abuse.</li> <li>Know how to establish a safe on-line and off-line environment.</li> <li>Recognize early signs of grooming.</li> <li>Knows how to react when</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of importance of the safe on-line and off-line environment.</li> <li>Inform and raise awareness of safety rules among peers.</li> <li>Is aware of different risks regarding sexual abuse.</li> <li>Is aware of grooming and its consequences.</li> <li>Understands the importance of saying NO.</li> <li>Understands what bad or confusing types of touch are.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Know key signs and characteristics of grooming (<i>Activity 1.5 What is grooming?</i>)</li> <li>• Know what is “good” and “bad” touch (<i>Activity 1.6 My body belongs to me</i>)</li> <li>• Know the importance of saying NO (<i>Activity 1.6 My body belongs to me</i>).</li> <li>• Know the importance of consent.</li> </ul>	<p>grooming is detected.</p> <ul style="list-style-type: none"> <li>• Knows who are the most vulnerable groups of children for grooming.</li> <li>• Recognize “good” and “bad” touch.</li> <li>• Know when and how to say NO.</li> <li>• Know what consent is.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasize safety with strangers, but at the same time know that not all offenders are strangers.</li> <li>• Understands the importance of consent.</li> </ul>
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		<b>(Activity 1.6 My body belongs to me).</b>		
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## Module 1 : Understanding sexual violence

### Learning Activities

Activity Name	1.1 What is sexual abuse
Goals	Participants will get to know what sexual abuse is, its types and characteristics.
Description	<ol style="list-style-type: none"><li>1. The trainer introduces the main goal of the activity</li><li>2. The trainer shows following video to participants <a href="https://www.youtube.com/watch?v=Q4xwdFWjIOw">https://www.youtube.com/watch?v=Q4xwdFWjIOw</a></li><li>3. The trainer explains to kids that sexual abuse happens when an adult, adolescent or child uses their power or authority to involve a child in sexual activity. Abuse can happen by strangers, and it can also happen by people who victims know, love, and trust. It is also important to know that:<ul style="list-style-type: none"><li>• Sexual abuse isn't always sex – it can also include a range of sexual behaviours that can be physical, verbal or emotional</li><li>• Children are usually abused by someone they know, and it often starts when they are very young</li><li>• Sexual abuse is generally not an isolated one-off incident</li></ul></li></ol>

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	<ul style="list-style-type: none"><li>• <b>Sexual abuse can happen in on-line and off-line environments</b></li><li>• <b>Threats, tricks or bribes may be used to keep the child from telling anyone about it</b></li><li>• <b>Child sexual abuse is against the law and a serious crime</b></li><li>• <b>The sexual abuse causes serious harm to children and their families</b></li><li>• <b>The effects of child sexual abuse can last a lifetime</b></li></ul> <p><b>4. Additionally trainer explains two different types of sexual abuse to participants:</b></p> <p><b>Contact abuse involves activities where an abuser makes physical contact with a child. It includes:</b></p> <ul style="list-style-type: none"><li>• <b>sexual touching of any part of the body, whether the child is wearing clothes or not</b></li><li>• <b>forcing or encouraging a child to take part in sexual activity</b></li><li>• <b>making a child take their clothes off or touch someone else's private parts</b></li><li>• <b>rape or penetration by putting an object or body part inside a child's mouth, vagina or anus.</b></li></ul> <p><b>Non-contact abuse involves activities where there is no physical contact. It includes:</b></p> <ul style="list-style-type: none"><li>• <b>flashing at a child</b></li><li>• <b>encouraging or forcing a child to watch or hear sexual acts</b></li></ul>
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	<ul style="list-style-type: none"><li>• not taking proper measures to prevent a child being exposed to sexual activities by others</li><li>• making a child masturbate while others watch</li><li>• persuading a child to make, view or distribute child abuse images (such as performing sexual acts over the internet, sexting or showing pornography to a child)</li><li>• making, viewing or distributing child abuse images</li><li>• allowing someone else to make, view or distribute child abuse images</li><li>• meeting a child following grooming with the intent of abusing them (even if abuse did not take place)</li><li>• sexually exploiting a child for money, power or status (child sexual exploitation).</li></ul> <p>5. The trainer leads the discussion:</p> <p><i>Potential guiding questions: I HAVE TO THINK ABOUT APPROPRIATE QUESTIONS – HELP WELCOME.</i></p> <p>-</p>
Type of activity	Presentation, group activity
Duration	Overall duration of the activity: 45 minutes

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	<p><b>5' for the introduction of the goals</b></p> <p><b>15' for watching the video and explanation</b></p> <p><b>20' for explanation of different modes of sexual abuse</b></p> <p><b>10' for the final discussion and conclusions.</b></p>
<b>Space &amp; Materials</b>	<p><b><i>Space:</i></b> 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.</p> <p><b><i>Materials:</i></b> blank paper for notes, flipchart and pens.</p>
<b>Learning Outcomes</b>	<p><b>At the end of the module participants should be able:</b></p> <ol style="list-style-type: none"> <li><b>1. To know what sexual abuse is</b></li> <li><b>2. To recognize sexual abuse behaviour</b></li> <li><b>3. To recognize different types of sexual abuse</b></li> <li><b>4. To inform and raise awareness among their peers accordingly.</b></li> <li><b>5. Know when to act/report.</b></li> </ol>

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<b>Module</b>	<b>1</b>
<b>Unit</b>	<b>What is understood as sexual abuse?</b>
<b>Source</b>	<b>Stop the secrets that hurt – Sexual abuse is confusing by Fight Child Abuse is available at <a href="https://www.youtube.com/watch?v=Q4xwdFWjIOw">https://www.youtube.com/watch?v=Q4xwdFWjIOw</a></b> <b>Characteristics and different modes of sexual abuse were compiled from various web sources.</b>

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<b>Activity Name</b>	1.2 Warning signs
<b>Goals</b>	<b>Inform and raise awareness to children about warning signs of sexual abuse.</b>
<b>Description</b>	<p><b>1. The trainer introduces the main goal of the activity</b></p> <p><b>2. The trainer shows following video to participants</b></p> <p><a href="https://www.youtube.com/watch?v=hQIYNyg1ALU">https://www.youtube.com/watch?v=hQIYNyg1ALU</a></p> <p><b>3. The trainer engage the participants into a discussion on identifying different ways of behaviour and signs that kids in the video were showing to others.</b></p> <p><b>4. The trainer explains that all children are different, and the signs of sexual abuse could appear in different ways, therefore you may notice:</b></p> <ul style="list-style-type: none"><li>• <b>changes in behaviour</b></li><li>• <b>changes to achievement and progress</b></li><li>• <b>talking about sexual acts or using sexually explicit language</b></li></ul>

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	<ul style="list-style-type: none"><li>• <b>sexual contact with other children or showing adult-like sexual behaviour or knowledge</b></li><li>• <b>becoming withdrawn or clingy</b></li><li>• <b>changes in personality</b></li><li>• <b>becoming more insecure than previously observed</b></li><li>• <b>using toys or objects in a sexual way</b></li><li>• <b>changes in eating habits</b></li><li>• <b>inexplicable fear of particular places or people</b></li><li>• <b>regression to younger behaviours</b></li><li>• <b>becoming secretive or reluctant to share things with you.</b></li></ul> <p><b>5. The trainer engage the participants into a discussion on warning signs that indicate sexual abuse.</b></p> <p><b><i>Potential guiding questions:</i></b></p> <p><b>A. Did this topic help you learn something new, if yes, explain what?</b></p>
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<b>Type of activity</b>	<b>Presentation, group activity</b>
<b>Duration</b>	<b>Overall duration:45 minutes</b> <b>5' for watching the video</b> <b>10' for discussing the video</b> <b>20' for explanation of warning signs</b> <b>10` for discussion</b>
<b>Space &amp; Materials</b>	<b><i>Space:</i></b> 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. <b><i>Materials:</i></b> blank paper for notes, flipchart and pens.
<b>Learning Outcomes</b>	<b>After the completion of the activity, participants should be:</b>  <b>1. Familiar with warning signs of sexual abuse.</b>  <b>2. Able to recognize warning signs of sexual abuse.</b>

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	<b>3. Become aware of warning signs' importance.</b> <b>4. Connect warning signs with sexual abuse.</b>
<b>Module</b>	<b>1</b>
<b>Unit</b>	<b>What is understood as sexual abuse?</b>
<b>Source</b>	<b>Video Stop the Secrets that Hurt - We Thought We Were Broken by Fight child abuse available at <a href="https://www.youtube.com/watch?v=hQIYNyg1ALU">https://www.youtube.com/watch?v=hQIYNyg1ALU</a></b> <b>List of warning signs of sexual abuse was completed from different sources.</b>

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<b>Activity Name</b>	1.3. Keep yourselves safe
<b>Goals</b>	<b>Inform participants about safety in the context of sexual abuse. Namely; to teach them what are safety rules, how to set and use them, what is personal care space, what is consent and how and when to say NO.</b>
<b>Description</b>	<ol style="list-style-type: none"><li><b>1. The trainer tells participants that will discuss child safety and why it matters to all of us.</b></li><li><b>2. The trainer asks participants if they know what prevention means? Afterwards he/she explains that to prevent something means to stop it from happening before it ever starts, to not let it happen.</b></li><li><b>3. The trainer then starts by talking about how kids sometimes get hurt. What are some ways kids might get hurt? (Elicit responses, such as skinning a knee, falling off a bike, being in a car accident, etc.) There are also a lot of kids who get hurt from child abuse.</b></li><li><b>4. The trainer encourages participants to take a minute to think about safety rules that</b></li></ol>

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	<p><b>they have been taught by their parents or other adults. When he/she says “go,” he/she is going to toss a paper ball (a balled-up piece of paper) to someone at random.</b></p> <p><b>Whoever catches the paper should share a rule with the group. Once all participants have shared a rule, toss the paper ball to a classmate and they can share another safety rule.</b></p> <p><b>5. Then the trainer distributes the pinwheel handout (Annex 1) and teaches participants about 5 Safety Rules from the MBF Child Safety Matters™ program (Annex 1) that can help them identify abuse and help them know what to do if it ever happens to them.</b></p> <p><b>6. The trainer discusses each rule with participants and afterwards they write the Safety Rule in the space provided on the pinwheel (Annex 1).</b></p> <p><b>7. The trainer urges participants to explain “How can they use the 5 Safety Rules to keep themselves safe?”. He/she allows students a few minutes to write the answer on their card and if time allows, calls on some students to share what they wrote. The trainer can also encourage kids to take them home and share with parent/guardian.</b></p>
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	<b>8. The trainer leads discussion if participants know what to do if they Spot Red Flags or unsafe situations. To that end trainer shares some cards (Annex 2) with participants and they work in pairs to read the situation on the card and discuss together what they would do. When they are finished, they discuss the situations as a class and hear what they decided.</b>
<b>Type of activity</b>	<b>Presentation, group activity.</b>
<b>Duration</b>	<b>Overall duration 60 minutes.</b> <ul style="list-style-type: none"><li>• <b>5' for the presentation of the goals</b></li><li>• <b>20' for presentation of the safety rules concept</b></li><li>• <b>25' for implementation of the activity</b></li><li>• <b>10' for discussion</b></li></ul>

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<b>Space &amp; Materials</b>	<b><i>Space:</i></b> A room with enough space for all participants to be seated (e.g. circle formation). <b><i>Materials:</i></b> tables, markers, post-it blocks, flipchart papers.
<b>Learning Outcomes</b>	After the completion of the activity, the participants will be: <ol style="list-style-type: none"><li>1. Familiar with the concept of safety rules in case of sexual abuse.</li><li>2. Able to set own safety rules in case of sexual abuse.</li><li>3. Able to identify ways to use his/her own safety rules in case of sexual abuse.</li><li>4. Familiar with the personal care space.</li><li>5. Familiar with consent and why is it important.</li></ol>
<b>Module</b>	<b>1</b>
<b>Unit</b>	<b>Prevention of sexual abuse</b>

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Source	Activity adapted from MBF Child Safety Matters ( <a href="https://www.mbfpreventioneducation.org/wp-content/uploads/2018/04/3-5-April-LP-2018.pdf">https://www.mbfpreventioneducation.org/wp-content/uploads/2018/04/3-5-April-LP-2018.pdf</a> )
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Activity Name	1.4 What is grooming?
Goals	To understand what is grooming, why is dangerous, how to recognize it and how to avoid it.
Description	<ol style="list-style-type: none"><li>1. The trainer introduces the main goal of the activity.</li><li>2. The trainer uses the video <a href="https://www.youtube.com/watch?v=bZLaiS3fZ8A">https://www.youtube.com/watch?v=bZLaiS3fZ8A</a> for explanation what grooming is.</li><li>3. Trainer additionally explains following:<ul style="list-style-type: none"><li>- Grooming can happen anywhere (in organizations, public spaces, private places and on-line)</li><li>- Children and young people can be groomed by a stranger or by someone they know – such as a family member, friend or professional.</li></ul></li></ol>

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	<ul style="list-style-type: none"><li>- <b>Groomers choose their targets carefully, because they don't want to get caught, so they target kids who they think won't tell or say no. They try to pick kids that they will someday get a chance to spend time alone with.</b></li><li>- <b>Grooming takes time in practice this means that abusers do not just go to kids and say, "I want to touch your private parts". They want to abuse kids, but they don't want to scare the them away too soon, and they don't want to get caught, so they build invisible "traps," kind of like spider webs, in the hope that the kid won't notice until they've already been caught. Lots of kids have good background knowledge of prey animals from watching animal shows on TV. Therefore the trainer can ask if they can think of an animal who sets up traps, this will help participants make connections that help build their understanding about grooming.</b></li><li>- <b>Groomers also use tricks, which makes grooming hard to notice, slow and escalating (more and worse over time) process of building "trust" with a kid and often the kid's parent or other caretaker. Grooming tricks include:</b><ul style="list-style-type: none"><li>(a) <b>Fake Trustworthiness – pretending to be the kid's friend in order to gain their trust, buying gifts, giving attention, using their professional position or reputation, taking child on trips etc.</b></li></ul></li></ul>
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	<ul style="list-style-type: none"><li><b>(b) Testing Boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (truth or dare, strip games, etc.)</b></li><li><b>(c) Touch – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time</b></li><li><b>(d) Intimidation – using fear, embarrassment, or guilt to keep a kid from telling</b></li><li><b>(e) Sharing sexual material – capitalizing on a kid’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature</b></li><li><b>(f) Breaking Rules – encouraging a kid to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future</b></li><li><b>(g) Drugs and Alcohol – breaking the rules (see above) and/or making kids less able to stop the abuse because they’re under the influence of the substance</b></li><li><b>(h) Communicating Secretly – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the kid is told to keep it a secret)</b></li><li><b>(i) Blaming and Confusing – making the kid feel responsible for the abuse or what could happen to the kid, his/her family, or the abuser if the kid tells.</b></li></ul>
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	<p><b>4. The trainer leads discussion about grooming signs.</b></p> <p><b><i>Potential guiding questions:</i></b></p> <p><b>A. Did this topic help you learn something new, if yes, explain what?</b></p>
<b>Type of activity</b>	<b>Presentation, discussion.</b>
<b>Duration</b>	<p><b>Overall duration 45 minutes</b></p> <ul style="list-style-type: none"> <li>• <b>5' for the explanation of goals;</b></li> <li>• <b>3' for watching video;</b></li> <li>• <b>30' for explanation what grooming is and its characteristics;</b></li> <li>• <b>12' for discussion</b></li> </ul>
<b>Space &amp; Materials</b>	<p><b><i>Space:</i> 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.</b></p>
<b>Learning Outcomes</b>	<b>After the completion of the activity, participants should be able to:</b>

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	<ol style="list-style-type: none"><li>1. Know what grooming is and its main characteristics.</li><li>2. Know how to appropriately respond in case of being groomed.</li><li>3. Explain what grooming is, how to recognize it and how to avoid it to their peers.</li></ol>
Module	1
Unit	Prevention of sexual abuse
Source	<p>Video Sexual Grooming by BruneiCert available at <a href="https://www.youtube.com/watch?v=bZLaiS3fZ8A">https://www.youtube.com/watch?v=bZLaiS3fZ8A</a></p> <p>The activity was adapted from <a href="https://www.schoolcounselingbyheart.com/2012/08/26/teaching-kids-to-recognize-grooming/">https://www.schoolcounselingbyheart.com/2012/08/26/teaching-kids-to-recognize-grooming/</a> and <a href="https://learning.nspcc.org.uk/research-resources/briefings/grooming">https://learning.nspcc.org.uk/research-resources/briefings/grooming</a></p>

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<b>Activity Name</b>	1.5 My body belongs to me
<b>Goals</b>	<b>To Recognize “good” and “bad” touch, know when and how to say NO and to get familiar with consent.</b>
<b>Description</b>	<ol style="list-style-type: none"><li>1. The trainer introduces the main goal of the activity.</li><li>2. The trainer reads the book Kiko and the hand (available at <a href="https://rm.coe.int/16806b068b">https://rm.coe.int/16806b068b</a>).</li><li>3. Trainer leads the conversation about the touching that is okay and touching that is not okay. He/she emphasises that some kinds of touch are a crime, because by them someone is emotionally, physically or sexually hurt.</li><li>4. To stress the individual experience of touch the trainer draws on the board My touch line (Annex 3) and encourages participants to write their own touch lines by identifying and writing down both the type of touch, from whom, and when they feel good, bad, or confused by the touch.</li><li>5. The trainer encourages participants to present and explain their touch lines.</li><li>6. The trainer explains that sometimes it is necessary to say NO, if we want to avoid sexual abuse. We all have a right to say "no" sometimes. It's not our fault if that hurts the other person's feelings. We need to also respect our own feelings. There are assertive, aggressive, and passive</li></ol>

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	<p><b>ways to say "No." Saying "It's against the rule" or "Mom won't let me" helps to put power on your side.</b></p> <ol style="list-style-type: none"><li><b>7. The trainer discusses verbal and nonverbal messages which help reinforce a "no." For example, do I look at the person while saying "no?" What does my body stance say? Am I laughing or am I serious? Do I move away? Does my tone of voice show I mean it?</b></li><li><b>8. The trainer helps participants practice ways to say "no" to a request from someone. This could be a request to share a candy bar, to go somewhere, perhaps to do something of which a parent would not approve. Talks about polite ways, forceful ways, and standing firm with one's own decision.</b></li><li><b>9. The trainer explains to participants the importance of personal care space, which changes from person to person. With the purpose to recognize the importance of personal care space activity from Annex 2 is implemented.</b></li><li><b>10. Afterwards the trainer explains that it is important to establish limits for their personal space, when necessary. Kisses, hugs and caresses as expressions of affection should be consensual, on a mutual understanding basis. We must respect the right of young people to not feel forced to receive them or make them against their will.</b></li></ol>
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	<p>11. The trainer shows following video <a href="https://www.youtube.com/watch?v=h3nhM9Uljc">https://www.youtube.com/watch?v=h3nhM9Uljc</a> and explains what is consent and its importance.</p> <p>12. Afterwards the trainer explains consent with the help of fries photo (Annex 5).</p>
Type of activity	Presentation, discussion.
Duration	<p>Overall duration 60 minutes</p> <ul style="list-style-type: none"> <li>• 5' for the explanation of goals;</li> <li>• 15' for reading and discussing the book</li> <li>• 20' for explanation of the touch line, its drawing and discussing;</li> <li>• 20' for explanation and discussing how to say NO</li> <li>• 15` for explaining and discussing the consent</li> </ul>
Space & Materials	<p><i>Space:</i> 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.</p>

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<b>Learning Outcomes</b>	<b>After the completion of the activity, participants should be able to:</b>  <b>1. Recognize touching that is okay and that which is not okay.</b> <b>2. Recognize when is important to say NO and how to do it without bad feelings.</b> <b>3. Know what is consent and its importance.</b> <b>4. How to protect themselves against sexual abuse.</b>
<b>Module</b>	<b>1</b>
<b>Unit</b>	<b>Prevention of sexual abuse</b>
<b>Source</b>	<b>Book Kiko and the hand by the Council of Europe available at <a href="https://rm.coe.int/16806b068b">https://rm.coe.int/16806b068b</a></b> <b>Video Sexual Grooming by BruneiCert available at <a href="https://www.youtube.com/watch?v=bZLaiS3fZ8A">https://www.youtube.com/watch?v=bZLaiS3fZ8A</a></b> <b>The activity was adapted from <a href="https://www.schoolcounselingbyheart.com/2012/08/26/teaching-kids-to-recognize-grooming/">https://www.schoolcounselingbyheart.com/2012/08/26/teaching-kids-to-recognize-grooming/</a> and <a href="https://learning.nspcc.org.uk/research-resources/briefings/grooming">https://learning.nspcc.org.uk/research-resources/briefings/grooming</a></b>

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	<p>The activities My touch line and Saying NO were adapted from C. A. Plummer (1984): Preventing sexual abuse: Activities and strategies for those working with children and adolescents. Learning publications, Inc., Holmes Beach, Florida.</p> <p>The Comfort zone activity was adapted from <i>Schools and the prevention of child sexual abuse: TEACHERS' MANUAL</i> available at <a href="http://www.preventingchildsexualabuse.eu/wp-content/uploads/2018/06/Teachers-Manual.pdf">http://www.preventingchildsexualabuse.eu/wp-content/uploads/2018/06/Teachers-Manual.pdf</a></p> <p>Video Consent for kids by Blue Seat Studios available at <a href="https://www.youtube.com/watch?v=h3nhM9UIJjc">https://www.youtube.com/watch?v=h3nhM9UIJjc</a></p> <p>Consent is easy as fries adapted from <a href="http://www.consentnation.com/">http://www.consentnation.com/</a></p>
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	Module/Unit	Learning Objectives <sup>2</sup>		
		Knowledge	Skills	Attitudes
<b>2</b>	Module 2 Safe behaviours and inter peer conduct	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:
<b>2.1</b>	2.1 Exploring Unsafe Behaviours to	<ul style="list-style-type: none"> <li>Gain a greater awareness of the consequences</li> </ul>	<ul style="list-style-type: none"> <li>Promote Safer Behaviours.</li> <li>An understanding of boundaries and supported actions that could be offered when dealing with</li> </ul>	<ul style="list-style-type: none"> <li>More confident when speaking with Peers who might be displaying dangerous behaviours.</li> </ul>

<sup>2</sup> 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](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

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	promote Safe Behaviours.	of unsafe behaviours.  <b>Activity 2.1 Unsafe Scenarios</b> , explores, online grooming, sexual grooming and exploitation.	unsafe behaviours by their peers and when to inform an appropriate adult.	<ul style="list-style-type: none"> <li>• A greater awareness and understanding of the consequences of unsafe behaviours.</li> </ul>
<b>2.2</b>	2.2 Exploring the 6 different Types of Peer Pressure and how it can impact on behaviours.	<ul style="list-style-type: none"> <li>• Gain a greater awareness and understanding of the different types of Peer Pressures.</li> </ul> <b>Activity 2.2 6</b>	<ul style="list-style-type: none"> <li>• Ability to identify peer pressure negatively and positively.</li> <li>• A greater awareness of how peer pressure can be used to draw a young person into unhealthy sexual experiences or exploitation.</li> <li>• An understanding of the impact of negative peer pressure when a</li> </ul>	<ul style="list-style-type: none"> <li>• More confident when speaking with Peers who are being pressured by their peers into behaviours and/or situations that are unhealthy or dangerous for themselves.</li> <li>• A greater awareness and understanding of</li> </ul>

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		<b>Types of Peer Pressure</b> promotes discussion on how peer pressure can influence a individual negatively as well as positively.	young person is adapting to a more grown up world .	negative and postive peer pressures.
2.3	2.3 Support Networks	<ul style="list-style-type: none"> <li>Gaining Knowledge and awareness of organisations in their local communities</li> </ul>	<ul style="list-style-type: none"> <li>Know how to research local organisations and retrieve the important facts needed to support young people.</li> <li>Have a greater awareness and understanding on what specialist organisations our available to</li> </ul>	<ul style="list-style-type: none"> <li>More confident when supporting with Peers who have asked for assistance.</li> <li>Knowledge of their local support networks and how to access them.</li> </ul>

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		<p>that support young people.</p> <p><b>2.3 Support Networks</b></p> <p>promotes researching local communities to find organisations locally that support young people, by learning contact details, opening hours and referral process.</p>	<p>support young people through various issues including young people who have been a victim of sexual violence/abuse/rape/exploitation.</p>	
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2.4	2.4 Roles & responsibilities	<ul style="list-style-type: none"><li>• Gaining an understanding of what the youth peer role does and does not include.</li></ul>	<ul style="list-style-type: none"><li>• Recognise the importance of understanding the boundaries for the role</li><li>• Understand appropriate referral routes to ensure support</li><li>• recognising own limitations and when to seek further support and guidance</li></ul>	<ul style="list-style-type: none"><li>• Confident in understanding the support available to peers and themselves</li><li>• Improved communication both with peers and across networks</li><li>• Networking</li></ul>
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Activity Name	Activity 2.1 Unsafe Scenarios
Goals	Participants will explore what are safe behaviours and how to deal with unsafe behaviours.
Description	<ul style="list-style-type: none"> <li>• The trainer will explain that as a group will be exploring safe behaviours and split the larger group into smaller groups, ensuring that each group picks a representative to feedback to the larger group.</li> <li>• Each group is given a scenario to discuss and answer questions on. Groups will then feedback their Top actions for dealing with the scenario (suggest a minimum of 3) (30 minutes).</li> <li>• Each representative must feedback to the larger group (10 minutes per group).</li> <li>• Trainer to write up each group's Top Support Actions on a flipchart.</li> <li>• Now trainer to play the videos that are attached to the scenarios 2, 3 (20 minutes), ensuring trainer explains what video is attached to what scenario.</li> </ul> <p><b>Scenario 2:</b> <a href="https://www.youtube.com/watch?v=cdpvedRJ5h0">https://www.youtube.com/watch?v=cdpvedRJ5h0</a> (This is a trailer for a BBC First: called Three Girls and it is based on real life events that happened in Rochdale, UK).</p> <p><b>Scenario 3:</b> Although the YouTube clip relates to a murder rather than sexual exploitation and sexual violence it does contain some very powerful messages about online grooming which are very relevant. It shows how easily online grooming can happen, how it isolates victims etc and this should form the basis for the discussion. <b>This scenario is focusing on how online grooming can happen and not sexual</b></p>

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	<p><b>exploitation, however we know that many young people are groomed online to become victims of sexual abuse.</b></p> <p><a href="https://www.youtube.com/watch?v=FQwkOSLApjQ">https://www.youtube.com/watch?v=FQwkOSLApjQ</a> Groomed through gaming: The murder of Teenager Breck Bednar or <a href="https://www.youtube.com/watch?v=hZIYSCE-ZjY">https://www.youtube.com/watch?v=hZIYSCE-ZjY</a> Breck's Last Game (trainer to choose).</p> <ul style="list-style-type: none"><li>• Larger group to decide on their Top 5 Supportive Actions that promote safety in unsafe situations (20minutes).</li></ul>
Type of activity	Using Unsafe scenarios for group discussion, videos to show what could be the consequences and groupwork to promote safe behaviours.
Duration	90 to 120 minutes dependent upon how large the group is.
Space & Materials	A room equipped with laptop, video projector, internet connection and sound system for the videos to be played. Large space which allows for the group to be comfortably split into smaller groups, tables and chairs. Flipchart, paper and pens. Handout: Unsafe Scenarios and Questions. Handout: Unsafe Scenarios Tips for the Trainer.

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Learning Outcomes	<p>At the end of this activity participants should be able:</p> <ol style="list-style-type: none"><li>1. To recognise Unsafe behaviours.</li><li>2. Gaining awareness of the consequences that can happen from unsafe behaviours.</li><li>3. To inform and raise awareness among their peers accordingly.</li><li>4. Gaining awareness of actions/support for peers who are being unsafe.</li><li>5. Explored when to act/report to appropriate person.</li></ol>
Module	2 Unsafe behaviours and Inter Peer Conduct.
Source	<p>Scenarios: Created by Rinova LTD</p> <p>YouTube: <a href="https://www.youtube.com/watch?v=cdpvedRJ5h0">https://www.youtube.com/watch?v=cdpvedRJ5h0</a> (attached to scenario 2) <a href="https://www.youtube.com/watch?v=FQwkOSLApjQ">https://www.youtube.com/watch?v=FQwkOSLApjQ</a>, <a href="https://www.youtube.com/watch?v=hZIYSCE-ZjY">https://www.youtube.com/watch?v=hZIYSCE-ZjY</a> (attached to scenario 3).</p>

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Activity Name	Activity 2.2 6 Types of Peer Pressure
Goals	Participants to gain knowledge of the 6 Types of Peer Pressure
Description	<ul style="list-style-type: none"> <li>• Trainer to split the larger group into smaller groups and give each group the 6 Types of Peer Pressure handout.</li> <li>• Give the groups 5-10minutes to discuss which type of Peer Pressure they want to explore.</li> <li>• Trainer to confirm what type of Peer Pressure each group is exploring by writing it up on the flipchart.</li> <li>• Trainer to write questions and task (on 2<sup>nd</sup> page of Flipchart ensuring the groups do not see the task whilst they are discussing the questions) on a flipchart clearly for the YP to see.</li> <li>• Get each group to answer the questions below (15minutes):             <ol style="list-style-type: none"> <li>1. Why is peer pressure so important when we talk about sexual exploitation/abuse?</li> <li>2. Can you think of examples where peer pressure might mean someone agrees to sexual activity that they might not have done otherwise?</li> <li>3. Pick an example to share with the larger group.</li> </ol> </li> <li>• Trainer to give the task below to the groups (30 to 45 minutes):</li> </ul> <p><b>Task:</b> Now with your example of peer pressure, decide how you are going to tell/share this with the larger group 1. by producing a song/rap to tell the story of your example, 2. act out (role play) your example 3. pick a</p>

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	<p>member/s of their group to feedback your example to the larger group. <b>Trainer to say: Each group has 5 minutes to share their example with the larger group.</b></p> <ul style="list-style-type: none"><li>• Bring the larger group together and each group presents their example in their chosen way.</li><li>• After each group presents their example, trainer to allow a few minutes for the larger group to discuss/explore the example of peer pressure.</li></ul> <p>OPTIONAL _</p> <p>Finish the session with Food for Thought:</p> <ul style="list-style-type: none"><li>• As friends, granddaughters, grandsons, daughters, sons, brothers, sisters and cousins we have a duty to be good to ourselves, our families and friends.</li><li>• <b>We need to look out for each other and after one and another.</b></li></ul> <p><b>I think this song by Bill Withers says it all:</b></p> <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=fOZ-MySzAac">https://www.youtube.com/watch?v=fOZ-MySzAac</a> (Trainer could end session playing this song or another of their choice).</li></ul>
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Type of activity	Groupwork, discussion and role play/song writing/presenting.
Duration	90 to 120 minutes dependant upon size of group.
Space & Materials	A large space where groups can comfortably work, flipchart, paper and pens. Paper and pens for group to write on, chairs and tables. Internet and/or sound system if Trainer wants to end session with a song, plus the 6 Types of Peer Pressure handout.
Learning Outcomes	At the end of this activity participants should be able: <ol style="list-style-type: none"><li>1. Gained knowledge about the 6 Types of Peer Pressure.</li><li>2. Explore the impact of peer pressure when young people are developing sexually.</li><li>3. To inform and raise awareness among their peers accordingly.</li></ol>
Module	2 Unsafe behaviours and Inter Peer Conduct.

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Source	<p><a href="https://www.talkitoutnc.org/peer-pressure/types-of-peer-pressure/">https://www.talkitoutnc.org/peer-pressure/types-of-peer-pressure/</a> (information obtained from this website for the handout on the 6 Types of Peer Pressure).</p> <p>YouTube: <a href="https://www.youtube.com/watch?v=fOZ-MySzAac">https://www.youtube.com/watch?v=fOZ-MySzAac</a> (Optional ending for session, Lean on Me by Bill Withers).</p>
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Activity Name	Activity 2.3 Support Networks
Goals	For young people to develop a list of organisations that support young people including YP who are a victim of sexual exploitation/abuse/rape/violence.
Description	<ul style="list-style-type: none"><li>• Trainer to give participants handout and allow them 20mins to do activity.</li><li>• Trainer to write each question on a flip chart, then ask learners for their answers and write them up. Do this for each question it will allow young people to learn of organisations in their local or surrounding communities (30mins).</li><li>• <b>OPTIONAL:</b> Trainer could split the group into pairs, giving each pair a 2/3 organisations and asking the young people to go online and find out (20mins):<ol style="list-style-type: none"><li>1. Contact details for organisation</li><li>2. Opening hours</li><li>3. If the organisation takes self-referrals, if not what is the organisations referral process?</li></ol></li></ul>

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	<ul style="list-style-type: none"><li>• Invite learners to take photos of papers (5mins) or you could offer to type them up and give them to the young people at the next session (or you could email the list to them).</li><li>• Trainer to ensure that they have a pre prepared list of local organisations the work with young people in your area and please ensure you have organisations that relate to the handout, including organisations that support young people who have been a victim of sexual exploitation/abuse/rape/violence.</li><li>• UK context: <a href="https://www.thehavens.org.uk/">https://www.thehavens.org.uk/</a> This website has a huge resource of information and this organisation takes self-referrals from victims of rape without contacting the police if that is what the victim wants as well as referrals from professionals on behalf of the victim. Please see the attached resource document for this activity (UK context).</li></ul>
Type of activity	Individual Q & A's, <a href="#">research</a> and group work.
Duration	60 -70 minutes dependent upon size of group.

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Space & Materials	<p>Handout and give learners coloured pens as they might would to colour in their person. Flipchart, papers, and markers. Space large enough for tables and chairs. <b>OPTIONAL: Internet, Laptop/Computers.</b></p> <p>Each country to develop a resource handout of organisations that support young people in regard to sexual abuse/violence/rape/exploitation, also include on the list other local organisations that support young people in regards to mental health, homelessness, etc.</p>
Learning Outcomes	<p>At the end of this activity participants should be able:</p> <ol style="list-style-type: none"><li>1. The participants will explore local organisations within their local communities that work with young people.</li><li>2. Will have a list of local organisations that support young people including those that have experienced sexual violence/abuse/rape/exploitation.</li></ol>
Module	Module 2 Unsafe behaviours and Inter Peer Conduct.
Source	<p><a href="http://www.shutter">www.shutter</a> (Person Image)</p> <p><a href="https://www.thehavens.org.uk/">https://www.thehavens.org.uk/</a> (The Haven Website: UK resource)</p>

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Activity Name	Activity 2.4 Roles & Boundaries
Goals	To explore the behaviours and actions of a youth peer
Description	<p>Trainer to introduce the session and explain this is about exploring the behaviours, attitudes, and actions that you would expect from in the youth peer setting. Powerpoint slides have been created to provide bullet points detailing some of the main points associated with each topic – these are not exhaustive, and the group should be encouraged to add to these. After each slide the trainer should facilitate a discussion asking the group to add any other relevant points and why they think they should be included. At the end of slide 4 the trainer should review all the points that have been covered. The last slide has a number of – What do you do? Scenarios depending on the size of the group the trainer can either split into smaller groups and give each group 1 or 2 scenarios to consider and then present back to the group or if it is a small group then the trainer can facilitate a groups discussion addressing each scenario and deciding on appropriate actions</p>

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Type of activity	Presentation and group work
Duration	60 mins
Space & Materials	flipchart, pens , Powerpoint
Learning Outcomes	<ul style="list-style-type: none"><li>• Understand the behaviours and attitudes expected from a youth peer</li><li>• Understand some of the boundaries for a youth peer</li><li>• Understand the need to sign post peers to other appropriate agencies</li><li>• Understand who might be an appropriate adult</li></ul>
Module	IO2 – Task 2, module 2
Source	

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	Module/Unit	Learning Objectives <sup>3</sup>		
		Knowledge	Skills	Attitudes
<b>3</b>	Module 3 Awareness Raising and Prevention	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:
<b>3.1</b>	3.1 Awareness Raising Campaign through Social Media (SoMe) Outreach	Know how to use SoMe in order to inform peers in their case	Know the basics of an awareness raising campaign  Know how to use the techniques of	To communicate the learned outcomes of the KMS course

<sup>3</sup> 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](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

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			SoMe to get attention	
<b>3.2</b>	3.2 Develop Actions with Institutions	To create sustainable collaborations with local actors.	Be more confident in setting a target group and providing themselves with the resources needed to reach it	To work together with other actors in order to get the KMS message out in their local society and raise awareness on the topic.
<b>3.3</b>	3.3 Call to Action	How to get support from other potential peers	Engage others by providing them with short and clear messages from the material	To communicate and engage other peers in your activities and be aware of the KMS project.
<b>3.4</b>	3.4 ToT – Training of trainers	Provide others with some of the essential material	Ability to communicate on the subject of	Showing motivation to promote safe environment in the local institutions.

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		and knowledge of the IO2 material	sexual abuse in an informed and peer appropriate manner	
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Activity Name	3.1 Awareness Raising Campaign through Social Media (SoMe) Outreach
Goals	To raise awareness and promote the role of the youth peers of the KMS project through channels that reach other young people
Description	<ul style="list-style-type: none"><li>• The trainer introduces the goal of the activity</li><li>• Create a campaign plan and set a SMART goal (Specific, Measurable, Attainable, Relevant, and Time-Bound). These criteria help with guidance throughout the campaign. This makes the campaign realistic and obtainable.</li><li>• Find your target group in order to communicate your message most constructively. What are their needs? This step should make the content more specific and suitable for the target group</li><li>• Identify your channels and which tools you have as a resource. (For example, you could address your nearest institution (school, club etc.) who has a social media account, and collaborate with them to promote your message through their channel with already existing audience. You might know an influential person in your network who would like to share your ideas on SoMe or something else).</li><li>• Identify your network, allies and potential partners. Who would want to collab with you? Who have the interest in also reaching your specific target group?</li></ul>

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	<ul style="list-style-type: none"><li>• Identify one-liners and catchy phrases from your campaign, which can communicate your message precisely and short. (They should also engage the potential peers to want to learn more about KMS and your campaign. Try to formulate your campaign descriptions in a young and easy language, so other find it easy to understand. This step is supposed to motivate the receivers.</li><li>• Other considerations: Do you have other ideas that would help your campaign waken the interest and engagement in other possible peers?</li><li>• Final step is to DO IT. Now you have an easy step-by-step plan, now you just have to distribute responsibilities and get to work.</li></ul> <p>Some factors of success for evaluation considerations</p> <ul style="list-style-type: none"><li>• <b>Accessibility:</b> Did young people have access to your campaign, and did they have the possibility to find out more?</li><li>• <b>Continuation:</b> Can the campaign function without your support of it and could it be distributed to other institutions or persons?</li></ul> <p><b>Tip:</b></p> <p>It can be useful to think of a suitable messenger to be the voice of the project. It can be very useful to use someone/something that have a reliable and dependable role to the target group.</p>
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Type of activity	Group activity
Duration	3 hours for the preparation The rest will be dependent on what the peers decide on doing with their campaign.
Space & Materials	Group spaces Writing tools and paper Phone or Computer
Learning Outcomes	To communicate the learned outcomes of the KMS course and engage more peers in the important work to support others in their network and raise awareness to promote social change.
Module	3

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Source	S.M.A.R.T goals by George T. Doran
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Activity Name	3.2 Develop Actions with Institutions
Goals	To create sustainable collaborations with local actors, trainers, politicians, institutions,
Description	<p>This part can be of use, also if you are supposed to complete the IO2 – Module 4 with the peers. The peers can offer local actors to present their activities in a seminar at a local school, or to do their activities in a local club, organization etc.</p> <ul style="list-style-type: none"><li>• The trainer introduces the activity</li><li>• The peers are separated into smaller groups of 3-4 persons which they are supposed to work in through the entire time</li><li>• Set a goal – what are your important message, what is the specific problem you want to address.</li><li>• Choose your target group - and hereafter the peers can decide which institution or actor they can get in touch with, in order to address their target group (if it is young people, where are they found and where would it be most beneficial to address them).</li></ul>

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	<ul style="list-style-type: none"><li>• Find out which activities and material would be appropriate for this target group and the institution and collect material and key messages from this perspective into a small training of your target group.</li><li>• Method – consider how you represent the message in the best possible way, and use support material and inform teachers, trainers etc. beforehand. You could also support the work with the KMS app.</li><li>• Offer the institution or actor more of the KMS material, in order to create a sustainable teaching of your target group.</li><li>• Evaluate with the institution you have collaborated with, in order to get feedback and do even better if you got the chance again.</li></ul> <p>Tip: It would be more than beneficial to implement the APP as a part of this collaboration. It is a sustainable solution for the collaborators.</p>
Type of activity	Group activity
Duration	Depends on what they chose

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Space & Materials	Small group spaces Computers and wifi in order for the peers to communicate with other actors
Learning Outcomes	To work together with other actors in order to get the KMS message out in their local society and raise awareness on the topic.
Module	3
Source	

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Activity Name	3.3 Call to Action
Goals	The goal of this activity is to engage peers to join your KMS activity/training/group etc.
Description	<ul style="list-style-type: none"> <li>• The trainer introduces the activity</li> <li>• The peers decide on what activity/group/training they want to invite potential peers to engage in</li> <li>• Decide on which form or media you want to contact potential peers on</li> </ul> <p>Creating the call to action (CTA)</p> <ul style="list-style-type: none"> <li>• Create a powerful headline which is specific and clear</li> <li>• Use a way of communication that benefits the CTA like a powerful picture and words people notice and remember</li> <li>• Write down the answer to the potential peers “why?”. Why should they engage in this project? Again, short and clear.</li> <li>• Use numbers and evidence in the short text for your CTA. That is very persuasive.</li> <li>• Try to engage a lived story, storytelling is a very effective tool, because it speaks to the receiver’s feelings and it is hard to disagree with – it is also very motivating.</li> </ul>

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	<ul style="list-style-type: none"> <li>• When the CTA is finished, you can publish it.</li> <li>• You can create a CTA which is linked to activity 3.1 or 3.4 to show where the receivers can participate.</li> </ul>
Type of activity	Group activity
Duration	1 hour
Space & Materials	A classroom Computer or paper (and decoration stuff) to create the CTA's on
Learning Outcomes	To communicate and engage other peers in your activities and be aware of the KMS project.
Module	3
Source	<a href="https://sdgaccountability.org/working-with-informal-processes/raising-awareness-through-public-outreach-campaigns/">https://sdgaccountability.org/working-with-informal-processes/raising-awareness-through-public-outreach-campaigns/</a>

TIP: This can also be published as a part of the 3.1 exercise when you are promoting and raising awareness.

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Activity Name	3.4 ToT – Training of trainers
Goals	<ul style="list-style-type: none"><li>• To widen the KMS network in the peers' institutions and create a safer sphere in the institutions they meet</li><li>• By providing others with some of the essential material and knowledge of the IO2 material</li></ul>
Description	<ul style="list-style-type: none"><li>• The trainer introduces the activity</li><li>• The peers are divided into smaller groups of 4 peers</li><li>• Each group decide on some of the essential material they have been provided with throughout the KMS programme, and pick out stuff that are easy for them to explain and activities that might be possible for others to practice.</li><li>• The peer groups present they network in another class with some of the basic statistics or what else would be relevant in another class.</li><li>• If other potential peers are interested in the topics after hearing the introduction and want to become a peer, the peers can invite these persons to a training of trainers (in this case, training of peers).</li><li>• They have to schedule a date, where the new peers can be introduced to the material, perhaps with the supervision of a youth worker, in order for the peers to ask questions.</li></ul>

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	<ul style="list-style-type: none"><li>• After providing the training of the new peers, they now have the basic skills to go out to their classes and be more aware of these issues and perhaps notify their teachers about putting focus to the issues and perhaps using the app in the curriculum.</li><li>• If the school can provide an ongoing network, the new peers can be taught again and again to learn more about the KMS programme.</li></ul>
Type of activity	Group activity
Duration	3 hours
Space & Materials	Group spaces Computers The KMS materials in paper, in order for the peers to select in them
Learning Outcomes	The provide other peers with the essential material, in order for them to go out and generate more focus on the issue and try to support a safer environment in the local institutions.

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Module	3
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	Module/Unit	Learning Objectives <sup>4</sup>		
		Knowledge	Skills	Attitudes
<b>4</b>	Module 4 'Youth Peers counteracting sexual violence'	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:
<b>4.1</b>	4.1 Develop understanding of what social action is	<ul style="list-style-type: none"> <li>Gain an understanding of what social action is and how it can benefit communities</li> </ul>	<ul style="list-style-type: none"> <li>Active listening skills</li> <li>Team work</li> <li>Social skills</li> </ul>	<ul style="list-style-type: none"> <li>The young people are able to articulate what social is and how it can support their communities</li> <li>Young people have a better understanding of what goes into planning an awareness raising event/workshop</li> </ul>

<sup>4</sup> 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](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

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		<ul style="list-style-type: none"> <li>Understand their brief for the social action project</li> </ul>		
4.2	4.2 Explore how social action can help counteract sexual violence	<ul style="list-style-type: none"> <li>How to plan and deliver a social action project</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving skills</li> <li>Communication skills</li> <li>Project management skills</li> <li>Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Young people feel like <b>they can</b> make a difference to their communities as young people</li> <li>Young people feel empowered to create positive change</li> <li>Young people feel accomplished as they are making a difference to their peers lives</li> </ul>
4.3	4.3 Working as a team to deliver social action	<ul style="list-style-type: none"> <li>Gain understanding of how to work as a</li> </ul>	<ul style="list-style-type: none"> <li>Team working</li> <li>Listening</li> <li>Communication</li> <li>Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>Young people learn to work well with others</li> </ul>

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		<p>team to deliver a project</p> <ul style="list-style-type: none"> <li>• How to solve problems in a group</li> </ul>		<ul style="list-style-type: none"> <li>• Young people learn about how a team plays to their strengths / skill set</li> <li>• Young people have fun working with other people</li> <li>• Young people learn new skills from each other</li> </ul>
<b>4.4</b>	4.4 Event /project management	<ul style="list-style-type: none"> <li>• Understanding of how budgets work</li> <li>• How to plan a safe event / workshops</li> <li>• Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• How to use excel spreadsheets</li> <li>• Budget management</li> <li>• Promotion and marketing</li> <li>• Time management</li> <li>• Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Young people feel accomplished and that they made a difference to their peers lives</li> <li>• Young people learnt new skills and gained knowledge from taking part in event and from listening to each other.</li> <li>• Young people are bonded as a group of young social activists</li> </ul>

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			<ul style="list-style-type: none"><li>• Public speaking skills</li><li>• Team work</li></ul>	
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IO2 Module 4: 'Youth peers counteracting sexual violence'

### Event To Do List example

Example of an event to do list			
Task	who (initials)	deadline	complete?
Book venue	A.B	insert date	yes
Book refreshments			no
Buy contents for goody bags			50%
Put goody bags together			yes
book mini bus			yes
get petty cash for lunches			yes
contact possible speakers for event			no

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book speakers			50%
book photographer for the event			yes
put playlist together for music at event			yes
design poster			50%
get posters printed			no
pick posters up from printing shop			no
create schedule for event			no
assign roles to the team for the day of the event			no

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IO2 Module 4: 'Youth peers counteracting sexual violence'

### Budget example for an event

example event budget			
Item	quantity	rate of pay	total amount
Venue hire	1	£35 per hour	£105.00
Speaker 1	1	£30 per hour	£60.00
Speaker 2	1	N/A	£0.00
Refreshments	60 people	N/A	£200.00
Cost of goodie bags	125	£2.50 each bag	£312.50
Mini bus travel	1	N/A	£185.00
lunches for young people and staff	10	£5 each	£50.00
		<b>TOTAL</b>	<b>912.5</b>

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IO2 Module 4: 'Youth peers counteracting sexual violence'

## Baseline questionnaire for young people:

### KEY

**1** = not at all/not confident at all

**2**= only a little/ slightly confident

**3**= some / Quite confident

**4**= a lot / very confident

**5** = excellent/extremely confident

Question	1	2	3	4	5
1. How much do you know about social action?					
2. How much do you know about events planning and management?					
3. How confident are you at working in a team?					
4. How confident are you at speaking in front of others?					
5. Are you good at managing deadlines?					

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6. How good are your listening skills?					
7. How good are your communication skills?					
8. Do you feel you are good negotiator?					
9. How much experience have you got with managing a budget?					
10. How good are you at problem solving I when working in a group?					

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	Module/Unit	Learning Objectives <sup>5</sup>		
		Knowledge	Skills	Attitudes
5	Module 5 Peer to Peer support Learning Activities	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:

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<sup>5</sup> 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](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

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<b>5.1.</b>	<p>5.1 Understand why peer support is important</p> <p>Advantages of peer to peer communication</p> <p>Peer disclosure</p> <p>Cultural attitudes and human behaviour (self-disclosure) case studies</p>	<p>Understand why peer support is important.</p> <p>Become aware of their understanding about sexual violence</p> <p>How to share information</p>	<p>Correct choice of person and time for sharing.</p> <p>Mastering communication skills.</p> <p>Recognition of signs of violence whilst communicating with peers.</p>	<p>Express awareness on issues related to sexual abuse.</p> <p>Understanding of the importance of online conversation leading to disclosure.</p> <p>Respect personal space and personal qualities, but not for concealment of violence .</p> <p>Developing the attitude of flexible empathy working with young people. Mastering the intercultural communication solving case studies.</p>
<b>5.2.</b>	<p>5.2 Qualities of a good peer supporter:</p> <p>Basic qualities of the youth worker for</p>	<p>To develop or improve knowledge &amp; understanding of</p>	<p>To improve and apply basic and advanced qualities and skills linked to</p>	<p>To express awareness about the basic and advanced qualities needed for the youth worker.</p> <p>To enhance the qualities by using properly the HEART approach.</p>

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	<p>effective peer support.</p> <p>Advanced qualities.</p> <p>Case studies for practicing.</p>	<p>the needed qualities for effective peer support, in order to work more effectively with young people from different backgrounds.</p> <p>HEART – to develop knowledge about this approach.</p>	<p>peer support. To develop HEART skills in order to be helpful youth worker and perform in time peer support.</p> <p>Master the levels of confidentiality and ways of reaction in cases of real danger or cases of ongoing violence with the</p>	<p>To enhance personal qualities that are important for developing an inclusive work with young people by working in groups solving case studies.</p> <p>Understand the pluses and minuses of confidentiality and when it turns into complicity.</p>
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		Confidentiality as a key to successful peer support.  Where the limits finish?	help of case studies	
<b>5.3.</b>	<b>5.3 Positive response activity</b>  Understand the emotions of distress and exercise the skill of providing positive response to peers	Knowledge about the qualities of the speaker and the respondent.  Recognition of emotions and how to respond	Mastering verbal emotional communication with positive response.  Recognition of communication	To express awareness about people's emotions, their variety and various ways of expression.  Enhance the qualities of a listener and master verbal and non verbal signs.  Developing the attitude of flexible empathy working with young people in order to overcome the desire to talk.

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		<p>positively in order to efficiently support peers.</p> <p>Possibilities that an observation as a third party gives, emotional neutrality as an instrument of detection.</p>	<p>signs expressed by peers in order effectively support them.</p> <p>Observation skills – remote detection of symptoms of sexual abuse in role play sessions on different scenarios.</p>	
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<p><b>5.4.</b></p>	<p>5.4 Signs and symptoms of abuse or exploitation</p> <p>Learn to recognise on time different signs and symptoms that can be connected with sexual abuse and/or exploitation</p>	<p>Improve and enrich knowledge about different symptoms - physical and behavioral, which they believe may be relevant to sexual abuse.</p> <p>Reminding people and institutions with whom to share and seek</p>	<p>Mastering skills of on time recognition of different signs and symptoms by role plays.</p> <p>Improving the skills to properly communicate with a potential victim.</p> <p>Know when, how and to whom to act/report</p>	<p>Recognition of the risks for the victim as possible negative effect in the future.</p> <p>Inform and raise awareness among their colleagues about the topic.</p>
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		help and assistance		
<b>5.5.</b>	<p>5.5 Your personal bubble</p> <p>Self defining the personal boundaries</p>	<p>Improve knowledge about personal boundaries, personal space and how to keep it.</p> <p>NO or STOP is also an answer – learn how to use it properly.</p>	<p>Skills for recognizing personal space and individual social distance in the context of multicultural communication in a role play way.</p> <p>To know how and when to say NO.</p>	<p>Raising awareness about the harms of keeping secret about sexual violence, and the negative consequences of this silence.</p> <p>Raising awareness about online presence and behavior.</p> <p>Recognition and responding to abuse</p>

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		Signs of sexual offending and how it affects people's reaction to personal space.	Silence is not an option in	
<b>5.6.</b>	<p>5.6 Tips on protecting yourself and your peers from sexual violence</p> <p>Learn the possible ways to protect yourself and your peers from sexual abuse and exploitation</p>	Self protection and peer protection cases and strategies to avoid possible sexual abuse live and online.	<p>Improve skills for safe online presence, where usually traps are and how to avoid them.</p> <p>Using scenarios improve reactions</p>	<p>Raising awareness about the dangers of online communication, online ads.</p> <p>Developing the attitude of flexible empathy working with young people trying to interact with your peer when they share their experience.</p>

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		<p>The protective role of the bystander.</p> <p>Improve knowledge about early warning signals of sexual offending.</p>	<p>to real live cases of “hidden” sexual abuse actions.</p>	
5.7.	<p>5.7 Tips on how to positively respond to disclosures from peers</p> <p>Learn how to behave in case of disclosure.</p> <p>How to overcome</p>	<p>Get or improve knowledge about the types of disclosure.</p>	<p>Improve skills when facing different types of disclosure – control</p>	<p>Raising awareness about the importance of not missing the initial moment of disclosure how to proceed properly.</p> <p>Raising awareness between peers and colleagues about the positive behavioral actions, frequent intuitive mistakes done.</p>

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	counter-intuitive actions	DOs and DONTs while responding to disclosure.  Be aware of often behavioural intuitive mistakes and how to avoid them.	over reactions in a case study mode.  Improve skills when facing partial or difficult disclosure and how to overcome the challenge.  Train positive behavioral actions.  Know when and how to act/report using national and	
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			international support resources	
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## Module 5: Peer to Peer support

### Learning Activities

<b>Overall aim of session</b>	<ul style="list-style-type: none"><li>&gt; Tips on protecting yourself and your peers</li><li>&gt; Tips on how to positively respond to disclosure from peers</li><li>&gt; Case studies</li></ul>
<b>Outcomes of session</b>	<p><i>By the end of this training the youth peer will...</i></p> <ol style="list-style-type: none"><li>1. Understand why peer support is important and how to support peers.</li><li>2. Understand how to positively respond to disclosure from peers</li><li>3. Think about different disclosure scenarios and their possible outcomes.</li><li>4. Have awareness of some of the signs that might indicate a peer is being abused.</li><li>5. Understand how disclosure might affect the peer</li></ol>
<b>Description</b>	Training session for youth. Includes discussion work and interactive activities.

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<b>Duration</b>	
<b>Space &amp; Materials</b>	Training room, chairs and tables, pens, activity materials.
<b>Introduction to session and housekeeping</b>	<ol style="list-style-type: none"><li>1. Welcome participants to the room / housekeeping (toilets, fire exits etc.)</li><li>2. Introductions and getting to know each other activities (everyone present themselves + activity “the story of my name”).</li><li>3. Provide details about the KMS project.</li><li>4. Run through course content and reason for training.</li><li>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.</li></ol>

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<b>Activity Name</b>	5.1 Understand why peer support is important
<b>Goals</b>	Inform and raise awareness to young people about the importance of peer support when talking about sexual violence.
<b>Description</b>	<ol style="list-style-type: none"><li>1. The trainer ask participants to think about their most unforgettable moments in the past year. This information doesn't need to be shared with the group.</li><li>2. After everyone has thought about their most unforgettable moment, the trainer asks if participants can think of who they would like to share this information with (or have already shared it with). A peer friend, a parent, a teacher?</li><li>3. And what about your problems? Who are you most likely to share them with? From whom are you looking for support? A peer friend, a parent, a teacher?</li><li>4. The trainer explains that as a young person, we spend most of the time with friends and peers, either at school, or outside. Usually we share a lot with our friends and often we feel most comfortable sharing our joys and problems with them. We believe that people of our age can better understand us and this can make discussing sensitive matters easier.</li></ol>

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	<p>This is the one of the reasons why it is important and beneficial for young people to be aware and informed on issues related to sexual abuse since it is more common to have young people disclosing to their peers.</p> <p>5. The trainer guides a group discussion. Examples of questions: Do you agree with the statement that most young people would rather share their thoughts and problems with their peers/ friends? Is yes why? What about you? Have you already witnessed situations in which your friends talk to you about sensitive topics? Did you know how to support them?</p>
<b>Type of activity</b>	Group activity and discussion
<b>Duration</b>	<p>Overall duration: around 30 minutes</p> <p>10' for thinking about their most unforgettable moment and who they share it with</p> <p>5' for presentation by the trainer on why it is important for the video and for watching it</p> <p>15' for group discussion</p>

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<b>Space &amp; Materials</b>	<i>Space:</i> Open space for all participants to be seated in a circle in a way to see each other (e.g. circle formation) for the discussion.
<b>Learning Outcomes</b>	After the completion of the activity, youth workers should be able to: <ol style="list-style-type: none"><li>1. Understand why peer support is important</li><li>2. Become aware of their understanding about sexual violence</li></ol>
<b>Module</b>	5
<b>Unit</b>	Peer to peer support

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<b>Activity Name</b>	5.2 Qualities of a good peer supporter
<b>Goals</b>	Be aware of important qualities you should have if you want to support your peers
<b>Description</b>	<ol style="list-style-type: none"><li>1. The trainer introduces the main goal of the activity</li><li>2. The trainer asks participants what they think are important characteristics you should have in order to support a friend.</li><li>3. The trainer writes the quality on the board. He/she asks participants to explain for each quality why they think it is important and to give examples on using these attitudes.</li><li>4. If not already mentioned the trainer gives then a few additional qualities:</li></ol> <p>Helpful – be kind and lend a hand if needed.</p> <p>Empathic – Understand and share the feelings of others. Not holding any judgment.</p> <p>Approachable – being easy to talk to.</p> <p>Respectful – show your peer that you care about their feelings and wellbeing.</p> <p>Trustworthy – be someone whom peers can trust and rely on. Be honest, if you are not sure of what to answer to your peer. Don't be afraid to get help if needed.</p>

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	<p>Confidential – You should respect your peers’ right to confidentiality and privacy. Don’t share their personal stories without their knowledge. <b>Important:</b> if you suspect that your peer is in danger, being abused or exploited you may ask an adult for help. Someone you trust or the authorities.</p> <p><b>Important</b> to know when young person is disclosing is to “Start by believing”, never blame someone for what happened.</p> <p>Ask your peer who he/she trusts and if needed talk about getting support.</p>
<b>Type of activity</b>	Group Activity
<b>Duration</b>	Overall duration: 30 minutes 15’ for the brainstorming 15’ for group discussion
<b>Space &amp; Materials</b>	<i>Space:</i> A room equipped with blackboard. Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion.

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	<i>Materials:</i> blank paper for notes, flipchart and pens.
<b>Learning Outcomes</b>	After the completion of the activity, youth workers should be able to:  1. Understand what the qualities for giving good peer support are.
<b>Module</b>	5
<b>Unit</b>	Peer to peer support
<b>Source</b>	Face your peers: a youth peer education guide against sexual exploitation

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<b>Activity Name</b>	5.3 Positive response activity
<b>Goals</b>	Understand the emotions of distress and exercise the skill of providing positive response to peers
<b>Description</b>	<ol style="list-style-type: none"><li>1. Participants will be divided into groups of two. One being the speaker and one the responder.</li><li>2. The speaker will get a card with a short written statement that expresses an emotion. The speaker will read it quietly and internalize the statement. The role of the speaker is to act out the emotion linked to the statement. Ex. "You are upset because your parents don't allow you to join the camping trip in school".</li><li>3. The responder doesn't know what the speaker is supposed to say. The aim for the responder is to try to identify the emotion of the speaker and to respond positively to the situation acted out by speaker. (Keeping in mind the qualities of a good supporter that have been presented in the previous activity).</li><li>4. The group of two can act out their scenario and if they wish they can present it in front of the group</li></ol>

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	<p>5. The group observes the situations and try to understand the emotion of the speaker. They also analyse the way in which the responder acted and try to give positive feedback to the participants.</p> <p>6. Finally the trainer guides a group discussion by asking the following questions:</p> <ol style="list-style-type: none"><li>Was it more difficult to act as a speaker or a responder? Why?</li><li>As a responder was it difficult to identify the emotion of the speaker? Was it difficult to know what to say to the speaker and how to support him/her?</li><li>As a speaker, was it difficult to express the emotion? Did you find it difficult to express the emotion even without speaking?</li></ol> <p><b>TIPS for the trainer:</b></p> <p><i>The trainer can suggest a few questions the responder can ask when they observe that there something is wrong:</i></p> <ul style="list-style-type: none"><li>“Is there anything you want to talk about?”</li><li>“I notice that you’ve been very quiet lately. Is there something bothering you? Do you want to talk about it?”</li><li>“You seemed upset when we talked about that. Are you okay?”</li></ul> <p><i>[Adapted from Mc Elvaney, R. (2016). Helping children tell about sexual abuse. London; Philadelphia: Jessica Kingsley Publishers.]</i></p>
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	<i>NOTE: If a peer refuses to talk or share how he or she feels, don't insist and let them know that it is okay if they are not yet comfortable to share how they feel. However, they can always call you or an adult they trust to talk about what's bothering them if they wish to.</i>
<b>Type of activity</b>	Group Activity
<b>Duration</b>	Overall duration: 45 minutes depending on the size of the group 5' for presenting the activity 5' for the speaker to interiorize the statement and think on how to act it out 5' for the pairs to play out the scenario 15' for group presentation of scenarios and discussion 15' on group discussion
<b>Space &amp; Materials</b>	<i>Space:</i> A room equipped with blackboard. Open space for all participants to be seated in a way to see each other (e.g. circle formation) for the discussion.

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	<p><i>Materials:</i> the trainer should prepare enough scenario cards for the participants to try both situations out (speaker and responder).</p> <p>Ex. Of statements:</p> <p>“You feel devastated because your grandmother died last night.”</p> <p>“You are feeling stressed because you failed your math test again”</p> <p>“You feel upset because you are having a difficult time at home”</p> <p>Tips for the trainer:</p> <p>You can eventually choose to ask participants to write some anonymous statements that express emotions based on own examples.</p>
<b>Learning Outcomes</b>	<p>After the completion of the activity, youth workers should be able to:</p> <p>2. Understand what the qualities for giving good peer support are.</p>
<b>Module</b>	5
<b>Unit</b>	Peer to peer support

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Source	Based on the guide: Face your peers: a youth peer education guide against sexual exploitation
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<b>Activity Name</b>	5.4 Signs and symptoms of abuse or exploitation
<b>Goals</b>	Learn to recognise on time different signs and symptoms that can be connected with sexual abuse and/or exploitation
<b>Description</b>	<ol style="list-style-type: none"><li>1. The trainer ask participants to think about different symptoms - physical and behavioral, which they believe may be relevant to sexual abuse.</li><li>2. After the participants think, they share the different signs and symptoms, and the trainer records them in a column on a flipchart divided into groups? Ask participants if they have observed such symptoms and in how many cases they have actually been the result of sexual abuse?</li><li>3. If any of the participants feels comfortable, he/she can share his / her personal experience, how he / she felt, what symptoms he / she had. Has he/she shared them with anyone, has he sought help, if so from whom - a friend, a parent, a teacher, a law enforcement official?</li></ol>

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	<p>4. Young people spend a lot of time together, whether it's at school, in informal interest groups, just with friends both in person and online. Different people have different communication styles, some are more open, while others are more concise by nature. For the successful recognition of signs of sexual abuse the communication observation of the youth worker is an important skill. Young people are more likely to share their problems with peers, as well as to seek advice, support and help when facing problems.</p> <p>This is the one of the reasons why it is important and beneficial for young people to be aware and informed about the signs and symptoms related to sexual abuse since it is more common to have young people disclosing to their peers. Don't leave a sign or a symptom without reaction hoping the reason is different, find the right form and time to approach the potential victim.</p> <p>5. Summarizing video <a href="https://www.youtube.com/watch?v=v1Qb4Zlj_c8">https://www.youtube.com/watch?v=v1Qb4Zlj_c8</a></p> <p>6. The trainer guides a group discussion about the possible negative effects.</p> <p>Examples of questions: Try to remember a case of a sudden change in the behaviour of your acquaintance / friend and how you reacted.</p> <p>How and when you will react now?</p>
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	Are you ready for a role play? Will you be able to recognize and determine whether the sign is a consequence of sexual abuse or there is another reason (scenario in the Annexes)
<b>Type of activity</b>	Interactive, group work, solving scenario case.
<b>Duration</b>	Overall duration of the activity: 60 minutes 5' for the introduction of the topic 5' to think over a symptoms and signs 15' sharing 10' video presentation 25' discussions and conclusions
<b>Space &amp; Materials</b>	<i>Space:</i> A comfortable and spacious room for participants in semicircle format. Equipped with audio-visual system, with the ability to dim the external light and watch video.  <i>Materials:</i> Media projector, flipchart, markers, internet connection.

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<b>Learning Outcomes</b>	<p>At the end of the module the youth workers should be able:</p> <ul style="list-style-type: none"><li>• To recognise on time different signs and symptoms</li><li>• To recognize the risks for the victim as possible negative effect in the future</li><li>• To be prepared to properly communicate with the potential victim</li><li>• To inform and raise awareness among their colleagues about the topic</li><li>• Know when and how to act/report.</li></ul>
<b>Module</b>	5
<b>Unit</b>	Peer to peer support
<b>Source</b>	Based on the guide: Face your peers: a youth peer education guide against sexual exploitation and free video materials

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<b>Activity Name</b>	5.5 Scenarios
<b>Goals</b>	Learn on different ways to respond to scenarios which are potentially dangerous
<b>Description</b>	<ol style="list-style-type: none"><li>1. The trainer introduces the main goal of the activity</li><li>2. The trainer divides the participants in smaller groups of 3.</li><li>3. Give each group a copy of the scenario (<i>5.5 Scenarios</i>).</li><li>4. Allow each small group to read and discuss their scenario for 15 minutes in total.</li><li>5. After they read and discuss the scenario, they have to answer following questions:<ul style="list-style-type: none"><li>- <i>How do you feel about the situation?</i></li><li>- <i>Has any sexual violence occurred?</i></li><li>- <i>Are there any immediate risks for the person?</i></li><li>- <i>What would be your next steps?</i></li></ul></li><li>6. After all the groups answered the questions the trainer writes on the board all identified types of sexual abuse and their main characteristics.</li></ol>

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<b>Type of activity</b>	interactive, group work
<b>Duration</b>	<p>Overall duration of the activity: 45 minutes</p> <p>5' for the introduction of the goals</p> <p>15' for reading and discussing the scenarios</p> <p>15' for answering the questions</p> <p>10' for final discussion, evaluation and conclusions.</p>
<b>Space &amp; Materials</b>	<p><i>Space:</i> A comfortable and spacious room for participants to work in small groups</p> <p><i>Materials:</i> Written scenarios to be distributed to all teams, board and markers.</p>
<b>Learning Outcomes</b>	<p>At the end of the module the youth workers should be able:</p> <ul style="list-style-type: none"> <li>• To recognize potential situation of sexual abuse</li> <li>• To recognize the risks for the victim</li> <li>• To inform and raise awareness among their colleagues accordingly.</li> </ul>

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	<ul style="list-style-type: none"><li>• Know when to act/report.</li></ul>
<b>Module</b>	5
<b>Unit</b>	Peer to peer support
<b>Source</b>	Based on the guide: Face your peers: a youth peer education guide against sexual exploitation

## 5.5 Scenarios

### Scenario 1:

#### What will I do if a friend invites me to offer sexual services in exchange of money?

Your friend knows that you are short on cash because your mother is sick, you need to pay your tuition fees, and your brother needs school allowance. Your friend invites you to earn “easy cash” by simply spending time with another man after school hours. Your friend tells you that nothing wrong will happen. It will be very fast and you can earn money for your family afterwards.

### Scenario 2:

#### What will I do if a stranger asks me to work as a “model”?

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While walking home from school, a stranger calls your attention. He casually asks you if you want to be a model because you are beautiful and seem perfect for the job. You are interested with the offer since you need cash for a school project. You think it would be cool to be a model. The person tells you that he belongs to legitimate agency and talks about all the talented, big-time models they have handled in the past. Impressed, you said that you will think about it. The person gives you their business card and asks for your address and number, in order to contact you.

**Scenario 3:**

**What will I do if my love partner asks me to perform sexual activities I don't feel ready for?**

**Scenario 4:**

**What will I do if a person I met online asks me to meet somewhere?**

**Scenario 5:**

**What will I do if an adult person I trust tells me they are in love with me?**

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**Scenario 6:**

**What will I do if my good friend from a middle family invited me to an expensive restaurant for no particular reason?**

**Scenario 7:**

**What will I do if I found a hidden camera in the family bathroom?**

**Scenario 8:**

**What will I do if my aunt offers me (16 y o girl) to go with her to a nudist beach?**

**Scenario 9:**

**How will I react if a doctor asks me to undress and I don't think that's necessary?**

**Scenario 10:**

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**What will I do if a friend tells me about having been sexually abused but asks me not to tell it to anyone otherwise she/he will commit suicide?**

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<b>Activity Name</b>	5.6 Your personal bubble
<b>Goals</b>	Defining your personal boundaries
<b>Description</b>	<p>The trainer introduces the main goal of the activity.</p> <ol style="list-style-type: none"><li>1. The trainer ask participants to divide in two lines. The two lines stand in front of each other with at least 3meters distance and enough space between each participant from the same line (each participants has somebody standing in front of them).</li><li>2. The trainer asks one group to close their eyes. The other group should slowly approach the opposite line. The person standing with closed eyes in front should feel the person arriving and say stop when they feel the other person is coming to close. The stop can come at any time. For this activity it is important for participants to feel free to say stop at any time. The distance between the two people doesn't determine the relationship between them. Also, the person approaching can also feel like stopping before the person with closed eyes has said stop.</li><li>3. The trainer engage in a discussion about personal boundaries.</li></ol>

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	<ul style="list-style-type: none"><li>- Establishing safe personal boundaries means that you need to keep a certain amount of space in between you and another person in order to protect yourself. This space is not fixed, it can change, depending on the person and your relationship to the person.</li><li>- Saying NO/STOP is ok. Sometimes we are afraid to say “no” because we think we might disappoint the other person, especially when they are close to us. However, you always have the right to say no in all situations. Your safety is a priority at all times.</li></ul>
<b>Type of activity</b>	Group discussion.
<b>Duration</b>	Overall duration of the activity: 45 minutes 5’ for the introduction of the topic and goal 15’ for activity 15’ for personal boundaries discussion 10’for final evaluation and conclusions.
<b>Space &amp; Materials</b>	<i>Space:</i> A large room with enough space for all participants to stand in two lines

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	<i>Materials:</i> flipchart papers.
<b>Learning Outcomes</b>	<p>At the end of the module the youth workers should be able:</p> <ul style="list-style-type: none"><li>• To be aware of the personal boundaries and recognize potential situation of sexual abuse</li><li>• To know how and when to say NO<ul style="list-style-type: none"><li>• To recognize early warning signals of sexual offending</li><li>• Don't be silent and keep abuse in secret</li><li>• To take care of your online presence</li></ul></li><li>• To inform and raise awareness among their colleagues about the topic.</li><li>• Know when and how to act/report.</li></ul>
<b>Module</b>	5
<b>Unit</b>	Peer to Peer support

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<b>Source</b>	Based on the guide: Face your peers: a youth peer education guide against sexual exploitation and NSPCC Recognition and responding to abuse learning course
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<b>Activity Name</b>	5.7 Tips on protecting yourself and your peers from sexual violence
<b>Goals</b>	Learn the possible ways to protect yourself and your peers from sexual abuse and exploitation
<b>Description</b>	<p>The trainer introduces the main goal of the activity.</p> <ol style="list-style-type: none"><li>1. The trainer ask participants to think about different scenarios in which sexual abuse could possibly occur or what could be examples of warning signals of sexual offending.</li><li>2. After the participants think, they share their cases and actions. The trainer gives example tips – party with people you trust, know your limits, protect your drink, know when and how to leave, be a good friend.</li><li>3. Self – protection discussion. The trainer selects participants and asks “Where your personal boundaries lie and how you say NO in cases of their violation?” “Are these boundaries the same for you when online?” Let the other participants comment on what they have heard or experienced. Summary on the flipchart.</li><li>4. Discussion - how to behave as a bystander. Never pass silent – if you see at least say something if action is not possible. Summary on the flipchart.</li></ol> <p>(scenario in the Annexes 5.5)</p>

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<b>Type of activity</b>	Group discussion. Solving scenario case.
<b>Duration</b>	Overall duration of the activity: 60 minutes 5' for the introduction of the topic and goal 15' for sharing examples 15' for self- protection discussion 15' for bystander discussion 10'for final evaluation and conclusions.
<b>Space &amp; Materials</b>	<i>Space:</i> A large room with enough space for all participants to be seated (e.g. circle formation). <i>Materials:</i> flipchart papers.
<b>Learning Outcomes</b>	At the end of the module the youth workers should be able: <ul style="list-style-type: none"><li>• To be aware of the personal boundaries and recognize potential situation of sexual abuse</li><li>• To know how and when to say NO</li></ul>

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	<ul style="list-style-type: none"><li>• To recognize early warning signals of sexual offending</li><li>• Don't be silent and keep abuse in secret</li><li>• To take care of your online presence</li><li>• To inform and raise awareness among their colleagues about the topic.</li><li>• Know when and how to act/report.</li></ul>
<b>Module</b>	5
<b>Unit</b>	Peer to Peer support
<b>Source</b>	Based on the guide: Face your peers: a youth peer education guide against sexual exploitation and NSPCC Recognition and responding to abuse learning course

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<b>Activity Name</b>	5.8 Tips on how to positively respond to disclosures from peers
<b>Goal</b>	Learn how to behave in case of disclosure. How to overcome counter-intuitive actions.
<b>Description</b>	<p>The trainer introduces the main goal of the activity.</p> <ol style="list-style-type: none"><li>1. The trainer ask participants to think about different situations in which a peer shares personal experience with a possibility of sexual abuse and how they reacted.</li><li>2. After the participants think, they share their cases and actions. The trainer gives example tips and tries to summarise on the flipchart the ways young people may disclose abuse, and also DOs and DONTs of responding to disclosure and group them .</li><li>3. Open discussion about the positive behavioral actions, frequent intuitive mistakes done.</li><li>4. Guide a discussion about how to handle challenging disclosures with examples. Acting alone is not the only option!</li><li>5. National and international support resources</li></ol>
<b>Type of activity</b>	Group discussion. Solving scenario case.
<b>Duration</b>	Overall duration of the activity: 60 minutes

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	<p>5' for the introduction of the topic and goals</p> <p>15' for sharing examples</p> <p>15' for ways of disclosure and DOs and DON'T actions discussion</p> <p>15' for how to handle non standard disclosure situations discussion</p> <p>10'for final evaluation and conclusions, supporting opportunities</p>
<b>Space &amp; Materials</b>	<p>Space: A large room with enough space for all participants to be seated (e.g. circle formation).</p> <p>Materials: flipchart papers.</p>
<b>Learning Outcomes</b>	<p>At the end of the module the youth workers should be able:</p> <ul style="list-style-type: none"><li>• To be aware of the possible disclosure cases and their forms and how to react</li><li>• To know Dos and DONTs while responding to disclosure</li><li>• To be aware of behavioural intuitive mistakes and how to avoid them</li><li>• Train positive behavioral actions</li><li>• To know how to proceed and handle in cases of partial or difficult disclosure</li></ul>

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	<ul style="list-style-type: none"><li>• To inform and raise awareness among your colleagues about the topic.</li><li>• Know when and how to act/report using national and international support resources</li></ul>
<b>Module</b>	5
<b>Unit</b>	Peer to Peer support
<b>Source</b>	Based on the guide: Face your peers: a youth peer education guide against sexual exploitation and NSPCC Recognition and responding to abuse learning course

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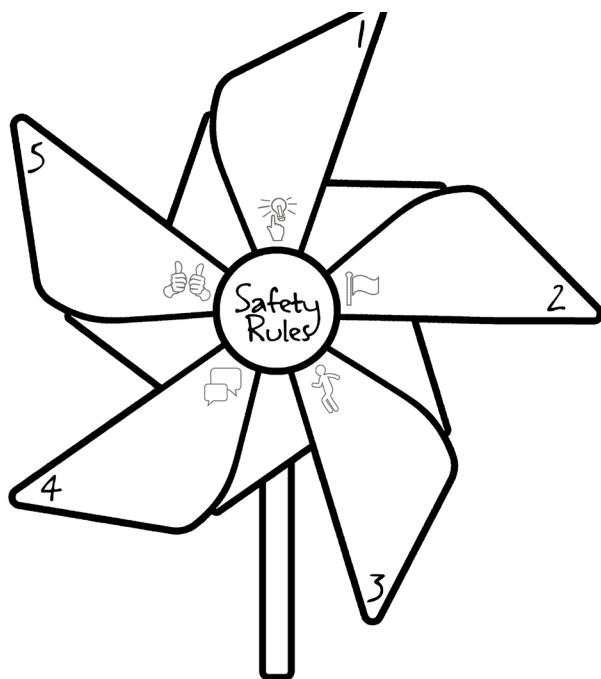


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## Annex 1

### My 5 Safety Rules



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**Directions: Write each Safety Rule in the space provided on the pinwheel. Then answer the question: How can you use the 5 safety rules to keep yourself safe?**

***Safety Rule #1: Know what's up***

This rule helps you to understand important safety information such as calling emergency number and knowing safety procedures at school and home. When talking about abuse, this rule helps us know that abuse is wrong and that telling is getting help and not tattling.

***Safety Rule #2: Spot the red flags***

Have you ever seen a traffic light with red, yellow, and green lights? Do you know that the red light means stop? When we are talking about Safety Rule #2, red flags are like red lights and mean stop or danger. Red flags are when you see something unsafe or you see someone being hurtful with either words or actions. Some examples of Red Flags, or warning signs, are when an adult or another child:

- uses mean or hurtful words
- uses hurtful touches
- touches your private body parts or asks you to touch their private body parts
- plays games about private body parts

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- plays tricks to try to get you to do something unsafe, or something you do not want to do
- tells you that you have done something wrong or says you will get in trouble if you tell anyone about something they want you to do
- someone you don't know asking for your personal information

When you see these types of behaviors that are red flags, then you know you can use the other Safety Rules to help.

***Safety Rule #3: Make a move***

This rule tells you that if you do spot red flags and see someone being abusive or hurtful, you can Make a Move. There are ways you can Make a Move to help you or someone else be safe, such as Get Away from an unsafe or bad situation, or you can Stay Away from people or situations that you know are not safe.

***Safety Rule #4: Talk it up***

This rule tells you that you should talk to a safe adult to get help. A safe adult is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.

***Safety Rule #5: No Blame I No Shame***

If you are ever hurt or abused, you are never to blame and you should never be ashamed to tell a safe adult. No matter what anyone does to hurt you or what they say to you, even if they say you are to blame or you will get in trouble if you tell, you are never to blame and it is never too late to tell.

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## Annex 2

**Allow students to pair up, or randomly assign pairs. Write “What If” questions on the board. Give the pairs approximately 5 minutes to discuss and decide what they would do. Call the class back to order and ask participants to share their thoughts, reinforcing responses that reflect the 5 Safety Rules:**

<b>“What If” Question</b>	<b>Possible Student Responses</b>
<b>What if you're in the restroom and someone tries to touch you?</b>	<b>Say no, get away, and tell a Safe Adult.</b>
<b>What if you're online and someone asks about you or your family in a chat?</b>	<b>Don't provide any information, log out, tell a Safe Adult</b>
<b>What if you're with a babysitter and they have a friend come over that you don't know?</b>	<b>Tell the babysitter that it's not allowed, call or text your parent/guardian</b>

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<b>What if you're at a friend's house and her older brother wants you to go into the basement with him?</b>	<b>Say no, get away, tell a Safe Adult</b>
<b>What if you're walking to school with a friend and a car pulls up next to you and the driver asks for directions to the school?</b>	<b>Get away and tell a Safe Adult (adults should not ask children for help)</b>
<b>What if someone knocks on the door when your parent/guardian is in the shower? Would you answer it?</b>	<b>No, ignore it and tell your parent/guardian</b>
<b>What if you're playing outside with a group of friends and a neighbor invites you into their house?</b>	<b>Go home and ask permission first</b>

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<b>What if you're in the locker room and your coach or teacher asks you to undress in front of the them?</b>	<b>Say no, get away, tell a Safe Adult</b>

### Annex 3

#### My Touch Line (Example)

##### GOOD

**hug from grandma at bedtime  
playground**

##### CONFUSING

**slap from a friend when playing**

##### BAD

**hit from an enemy on**

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**kiss from dad after school  
church**

**tickled from neighbor when I say "no"**

**elbow from mom in**

Annex 4

### **The comfort zone**

**Ask participants to stand in two rows facing each other at a distance of about 3 metres. Tell kids in one row to move, whilst the others stay still. Those who are standing still must tell the person in front of them to stop when they feel uncomfortable. Once they have all stopped, the children in the moving row switch places with the person to their right. It is now their turn to remain still and establish the limits.**

**Afterwards, trainer asks each of participants to analyse how they felt. Potential questions:**

- **Did you have the same feeling when you were 3 metres apart as when you were closer away from each other?**
- **Does it make any difference if the person in front of you is a boy or a girl?**
- **As a person approaches you, do you notice they are entering your personal space?**
- **Have you ever felt uncomfortable because someone was getting too close?**

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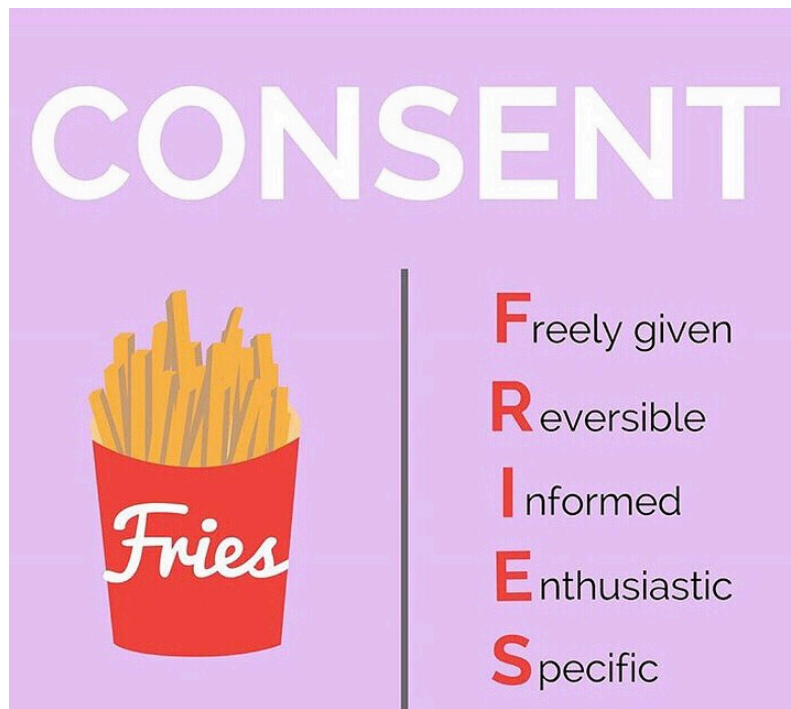


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## Annex 5

Consent is easy as fries



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### **Consent is:**

- 1. Freely given.** Consenting is a choice you make without pressure, manipulation, or under the influence of drugs or alcohol.
- 2. Reversible.** Anyone can change their mind about what they feel like doing, anytime. Even if you've done it before, and even if you're both naked in bed.
- 3. Informed.** You can only consent to something if you have the full story. For example, if someone says they'll use a condom and then they don't, there isn't full consent.
- 4. Enthusiastic.** When it comes to sex, you should only do stuff you **WANT** to do, not things that you feel you're expected to do.
- 5. Specific.** Saying yes to one thing (like going to the bedroom to make out) doesn't mean you've said yes to others (like having sex).

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## Annexe 6

### Unsafe Scenarios and Questions

#### **Scenario 1:**

You are at the local park with your friends on a Saturday night, it is 9pm and you must be home by 10pm. You are worried about one of your close friends who has drunk nearly a full bottle of vodka and now it is time to go home and she is refusing. The rest of the group are going home and keep saying “leave her”!!

- **If you group (using your ages) explore what might happen if you leave her?**
- **If you stay with her until she is ready to go, what might be the consequence for you from your parent/carer?**
- **Have you heard of any real-life examples of young people being in a situation like this? If yes, what was the outcome?**
- **What would you do?**
- **If it was a boy does this change your response?**

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### Scenario 2:

You see your friend (14 years old) with a man who looks older enough to be her dad, that night you WhatsApp her to find out who he is and what is going on? Your friend excitedly tells you that he is her boyfriend and his taking her to a party on Saturday, he has given her £150 to go shopping and get a sexy dress. You try and talk to her, but she stops replying to your messages.

- **In your group explore what might be happening to your friend?**
- **What could you do to support her even if she is not listening?**
- **Have you heard of any real-life examples of young people being in a situation like this? If yes, what was the outcome?**
- **What would you do?**
- **If he was 18 does that change your opinion?**

### Scenario 3:

One of your friends is struggling at school and he keeps getting asked to leave the class because of his disruptive behaviours. You are worried about him because he has become withdrawn, he hardly speaks to you now as he says he can no longer trust you and he is constantly playing his computer games online. The last thing he said to you is that he is going to meet up with one of the other guys from his online gaming community and they are gamer's so therefore trustworthy.

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- In your group explore what might be happening to your friend?
- What could you do to support him even if he is not listening?
- Would you consider joining your friends gaming community? If yes, why?
- Have you heard of any real-life examples of young people being in a situation like this? If yes, what was the outcome?
- Do you think the same situation would happen if it was a girl?

### Unsafe Scenario's Hints for Trainers

Trainers the main aim of this activity is to guide the young people through exploring unsafe behaviours using the scenario's and questions. The result should be a Top 5 list (the list can be as long as the group decides) of supportive actions that they could be offered to friend/peer who is being unsafe, example:

1. Provide leaflets on the dangers.
2. Go with them to attend an organisation for support.
3. Support them to talk to their parents/carer.
4. Encourage them to talk to a teacher, support worker (an appropriate adult).
5. Talk to them using a non-judgement approach.
6. **Explore with the group: when they feel it would be necessary to tell an appropriate adult, even if their friend does not want them too and it could jeopardise their friendship?**

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### Scenario 1:

- **If you group explore what might happen if you leave her?**  
She could be raped or sexually assaulted or murdered.  
She could be robbed or physically assaulted.  
She could get lost with no way of finding her way home.
- **If you stay with her until she is ready to go, what might be the consequence for you from your parent/carer?**  
The group will tell you their consequences, but the idea behind the question is seeing whether their friend's safety or fear of personal consequence is more important.
- **Have you heard of any real-life examples of young people being in a situation like this? If yes, what was the outcome?**  
Let the group share.
- **What would you do?**  
Get the participants to explore what they would do and why?
- **If it was a boy does this change your response?**  
This question gives the opportunity to explore how gender may influence their actions.

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## Scenario 2:

- **In your group explore what might be happening to your friend?**  
She might be being groomed, to be sexually exploited.  
She could be putting herself in a situation where she could be sexually abused by this older man.
- **What could you do to support her even if she is not listening?**  
You could give her leaflets on grooming, sexual exploitation and healthy relationships.
- **If he was 18 does that change your opinion?**  
This question gives the group the chance to explore their opinion in regard to age.
- **Have you heard of any real-life examples of young people being in a situation like this? If yes, what was the outcome?**  
Let the group share and below is a link about grooming in Rochdale:  
<https://www.youtube.com/watch?v=cdpvedRJ5h0> (This is a trailer for a BBC First: called Three Girls and it is based on real life events that happened in Rochdale, UK)
- **What would you do?**  
Would they tell an appropriate adult? This might ruin your friendship, what would be more important to them and why?

**Scenario 3: This scenario is focusing on how online grooming can happen and that many young people who are victims of online grooming become victims of sexual abuse.**

- **In your group explore what might be happening to your friend?**  
Your friend might be being groomed online.

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- **What could you do to support him even if he is not listening?**  
You could get him leaflets on the dangers of online grooming.
- **Would you consider joining your friends gaming community? If yes, why?**  
This approach could be a way of finding out what was happening to your friend.
- **Do you think the same situation would happen if it was a girl?**  
This question would enable the group to explore what settings could be dangerous or a gateway for perpetrators who groom young people online.
- **Have you heard of any real-life examples of young people being in a situation like this? If yes, what was the outcome?**  
Let the group share and below are two links, pick which video you prefer:  
<https://www.youtube.com/watch?v=FQwkOSLApjQ> Groomed through gaming: The murder of Teenager Breck Bednar.  
<https://www.youtube.com/watch?v=hZIYSCE-ZjY> Breck's Last Game
- Get the group to discuss the friendship dynamics in the video e.g. Does a real friend isolate you from family and other friends?

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## The 6 Types of Peer Pressure

1. **Spoken Peer Pressure:** [Spoken peer pressure](#) is when a friend asks, suggests, persuades or otherwise directs you to engage in a specific behaviour. If this is done in a one-on-one environment, the recipient of the influence has a stronger chance of adhering to his or her core values and beliefs. If, however, the spoken influence takes place within a group, the pressure to go along with the group is immense.
2. **Unspoken Peer Pressure:** With [Unspoken peer pressure](#), a person is exposed to the actions of one or more peers and is left to choose whether they want to follow along. This could take the form of fashion choices, personal interactions or 'joining' types of behaviour (clubs, cliques, teams, etc.). Many young teens lack the mental maturity to control impulses and make wise long-term decisions. Because of this, many teens are more susceptible to influence from older or more popular friends.
3. **Direct Peer Pressure:** This type of peer pressure can be spoken or unspoken. [Direct peer pressure](#) is normally behaviour centric. Examples of these kinds of behaviour would be when a teenager hands another teen an alcoholic drink, or makes a sexual advance, or looks at another student's paper during a test. The other teen is put in a position of having to make an on-the-spot decision.
4. **Indirect Peer Pressure:** Like unspoken peer pressure, [Indirect peer pressure](#) is subtle but can still exert a strong influence on an impressionable young person. When a teen overhears a friend gossiping about another person and then reacts to the gossip, that is indirect peer pressure. Or if a year 9 pupil (aged 13/14) learns that that one of their peers who is popular is having a party include alcohol or drugs, that indirect pressure may prompt them to experiment to gain acceptance.

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5. **Negative Peer Pressure:** Asking a young teenager to engage in behaviour that is against their moral code or family values is a type of [Negative peer pressure](#). Teens see the actions of other teens with stronger personalities and are put in a position of following the leader or walking away. It is not uncommon for teens with strong morals to find themselves engaging in behaviour that goes against their beliefs, simply because they want acceptance. Young people often lack the skills to come up with an excuse or reason to say no to negative peer pressure.
6. **Positive Peer Pressure:** A group dynamic can be a [Positive peer influence](#) if the behaviours are healthy, age-appropriate and socially acceptable. For instance, if a peer group wants to make good grades, a young teen can be positively influenced to study. Or if a popular friend wants to earn money and save to buy a car, a less outgoing teenager may also be influenced to get a job and open a savings account. If members of the football team take a pledge to abstain from drinking alcohol to focus on staying healthy and having a winning season, other students may adopt the same behaviour.

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