

Targeted session: Acceptable and unacceptable behaviours in relationships

Session overview

This session looks at behaviours that are acceptable and unacceptable in relationships and how we might respond to these whilst developing an awareness of the different contexts, and introducing the concept of coercive control.

Information for practitioner

The relationships we are looking at may be intimate, partner relationships or could be relationships with family or friends – in fact with anyone.

There is a particular emphasis in this session on the examples relating to online relationships.

During this session the young person – and practitioner – are expected to share examples. Be mindful not to blame our own behaviours that we may reflect on during the activity.

Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

Resources needed for this session

- Statement cards
- Hierarchy cards

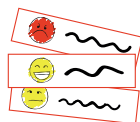
Session

Check in with the young person as to how they have been since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.

Relationships

In most relationships there is always a bit of ‘give and take’ as we may do things one person wants to do on occasion and then do things that we want to do on other occasions. Problems can occur when someone expects us to do everything they say. When they do this, it doesn’t always seem unreasonable so can be difficult for us to see that things might not be right.



Statement
and hierarchy
cards

Activity

Place the statement cards across the spectrum of acceptable, to feeling uncomfortable, through to unacceptable behaviour. Discuss each one considering whether the behaviour is fixed in place or moveable depending on the context.

This gives you as practitioner the opportunity to discuss some of the intricacies as there are examples that may be more complex and need unpicking to be able to consider the situation and context.

Both of the following examples could sit in different places across the acceptable to unacceptable spectrum depending on the discussion.

For example, *“Says I should do what they want to do”*. This could be that you might always do what you want and now they want a choice, or it could be that you always have to do what this person wants and you rarely/never have choice.

Another example would be “*sharing funny memes*”. This may be seen as harmless but what if we offend someone? Are they always funny?



Consider the following questions in an open discussion with both practitioner and young person to share examples.

- **What would you do if you came across a behaviour you felt was unacceptable?**
- **Does the intention behind the behaviour make a difference?**

For example, sharing a meme because someone is intentionally laughing at you or sharing without realising it was hurtful.

- **Depending on who it is, does it change how you react and feel?**
- **How does it differ if the behaviour was a ‘one-off’ compared to something that happens again and again?**
- **How might such behaviours affect how in control you feel about things?**
- **How do you challenge that in a kind way?**
- **Have you ever said or done anything that someone else might have felt was unacceptable?**
- **How does it feel to think about that now?**



Reflection on this session:

It is easy to not notice increasingly unacceptable behaviours when they come gradually, one after another. Coercive control starts in this way – these behaviours become normalised, bit by bit and any attempt to say how you feel is dismissed and you are made to feel like you are wrong. It is possible to not even notice that it is happening, so much so that what behaviours would have seemed totally unacceptable at the start of the relationship feel normal.



Looking after yourself exercise to close



ACCEPTABLE



**FEELS
UNCOMFORTABLE**



UNACCEPTABLE

I feel safe most of the time

Tells me what to wear

Sharing funny memes

Leaves me out sometimes

We don't often agree

They give me choices

I look forward to seeing them

We make decisions together

I keep my opinions to myself

Says I need to do as I am told

I feel listened to

We make decisions together

Sometimes talks to me,
sometimes ignores me

They are the only person
who understands me

Phones me to check where
I am or what I am doing

They would rather we spent
time only with each other

Wants to know who I have
been talking to

Enjoy spending time with
lots of people

Tells me no one believes anything I say

I never know what mood they are going to be in

Says sorry when we they do something wrong

Says "you would if you loved me"

Have fun together most of the time

They stick up for me when someone is being unkind

I'm worried they will tell someone what I have said

Says I should do what they want to do

Scared they won't want me anymore

Takes photos and shares them without me knowing

We share passwords to things as we don't have secrets

Makes jokes about me in front of others

Questions where I was and who I was with when I shared a post on snapchat

Tells me to block certain people online (friends, family, ex-partner)

Tells me that I've sent intimate pictures before so should just send them

Says they will send intimate pictures of me to other people if I don't send more

If I don't answer messages straight away they get cross at me



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Session overview

This session allows the young person to explore what feeling safe looks like in their life, and what and who offers them the feeling of safety. This will allow discussion around safe places and people.

Information for practitioner

It may be useful to record discussions in some way, whether on paper or online format, as the feeling of safety may change as sessions progress. It can be useful to look back and reflect, and can show the young person how things change.

You may need to offer your own examples of what makes you feel safe to encourage conversation.

Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

Resources needed for this session

- Paper and pens

Session

Check in with the young person as to how they have been since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.



Paper and pens

- **What is safety and what does it look and feel like for you?**

Create a visual representation (this allows the young person to refer back to what is safe for them) of the different examples which may include: people, animals, places, sights, sounds, smells, fidgets, something tactile, visualisation, reading, a movie/TV, distraction, and movement.



It is important to break some of these down further to gain a better understanding. For example, the young person says they feel safe in their bedroom or at home; what does that really mean? At home could mean because Dad is there and I can hear him working or cooking, it could mean because the dog is there. Being in their bedroom could be more specific to items within the room or the smell or its look.

- **How does it feel to be safe?**

- **Are there times and/or places when you don't feel safe?**



Discussions may include: where are you, what are you doing, who are you with, what is happening – try and elicit what it is that makes them uncomfortable/unsafe.

- **How does it feel when you don't feel safe, what happens?**

It may be useful here to consider the dynamic between emotions, bodily responses and behaviours covered in the foundation session "*managing and understanding emotions*".



This discussion provides us with the potential to identify triggers to be able to prevent the feeling of being unsafe. It may also be useful here to refer to some of the "*Looking after yourself*" exercises as a support.

- **How do I create a sense of safety in different places for example, when I am at school/at the shops/at a friend's?**



Discussion should include who needs to be aware and how we might tell them. There is an opportunity to produce something that can be provided to school or parent/carer to help the young person in their recovery.



Reflection on this session:

Overall reflection is that we can't always be safe at every moment of time or we would never do anything or go anywhere! However, it is important to be able to take appropriate risks from a place of safety and to know that the safe place will still be there.



Looking after yourself exercise to close

Targeted session: Telling people about the support I need

Session overview

This session gives the young person an opportunity to explore how they can tell certain people in their life what support they need without having to find the words to vocalise it. It will also provide families and other trusted adults with ways to interact with the young person in a way that is helpful and supportive to them.

Information for practitioner

This session can be revisited to consider different people in the lives of the young person.

It could be useful to start with parents/carers as this relationship can be affected by what has happened. This work can be a bridge to rebuild connection and trust, and for the young person to share what they need from home.

You need to allow time for the young person to think about which question cards they want to complete. Some young people may need support going through the cards, whereas others may want to do this in their own time, considering each one. Be aware, taking note of their body language, not being afraid to ask them what they need.

Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

Resources needed for this session

- Questions card packs

Session

Check in with the young person as to how they have been since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.



Questions card packs

Activity

Identify who the young person would like to share their thoughts with, for example, parent/carer, teacher, friend, brother, Grandma and so on.



Practitioner needs to acknowledge that there are a lot of cards – being mindful of not overwhelming them – and the young person doesn't have to think about all of them. Allow them to go through the cards selecting a few that they want to start with.

On a fresh piece of paper, work with the young person to express what they want to say.

Examples:

Telling school, *“What would help is... sitting near the classroom door so I feel like I can get out of the room if I need to.”*

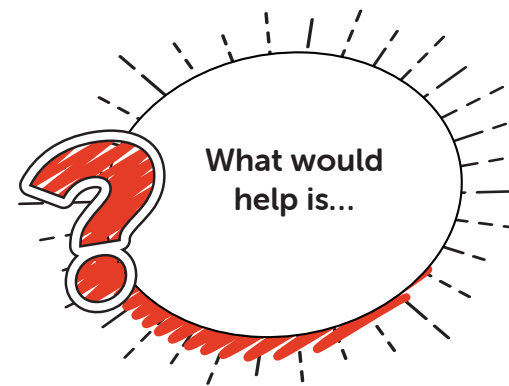
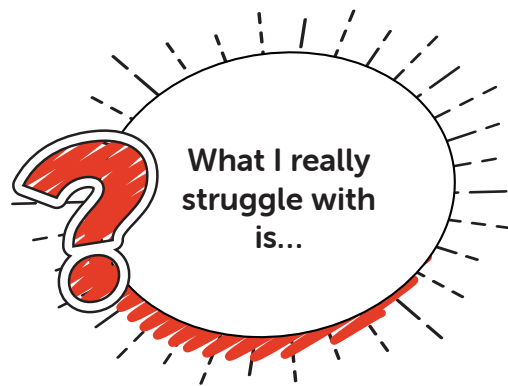
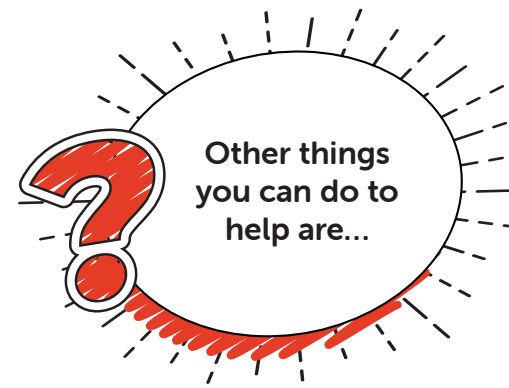
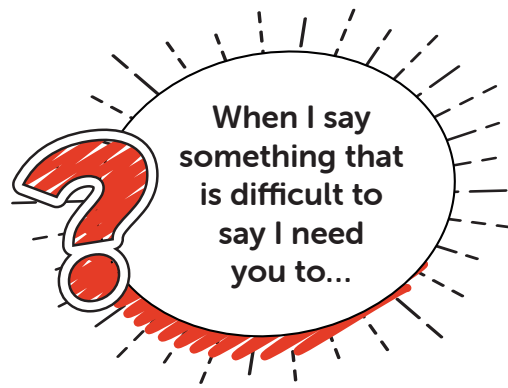
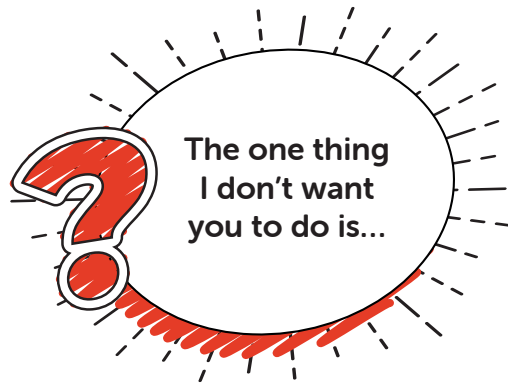
Telling home, *“The best time to talk is... when we walk the dog.”*

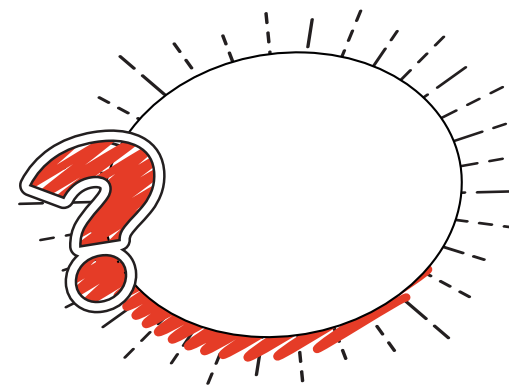
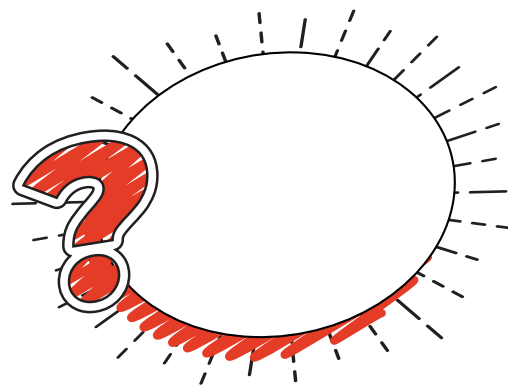
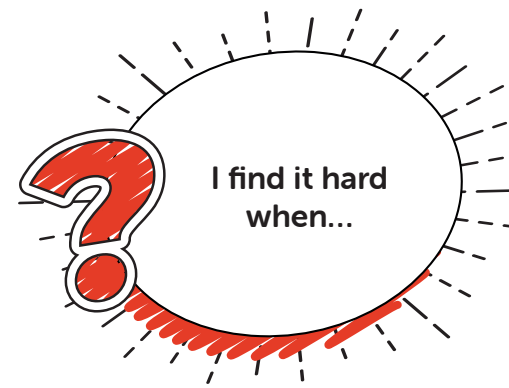
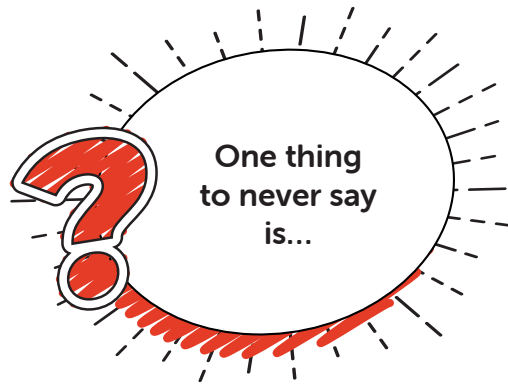
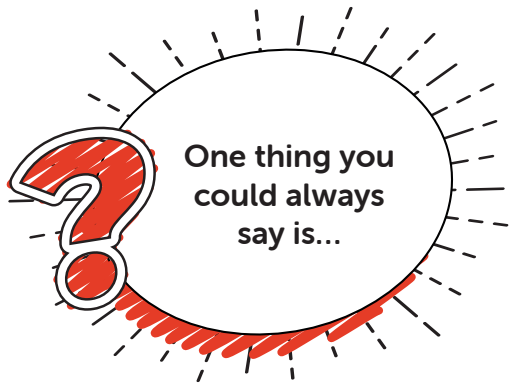
Telling a friend, *"The most important thing I need from you is... to listen and not try and fix things."*

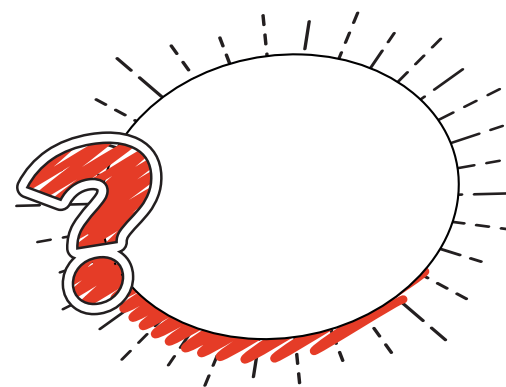
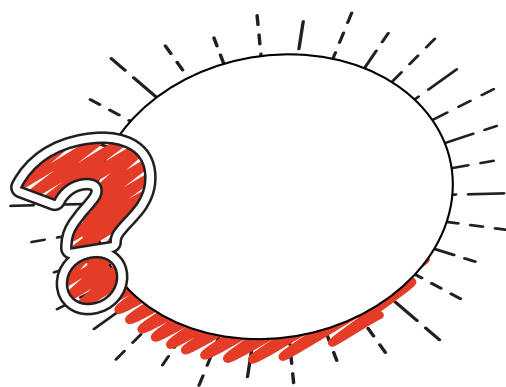
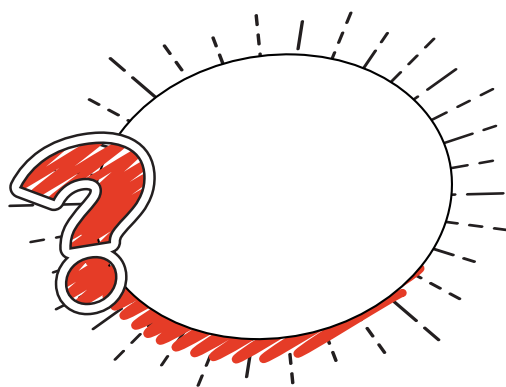
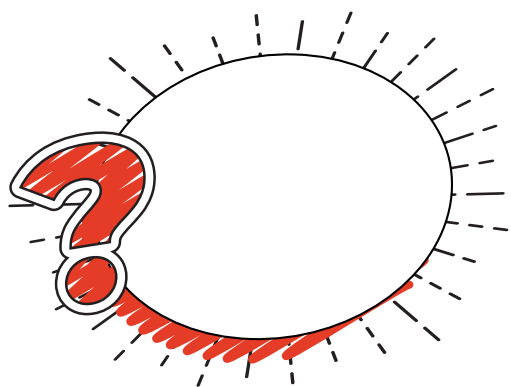
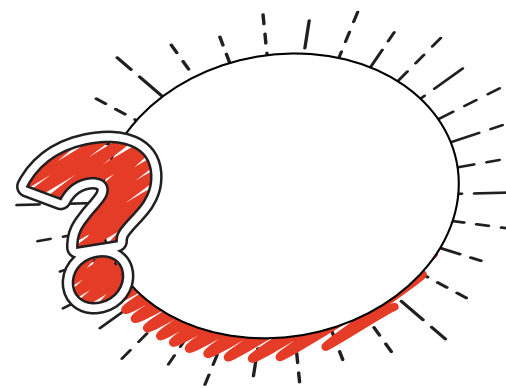
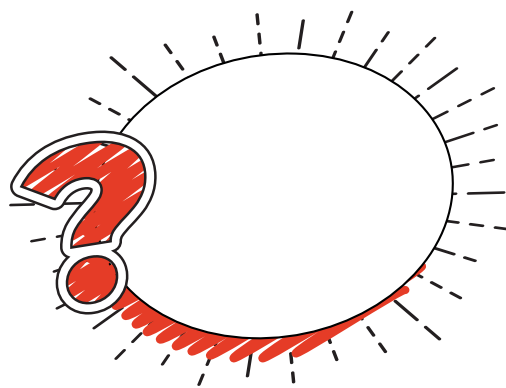
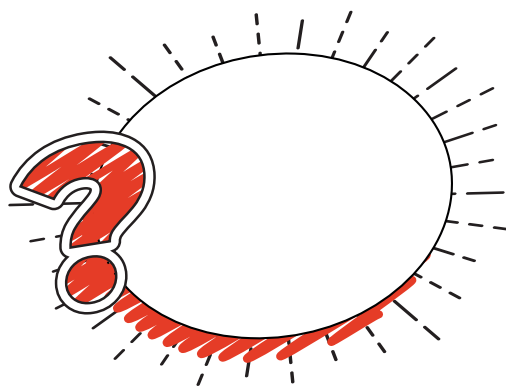
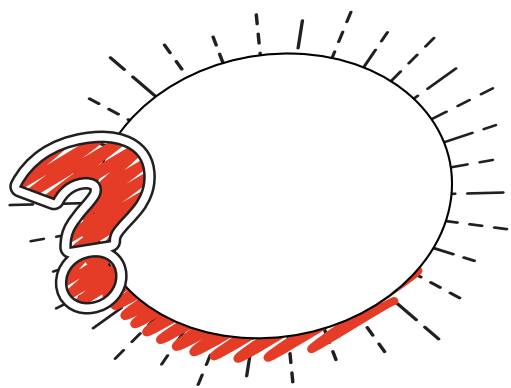
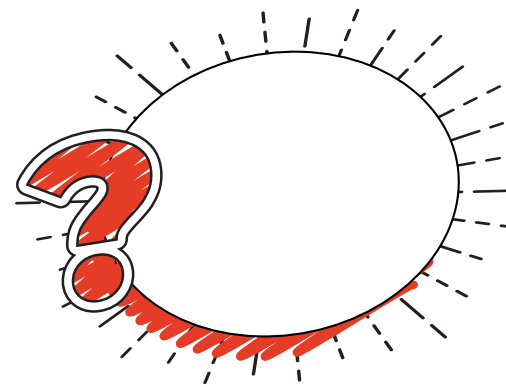
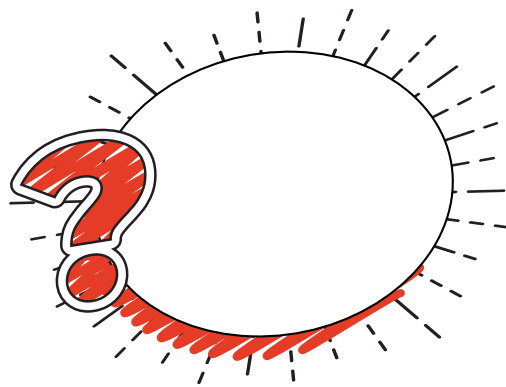
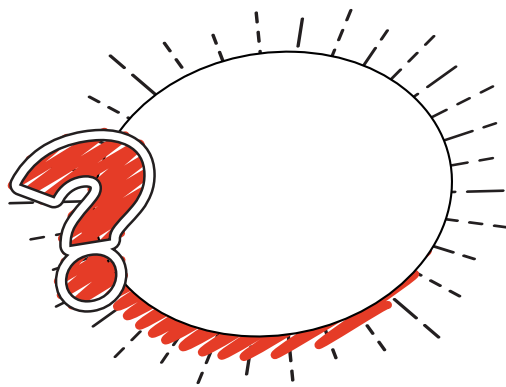
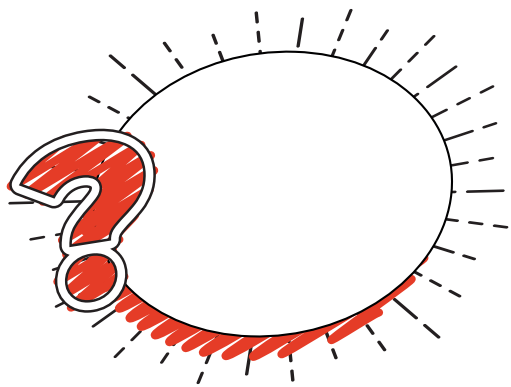
Telling my brother, *"One thing never to say is... that it's my fault for taking the picture."*



Looking after yourself exercise to close







Session overview

This session is an opportunity to discuss language and attitudes – some of which are quite common in society – but which victim blame rather than place the responsibility with the abuser.

Information for practitioner

This session particularly refers to technology-assisted child sexual abuse (TACSA) harm, but discussions can be widened to talk about bullying and other forms of abuse, depending on the young person.

It is important to be very conscious of your own language in this session to prevent any blame.

You may need to be tactful in challenging language used during this session as it is possible that the young person might use victim blaming language themselves. For example *“they shouldn’t have sent the picture if they didn’t want anyone to see”*.

Be aware that you may be dealing with a young person who believes that they are to blame for what has happened. The point to emphasise is that perpetrators are where the blame lies.

Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

Resources needed for this session

- Statements cards

Session

Check in with the young person as to how they have been since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.



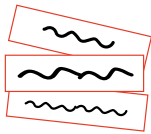
Ask the young person what they think victim blaming is – they may already have a clear idea, or they may not know.

Practitioner to explain that it is the term given when someone has harmed another person but the person who was harmed gets blamed for it instead of (or as well as) the perpetrator.



Share the definition below, highlighting the importance of the statement in bold showing that the UK Government are very clear on the harmful impact it has:

“Victim blaming is any language or action that implies (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. **It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced.**”



Statements
cards

Activity

Both the young person and practitioner to share any examples of victim blaming that they know, have heard or have seen written.

Using the statements on the cards, discuss with the child the victim blaming language.

Some are clearly about TACSA, others about bullying or other abuse.

Discussion points might include:

- **What might be going on here?**
- **Why is this victim blaming?**
- **What assumptions are being made about the victim and the circumstances?**

Victim blaming occurs when people talk about what actions they believe a victim could/should have taken – or not taken – to avoid being harmed.

The reality is that harm and abuse can happen regardless of a victim's choices and when someone is abused, groomed or otherwise pressured, the fault lies wholly with the abuser, not the victim.



When thinking about TACSA the victim may feel complicit in the abuse/harm because they engaged in conversation, or encouraged conversation, or because they flirted or sent 'normal' pictures. We must reiterate to the young person that just because you engage in some way doesn't mean the other person (perpetrator) has a right to harm you in ANY way.



Reflections

What do you think are the reasons for victim blaming?



This discussion should take place before the practitioner gives examples to ensure the voice of the young person is heard.

Reasons for victim blaming could include:

- **A lack of understanding**
- **Not directing the blame at the perpetrator**
- **Focussing on the risk rather than focussing on the cause of the harm**
- **A way of protecting themselves from thinking it might happen to them**
- **Looking only at the behaviour of the young person**
- **Not thinking about the complexity of what is happening for the victim**
- **They are annoyed that they now have to manage a situation**
- **They are dismissive of the harm/impact**
- **An instant emotional response being transferred onto the young person**

There is a theory that blame is a strategy to keep ourselves protected from harm. That if we create a reason as to why something happened, then we can believe that it won't happen to us, as we can control our safety – which leads them to blaming the victim. For example: I walked home through a dark park and someone pushed me and stole my phone. Someone might tell you that you shouldn't have walked home through a dark park and they think that it won't happen to them as they wouldn't do that. The person to blame for what happened is the person who decided to hurt someone and steal from them.

It is NEVER the victims fault.

What might be the effects of victim blaming?

- **People don't seek help:** People are often worried that they are going to be blamed, and so when something has happened they may not want to come forward, or may not feel comfortable telling someone what happened.
- **The abuser is not held responsible:** Victim blaming can minimise or mask the actions of the perpetrator, and in some cases create an environment where the offender's actions are even seen as justifiable.
- **Self-blame and/or shame:** When people blame the victims, the victims may think it was their fault and then may believe they deserved it. For the victim there can be a range of impact:
 - *Feeling ashamed or guilty.*
 - *Ostracised by friends.*
 - *Encouraged by others not to report or seek support.*
 - *Negative thoughts, self-blame and creating the 'if only I had/hadn't done...'* mindset.
 - *Fear of being a 'bad-luck magnet'.*

Can you think of a time when you have heard victim blaming language being used? And how can we challenge it?

- ✓ Encourage the child to think of their own examples as this may help their understanding and ability to challenge.
- ✓ Using the statement cards think about some ways of responding to develop our skills in challenging unacceptable assumptions, attitudes and behaviours around victim blaming.
- ✓ In doing the above, think about a response if you hear someone else being blamed, but also think about how you might respond if someone was saying it about you.

Was it easier to think about what we say when it relates to someone else?

It can be difficult to challenge what people say about us, practise different ways of saying, *"I don't like what you just said; it feels as though you are blaming me."*



Looking after yourself exercise to close

They were asking for it

What was she wearing?

You shouldn't have been drinking

**They're always doing
stupid things**

**Why did they go to
that chat room?**

She should have said no

Well he broke the law

He knew what he was doing

I would never do anything like that

You should have known better

She's had loads of boyfriends

He's a player

**Why would you walk home on
your own?**

**You shouldn't have taken a
picture of yourself naked**

**You must have sent mixed
messages**

**He knows not to send images
of himself – why did he do it?**

**They clearly weren't listening
in our e-safety lessons**

**They should have left the
relationship sooner**

**If they hadn't sent the image this
wouldn't have happened**

**If you hadn't chatted with them on
snapchat it wouldn't have happened**

**It's not like they haven't
done it before**

**Why did he go and meet him –
he should have known better**

Session overview

This session gives the young person opportunity to consider scenarios where we may blame ourselves or feel complicit in what has happened, but where we need to look at the context of a situation in order to reframe our thinking – preventing us from blaming ourselves.

Information for practitioner

The emotions a person feels after being harmed can be powerful and often include wishing it had never happened. It's hard to remember that decisions are not always as clear cut as they look when we look back after the event.

Because of this we can end up blaming ourselves, usually by questioning our actions and wishing 'if only I had done...' We may even feel complicit in what happened, blaming ourselves for our actions and decisions, even though the reality is that we were manipulated into those actions. Those who care about us can also blame themselves and think their own 'if only' thoughts.

What frequently happens is a failure to blame the person who caused the harm. We don't see that someone else is to blame and is putting us in a position where there is little to no choice.

Practitioner to check with the young person their understanding of the word complicit to ensure that when behaviours are discussed, this can be explored.

There is a misconception that young people don't look at risk in their decision making. They do, although their risk assessment skills are still developing. As human beings we take calculated risks every day and sometimes those decisions don't work out how we hoped. Just because we made a decision that had a bad outcome does not mean that we were responsible in any way or that we deserved to be harmed, abused or manipulated. It's really important not to conflate a **decision** (for which we are all responsible) with an **outcome** of being a victim of abuse or manipulation (for which we are not responsible).

Be mindful that the young person might share examples that are personal to them and that may include harm.

Pre-session action

Select a "*Looking after yourself*" exercise in advance for the close of the session.

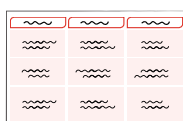
Resources needed for this session

- Statements sheet

Session

Check in with the young person as to how they have been since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.



Statements sheet

Activity

Look at the statements and read across the self-blame brain and the reality brain explanations.



Discuss the statements and then together come up with more situations where a person may blame themselves – and fill in the self-blame brain and the reality brain. As you do this look at how you can encourage the reality brain to be louder than the self-blame brain.



Reflection on this session:

Even though the young person may have felt they had to – or even at the time wanted to – ‘go along with’ what was happening, this does not mean they are to blame for what ultimately happened as the situation had been manipulated to remove or limit their choices.



Looking after yourself exercise to close

INCIDENT

After being at my friend's house, the bus home was late and I couldn't let my parents know as my phone died.

I sent an intimate image to my boyfriend/girlfriend/partner and they shared it with someone else.

I was asked to a party that my parents said I wasn't allowed to go to. I went anyway with my friend. I met a boy/girl who I talked to lots during the night. They started to touch me. I was really uncomfortable but didn't know what to do.

SELF-BLAME BRAIN

- I should have left earlier.
- I should have charged my phone.
- I should have asked to borrow someone's phone to call home.
- This is all my fault.

- I shouldn't have sent the picture.
- I shouldn't have trusted them.
- I should have just said no when they asked for it.
- I should have explained more clearly why I didn't want to.

- I shouldn't have gone to the party.
- I shouldn't have lied to my parents.
- I should have said I didn't like them touching me.
- I should have said no and walked away.
- I shouldn't have led them on.

REALITY BRAIN

This is not my fault, these things happen. I can't control a bus being late. I can understand why my parents were worried but there was nothing I could do at that time. I'd like to get in the habit of checking my phone battery before I set off.

They put pressure on me to send that picture. They said if I loved them I would send it. I did try to explain but I was worried they would break up with me. I trusted them and they have broken my trust. They are in the wrong. No image should be shared without permission (consent).

I should be able to talk to someone and like them without them making me feel uncomfortable. And I definitely should be able to talk to someone without them touching me without permission. I can accept that lying to my parents might not have been a good idea but that doesn't mean that this was ok. No one deserves for this to happen, it is unacceptable behaviour.

Targeted session: Self blame statements

Your examples could include peer pressure, knowing something worrying but not telling anyone, meeting someone.



INCIDENT

SELF-BLAME BRAIN

REALITY BRAIN

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Targeted session: Intrusive thoughts and reframing

Session overview

This session is an opportunity to explore managing unhelpful or intrusive thoughts.

Information for practitioner

Working at changing our thoughts can be challenging as it feels as though thoughts come whether we want them or not. This session allows you and the young person to explore how we can change our thoughts and reframe them, so they help us feel better and move forwards.

Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

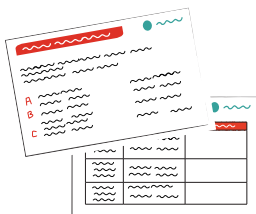
Resources needed for this session

- Big paper
- Pens
- Challenging and changing unhelpful thinking worksheet

Session

Check in with the young person as to how they have been since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.



Worksheets



Paper and pens

Begin by working through the worksheet on challenging and changing unhelpful thinking – there’s lots in there, so allow time for discussion and examples with plenty of thinking time to come up with different ways to deal with different thoughts.

For the second worksheet ‘changing through challenge’, discuss any types of thinking that the young person recognises within themselves. Then, using some paper create thought bubbles and rewrite any thoughts that you can challenge or change together. They might be happy to share their own thoughts, or you may discuss hypothetical thoughts.

These worksheets will take most of the session, and you can then invite the young person to keep a record about some of their unhelpful thoughts. It might be a specific thought that keeps happening or a specific behaviour, for example not going to a particular lesson, and what thought prompts this.



Encourage them to record when it happened, where they were, who else was about, what was the situation. This can often help a young person spot any patterns in when the thoughts are coming (particular places or people for example). They might bring this to the next session to work on reframing those thoughts with you, or they may be happy to think of reframes and challenges as they go.



Looking after yourself exercise to close

Thoughts like buses would be a useful activity to end this session with if not already done – or revisited.

It doesn't always feel as though we have much control over our thoughts and feelings. When something horrible has happened we can hang on to this and our thoughts and feelings about the event keep coming back, making us feel worse. There are a number of different ways in which we can think unhelpfully, and these can become a pattern or a habit. We need to be able to recognise when we are doing this and work in some strategies to break the pattern. You do need to spend a bit of time and energy reframing your thoughts but the more you practise the easier it gets!

The **first question** to ask yourself is:

Is this thought useful to me?

If the answer is no, then it's worth either blocking it, changing it or challenging it. Try the ABC of negative thinking:

A

Accept the thought. It's just a thought. Having a thought doesn't mean it's true. See it, name it ("oh, there's the negative thought!") and accept that it's there (and that it's not helpful – or true).

B

Block it. Sometimes it's just enough to see it, recognise that it's unhelpful, and release it – let it go. This can take practice. You may find you keep returning to your thought. But every time you tell your brain to let it go, your brain finds it a bit easier to do so. This can be useful if you have an action to go with it. It might be a shake of the head (no I don't want this thought) or a flick of the hand (brush that thought away).

C

Change or challenge. If blocking works, there's no need to do any more – block it and get on. But sometimes it's good to challenge the thought and rewrite it into a different thought – a more useful one.

Changing through reframing:

Taking out the sense of it being **permanent** by adding time-bound words to our thoughts – yet, at the moment, up to now, right now etc:

- They're all talking about me **At the moment**, they're all talking about me (reminding ourselves that this won't go on forever)

Taking out the **all-encompassing** words (all, everyone, everywhere, no one, nowhere, nothing etc)

- They're all talking about me **Some people** are talking about me (reminding ourselves that actually it's not everyone)

Taking out the personal element – actually, I'm affected by the situation, but it's not just about me

- They're all talking about me They're all talking about **this situation** (reminding ourselves that it's wider than just me)

When we combine all three elements:

They're all talking about me **At the moment, some people are talking about this situation**

Challenging and changing unhelpful thinking

Some examples of reframing – talk about what the reframes bring and see if you can think of more...

Thought	Way of reframing it	Your ideas (go through the reframing above if you need to)
It's all my fault.	Things can go wrong for anyone.	
They did that because they don't like me.	There's lots of reasons why that might have happened – most of them are nothing to do with me.	
I must have done something wrong.	I wonder what this looks like from another perspective.	
My alarm didn't go off – my whole day is ruined.	I may be late but I can still get some good things out of today.	
I can't do this maths problem – I'm really stupid and can't do anything.	I can't do this maths problem at the moment. I might be able to if I try again. Or there are lots of things I can do though.	
Everyone will be talking about what happened!	Some people may talk about this, but most people are too busy worrying about their own stuff – and anyway the next thing will come along soon and then people will be talking about that.	
I'll never get over them.	Maybe I'm not ready to move on yet.	
I always lose my keys.	I have sometimes mislaid my keys; I usually find them again. It seems to happen when I'm stressed.	
Nothing's ever going to get better.	Things always change; nothing goes on forever.	

When you've done a bit of reframing, you can try challenging the thought, by identifying the way in which it is unhelpful.

What?	Questions and thoughts to challenge this thinking	Your notes and thoughts
<p>Catastrophising</p> <p>The importance of a problem is over-exaggerated and/or only the worst outcome is considered as a possibility.</p>	<p>What evidence do I have for this thought? Is it the only interpretation?</p> <p>How likely is this to come true? What are other possible outcomes?</p> <p>What's the worst that could happen? What's the most likely thing to happen? When has this worked out ok in the past? Is there anything practical I can do?</p> <p>What's more likely to make it ok? What will I think in one week/month/year?</p>	
<p>Generalising</p> <p>Thinking one event affects much more than its scope, such as over-sleeping ruining your day or struggling with your homework making you think you're rubbish at that subject.</p>	<p>What has this actually affected?</p> <p>Reset from now – every moment is a new moment.</p> <p>Has anything been gained from this?</p> <p>What has actually changed in the grand scheme?</p> <p>What am I pleased with/grateful for?</p>	
<p>Magical thinking and personalisation</p> <p>Assuming that you control more than you do, such as thinking things unrelated to you are 'your fault' or that not stepping on the cracks will make your day better.</p>	<p>Is this something I can control?</p> <p>Serenity mantra – look for serenity to accept the things that cannot be changed, courage to change the things that can and wisdom to know the difference.</p> <p>I can let this go – it's not about me.</p> <p>I can only control my own thoughts and behaviours, not those of other people.</p>	

What?	Questions and thoughts to challenge this thinking	Your notes and thoughts
<p>Unfounded expectations Of others: assuming what others are thinking Of events: predicting disaster/success with no evidence. Of self: 'I should...' thoughts</p>	<p>Do I really know what they are thinking? Can I ask them rather than assume? Where is the evidence for this? What is the evidence to the contrary? What would happen if I didn't...?</p>	
<p>One-sided vision Only seeing the negative and not the positive. Focusing only on what you need to do and not where others are working.</p>	<p>What is the other side of this belief? What would someone else say about this? Write down all possibilities from all perspectives. What would it look like if this went really well? Can I ask someone to help?</p>	
<p>Black and white thinking Permanent and absolute – when you use words such as always, never, every etc. If I'm not a success I must be a failure etc</p>	<p>What are the alternatives? What ideas are in the middle? What/where would be 'good enough'? What small change could I make? Write down all the different possibilities, however unrealistic.</p>	



**Finally we can have some mantras
that allow us to feel more accepting of the situation**

This too will pass.

I can only do my best.

It won't feel like this forever.

I can't control anyone else's behaviour, and I can decide my own.

It is what it is.

I've done all I can for now.

Everything will be ok. Everything is ok.

I am brave. I am strong. I have the power to accept what is happening right now.

Session overview

This session builds on the targeted session **Self blame**, offering a more focused look at the issue of consent not just in regards to sex but in other life experiences. It will explore the issue of consent for young people and support the development of their thinking, empowering them to find ways to do only what they feel comfortable with.

Information for practitioner



You do not have to have used the Self blame session to use this one but it may be helpful for you to have read through it.



You must make it clear that they will not be expecting them to share any personal experiences or information. However, it is important to be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.



Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. **Practitioner must be aware and be prepared to take a time out or stop totally before any distress is caused.** Utilise the looking after yourself exercises to support the young person if the session is stopped.

Pre-session action

Select a "*Looking after yourself*" exercise in advance for the close of the session.

Session

Check in with the young person as to how they are since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.

Activity

- **When might we come across consent?**



Practitioners are to partake in this exercise giving their own examples.

Examples here might include consent for school trips, consent to giving your personal information on apps, borrowing something from a friend, asking if you can give someone a hug, consent to medical treatment, to agree to meet someone/service, taking a photo, accepting cookies on websites, image sharing, breaking a confidence.

Resources needed for this session

- Scenario cards
- Persuader and response cards

Consent is also a legal term that relates to sex. The minimum age in the England and Wales to consent to have sex with someone is 16 years old, includes LGBTQ+. As well as being 16 a person must have the 'choice, freedom, and capacity' to consent. This means that it is their choice to want to do something they weren't forced or coerced into it, and they were fully conscious, and understood what they were agreeing to.

- **How might asking for or giving permission/consent be done without using words?**

Examples might include putting your arm out to the nurse giving you an injection, jumping up and posing ready for the photo to be taken, relaxing and enjoying yourself, nodding, smiling for the camera, joining in.

- **What might we see if permission/consent isn't given?**

Examples might include freezing, having to be pushed along to join in/pose for the picture, feeling uncomfortable and being able to see that in your body, not being enthusiastic, not being able to look at the person, silence, withdrawn, grumpy.



Reflection of discussion

Consent means you agree or give permission – verbally or in other ways – when you are fully aware of what you are agreeing to.



Scenario cards

Activity

Using the scenarios young person and practitioner to choose persuader phrases that they might hear. Select and discuss possible responses from the cards that they might be able to use in each situation.



Give the young person the opportunity to add their own thoughts for how they might respond.



Be aware that they may also add phrases that might be heard from a persuader perspective.



Persuader and response cards

By the end of this exercise the aim is for the young person to have more options on how they might respond and more awareness around giving and asking for consent to a wide variety of situations.

Practitioner to be aware that as you discuss scenarios and phrases it might be useful to consider some of the following questions, exploring and opening up discussion from the responses the young person gives.

- **What if you do whatever is asked of you but you don't feel comfortable?**
- **How does it feel to be able to say what you want?**
- **How does it feel to be able to say what you don't want?**
- **How does it feel when a persuader hears your response but ignores it and continues until they wear you down?**
- **How does it feel when a persuader hears your response and accepts it?**



Reflection

There are times when we believe we have consented, but we haven't really had the freedom to make a choice that is best for us, or the one that makes us feel comfortable and happy. Sometimes we are coerced, forced or even threatened (whether physical threat of harm or non-physical threats like sharing images with others) for example, 'giving in when continually asked for an image'. Influencing decisions by pressure or fear or force isn't consent. Even if we then do it, we haven't actually given true consent. It is important to know that we can give ourselves permission to be firm when expressing what we want or don't want.



Looking after yourself exercise to close

SCENARIO

Image sharing

SCENARIO

Offered a vape

SCENARIO

Creating AI/Deep fake

SCENARIO

SCENARIO

SCENARIO

SCENARIO

SCENARIO

SCENARIO

**PERSUADER
PHRASES**

You owe me

**PERSUADER
PHRASES**

**You've done
it before**

**PERSUADER
PHRASES**

It'll be funny

**PERSUADER
PHRASES**

**You would if
you love me**

**PERSUADER
PHRASES**

**Go on, you
know I like it**

**PERSUADER
PHRASES**

**Everyone is
doing it**

**PERSUADER
PHRASES**

It's no big deal

**PERSUADER
PHRASES**

It's normal

**PERSUADER
PHRASES**

**Why not
though?**

**PERSUADER
PHRASES**

**Don't be
a loser**

**PERSUADER
PHRASES**

**Don't you
love me?**

**PERSUADER
PHRASES**

**If you don't I'll
share it on**

**PERSUADER
PHRASES**

Just this once

**PERSUADER
PHRASES**

**It's special
for us**

**PERSUADER
PHRASES**

**I did it
for you**

**PERSUADER
PHRASES**

I'll ask someone
else who will

**PERSUADER
PHRASES**

What's the
problem?

**PERSUADER
PHRASES**

It would be
really cool

**PERSUADER
PHRASES**

Do something
for me

**PERSUADER
PHRASES**

You'll enjoy it

**PERSUADER
PHRASES**

You might
as well

**PERSUADER
PHRASES**

If you want to be
with me, you need to

**PERSUADER
PHRASES**

Then I'll know
you really care

**PERSUADER
PHRASES**

I'm not
asking much

**PERSUADER
PHRASES**

I'm only asking
because I love
you so much

**PERSUADER
PHRASES**

No one will
find out

**PERSUADER
PHRASES**

**PERSUADER
PHRASES**

**PERSUADER
PHRASES**

**PERSUADER
PHRASES**

Unfriend
them online



Switch off /
shut down



I don't
want to



I'm doing
homework tonight



Sending GIF
as a response



Expressing how
you feel



I've got to go,
got swimming



It's dinner,
got to go



I look awful,
no chance!



That feels
uncomfortable



I don't think
that's fair



That was
last time!



Sending
emoji



I don't
know you



Don't
rush me



I don't mess with people like that



Repeating the same message



Nah, I'm not into that



OMG I'm so tired



I'm shy



If you loved me you wouldn't make me



Parents check my phone



Photos go into an app on my parents' phone so I can't



You're too old!



Stop!



I'm not comfortable with that



Why would you ask / keep asking me to do something I'm not comfortable with?



I need time to think about it



If it's no big deal then it's no big deal if I don't



Sorry, no



Got to log off now



I'll tell you if I want to do it – but not if you keep going on about it



No thanks



Not my style



That's not a fair thing to ask



I don't feel the need to



Nah, you're alright



Short replies – not getting into dialogue about it which creates conversation and connection



RESPONSES

RESPONSES

RESPONSES

RESPONSES

RESPONSES

RESPONSES

RESPONSES

Session overview

Building on the core session of “Dealing with Change” this session looks specifically about when relationships change. When someone doesn’t support you in a way you thought they would or behaves differently towards you. Accepting and knowing that relationships can change and sometimes people change too.



Choose this session if the young person is struggling with how their friends have been with them following the TACSA event.

Information for practitioner

Select a “Looking after yourself” exercise in advance for the close of the session.

Session

Check in with the young person as to how they are since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.



Begin by talking to the young person about the friends they had in primary school or even before. Have their friends changed over the years. It may be that their first friends came about because their parents were friends; then friends often come from your class at school or even who you sat next to on your first day. And you may meet other friends from different hobbies that you do. Acknowledge from this that friendships naturally change over the years and this is normal.



During the following discussions the practitioner is to add their thoughts from their own experiences where appropriate.

Discuss some of the reasons why a friendship changes.

Elicit some of the following examples (and any others that come up):

- You grow apart
- You or they move away
- Something happens to change the dynamic (for example moving to secondary school or another person joining the group)
- Something happens that changes the way you see someone or how they see you
- You or they start dating
- You disagree about things that are important to you both.

Sometimes people don’t support you when you thought they would and this session is specifically about when this happens.

Can you think of examples, both in person and with technology, when someone has responded to something in an unexpected way.

This might include:

- Not laughing at a joke you told
- Being upset about something you didn't realise would upset them
- Choosing a different friend over you to do an activity
- Not inviting you somewhere when previously they would
- Avoiding or ghosting you
- Not wanting to talk about something you want to talk about
- Talking behind your back
- Saying mean things about you in a group chat
- Not responding to messages even though they have read it
- Sharing pictures they have of you that they know you don't like
- Creating jokes that you aren't part of



Practitioner to reflect that all of these things can be very hurtful and can make us feel as though we have done something wrong.

What are some of the things we can do when this has happened?

The below examples could be used if needed. Be aware that these different approaches won't all work in the same way or be appropriate for every situation. This is about looking at different things you can do at different times.

- Talk to the person and tell them how they made you feel
- Apologise if you realise you have upset them (for example an insensitive joke)
- Call them out for being mean
- Ignore them
- Leave or mute the chat group
- Block them
- Do some grounding techniques, such as 54321 (see Looking after yourself exercises) to help when upsetting things happen.
- Seek support from a trusted adult or friend
- Check in with your own values – being true to yourself and knowing that you are not stooping to their level can help you manage difficult situations.
- Find something else to do to keep yourself busy – join a lunchtime club, read a book, write in a journal, remove yourself from their presence

- Do some stress-busting activities like going for a run, doing some star jumps, doing some mindful colouring or a breathing technique
- Find something else to do to keep yourself busy – join a lunchtime club, read a book, write in a journal, remove yourself from their presence
- Do some stress-busting activities like going for a run, doing some star jumps, doing some mindful colouring or a breathing technique
- Spend time with other people who make you feel happy and who don't treat you in a way that causes you upset or hurt
- Find an activity or club where you can meet people with similar likes and values to yours



Reflections

You can't change or control other people and how they behave, you can only choose your response. Everybody deserves to be treated with care and respect. Be honest and true to yourself. It can feel very lonely when people have let you down. Look at what the young person has in place to reduce this and to cope with how they are feeling, acknowledging that this isn't always something that is easy to do but something that will help them in their recovery.



Looking after yourself exercise to close

Session overview

This session allows the young person to explore the positive things in their life and their strengths. Reflecting on our strengths helps in our recovery.

Information for practitioner

Working on strengths can be challenging, especially when a young person has been focusing on negative things in their life, so it's important to be encouraging and flexible in this session. It's about opening a chink of light that there are things they themselves can do that will help them move forwards.

Select a "Looking after yourself" exercise in advance for the close of the session.

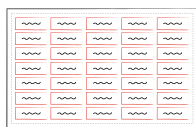
Resources needed for this session

- Characteristics cards
- Strengths and qualities worksheets

Session

Check in with the young person as to how they are since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.



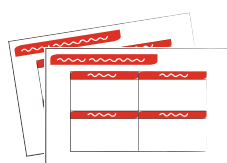
Characteristics cards

Activity 1

- Using the list of characteristics, talk about what they mean and find examples of when the young person has shown them.
- Are there any characteristics that you would add to the list?
- Identify characteristics that are important for the young person – things they have or are and things they would like to develop further.



Practitioner to reflect that the young person has many qualities to build their recovery on.



Strengths and qualities worksheets

Activity 2


- Using the cards, ask the young person to fill in the worksheets with as many characteristics as they choose. They may want to begin doing this on their own, which is fine – the practitioner can then help them when they've had a go.



The young person doesn't have to fill in three things for each point, they may struggle to find anything positive initially so the **practitioner may need to be both patient and encouraging.**



Talk through what they have put and ask them how they feel /felt for each thing. This may elicit more things to put in as you go along. Practitioner may need to be aware that the young person may not see some of their characteristics as strengths, this may need pointing out to them.

-  Practitioner can suggest that the young person might like to hold on to their cards, including blank ones, so that they can continue to add to them as they think more about their strengths.



Reflections

When we spend time thinking about our strengths and qualities our brain focuses on these positives rather than the negatives. This can help lift our mood and develop our sense of self worth.



Looking after yourself exercise to close

Wisdom	Creativity	Curiosity	Open-Mindedness	Love of Learning
Courage	Honesty	Humour	Persistence	Zest
Self-respect	Kindness	Love	Emotional Intelligence	Compassion
Calmness	Fairness	Leadership	Teamwork	Fun-loving
Ability to relax	Forgiveness	Determination	Resilience	Self-regulation
Listening skills	Appreciation of beauty	Gratitude	Hope	Social skills
Perspective	Loyalty	Logic	Responsible	Integrity

Things I am good at:	Compliments I have received:
<ol style="list-style-type: none">1.2.3.	<ol style="list-style-type: none">1.2.3.
Things I like about my appearance:	Challenges I have faced:
<ol style="list-style-type: none">1.2.	<ol style="list-style-type: none">1.2.

I've helped others by:	Things that make me unique:
<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
What I value the most:	Times I've made others happy:
<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

How I'm a good friend:	Things I enjoy doing:
<ol style="list-style-type: none">1.2.3.	<ol style="list-style-type: none">1.2.3.
Things I do to care for myself:	Times when I've surprised myself:
<ol style="list-style-type: none">1.2.3.	<ol style="list-style-type: none">1.2.3.

Targeted session: TACSA – Image taken and shared with consent then shared or shown to another person without consent

Resources needed for this session

- Scenario 1
Sam & Ali

Session overview

This is an opportunity to explore thoughts, feelings and responses when someone shares an image with another person without consent.

Information for practitioner

Along with looking at TACSA specifically this session relates back to the foundation session on relationships.

It is important to acknowledge that scenarios are never going to reflect how we might be feeling or what we might do or say in that moment, but this is a way for us to have discussions.

The scenario has been written so as to depersonalise this from the young person. Be clear that we are not asking them to share anything personal. Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.

Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any other potential impact this topic might have. The young person may not feel comfortable to take control of the session and stop if they need to. Practitioners must be aware and be prepared to pause or stop totally before any distress is caused. Utilise the looking after yourself exercises to support the young person if the session is stopped.

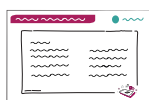
Pre-session action

Select a *"Looking after yourself"* exercise in advance for the close of the session.

Session

Check in with the young person as to how they have been since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.



Scenario 1 Ali and Sam

Before talking about specific things from this scenario ask the young person what their initial thoughts and feelings are on reading/hearing this. The practitioner needs to take a lead from the young person, based on how they are feeling.

- **What are your thoughts about the relationship between Sam and Ali?**

Discussion should include reflection on the positive aspects of the relationship along with aspects that may feel uncomfortable with. For example: they like each other, they worry about whether they are wanted, they like to spend time with each other, they share intimate images, Ali doesn't listen, Ali is complimentary, Ali uses coercion to get what they want.



It is important to highlight that this is just a snippet of a relationship and discuss whether this is reflective of relationships the young person is aware of or has had themselves.

- **Is there anything that you would say is unacceptable behaviour in this scenario?**

Discussion would include: sharing/showing intimate image without consent, lack of concern for how Sam feels, pressuring them into sending images, not listening to when they say they don't want to, no reassurance that they don't have to do anything they don't want to, behaving in a way that makes Sam feel worried – withholding replying to Sam as a way to get what they want (coercion).

Consider discussing flattery and how the buying of a chocolate bar could be very thoughtful but how there is a possibility that a gift comes with an expectation which could be coercive, abusive, controlling.

- **Does Sam trust Ali?**

Discuss Ali showing Sam the image and whether that is acceptable. Sam raised this as a worry but this is not acknowledged by Ali at all.

- **How might Sam and Ali be feeling?**

Discuss the validity of feelings and accepting how we feel when other may try to influence those feelings. It is important to recognise how feelings might manifest and be seen in our behaviours.

- **If Sam told you about what had happened what would you say?**



This is an exercise that practitioner and young person need to do together.

Imagine you are the person Sam trusted to talk to and Sam tells you what happened. What would you say? What might Sam need? What advice you would give? What might you say about their relationship?



Reflections

The reflective question on this exercise is whether we would listen to our own advice if Sam were saying it to us.

- **Does it make a difference what gender Sam and Ali are?**

Would your response be different if this was not a heterosexual relationship?



Consider different types of relationships, cultures, genders and identities in your discussion.



Looking after yourself exercise to close

Ali and Sam are 16 and have been seeing each other for the last few months.

They spend a lot of time together on Snapchat, talking and sharing pictures. They have taken and shared nudes but recently Ali has had to talk Sam into sending them.

One day in school, Ali left their friends and spent lunchtime with Sam. Ali even bought their favourite chocolate bar for Sam, which Sam thought was sweet. That night on Snapchat, Ali tells Sam that they looked amazing at school today.

Ali messages telling Sam that they look hot. Ali says "send me a picture with no underwear on". Sam replies laughing saying "you're bad".

Ali says "I was just messing" but tells Sam they want to see their body. Sam smiles but says "no, not now, I've got homework to do".

Ali says that Sam hasn't sent a picture in ages and can't help how hot they are. Sam stops smiling and says "no, you'll only show it to Alex again. I don't want to".

Ali laughs and says "go on, you know you love me".

Sam doesn't reply and soon after Ali sends Sam a picture of a sad face emoji. Ali asks if Sam doesn't want to be together anymore and questions whether Sam even fancies them. Sam says not to be silly, they love being together, but then hears nothing more from Ali.

Sam worries that they have upset Ali and ruined things between them. They've always shared pictures and talked easily.

Late that night Ali sends a naked image and says "your turn". Sam sends a picture, saying it's for them only. Ali doesn't say anything but sends the fire emoji.



Targeted session: TACSA – Image taken and shared with consent then shared widely after a relationship ended

Resources needed for this session

- Scenario 2 Ali and Sam
- What might have happened next? worksheet

Session overview

This is an opportunity to explore thoughts, feelings and responses when someone shares an image with other people when their relationship ends.

Information for practitioner

Along with looking at TACSA specifically this session relates back to the foundation session on relationships.

It is important to acknowledge that scenarios are never going to reflect how we might be feeling or what we might do or say in that moment, but this is a way for us to have discussions.

The scenario has been written to depersonalise this from the young person to be clear that we are not asking them to share anything personal. Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.

Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. Practitioner must be aware and be prepared to pause or stop totally before any distress is caused. Utilise the looking after yourself exercises to support the young person if the session is stopped.

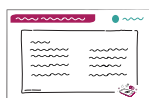
Pre-session action

Select a *"Looking after yourself"* exercise in advance for the close of the session.

Session

Check in with the young person as to how they have been since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.



Scenario 2 Ali and Sam

Before talking about specific things from this scenario ask the young person what their initial thoughts and feelings are on reading/hearing this. The practitioner needs to take a lead from the young person, based on how they are feeling.



Although we don't know much about the relationship between Sam and Ali it is clear that Sam sharing screenshots on a group chat is unacceptable behaviour.



Practitioner must be clear with the young person and stress the point that regardless of the fact that Ali shared an image with Sam, they did not consent to that being shared on and this is **NOT** their fault.

- **What are your thoughts about Sam taking screenshots?**



Practitioner to not give their views at this point, they need to listen, accept and reflect back the young person's views. Discussion must include consenting to one thing does not mean consent is given to anything else.

- **How do you think Ali might be feeling?**

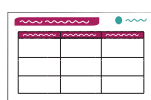
Discuss the validity of feelings and accepting how we feel when other may try to influence those feelings. It is important to recognise how feelings might manifest and be seen in our behaviours.

- **Does it make a difference what gender Sam and Ali are?**

Would your response be different if this was not a heterosexual relationship?



Consider different types of relationships, cultures, genders and identities in your discussion.



What might have happened next?
worksheet

Activity

Practitioner and young person to work together using the form to write thoughts about what might have happened next, the impact and what Ali might need.

What happened next

Consider what happened with Sam and Ali but also think about what might have happened with friends, in school with peers and potentially staff if anyone becomes aware of what has happened, police, parents, siblings and so on.

Impact

Think about how examples given can be broken down to be able to think more clearly so it isn't too overwhelming.

For example: "Ali is blamed". What does this look like? Break this down into who is blaming Ali and for what. To cover just this example of blame you will need more than one section in the table. Other examples may also need more than one section when broken down further.

- **What do you think Ali might need?**

This section will include examples of things that we can't control as they are the thoughts and behaviours of others. In these examples practitioner needs to support the young person to consider their own response and what they can control in order to cope with each situation.

For example:

What might have happened next – Ali is blamed by a teacher for having shared the image in the first place.

Impact – Ali feels hurt, to blame, sad, guilty, responsible, angry because they didn't deserve this, feels awkward around that teacher, doesn't want to go to their lesson, feels let down.

What do you think Ali might need? – For the teacher to understand that Ali didn't agree for the picture to be shared. Ali may want to be able to say this to the teacher – or may not. If Ali talks to the teacher they may hear what Ali says but they may not. Ali needs to hear from a trusted adult that this isn't their fault. Is there someone Ali could turn to? Ali needs to find a way to feel comfortable in class, could speaking to Head of Year /Pastoral Team help? Ali needs some support to manage how they are feeling, who might be there for them?



Each example can develop into new questions about what might be needed. This is an opportunity to continuing exploring what might be useful both practically and emotionally.

Other examples may include: being labelled, blamed, being or feeling as though you're in trouble (and with these examples think about who that might be and what is being said or done), changes in school classes, phone being taken away, being monitored or checked on, lonely, self-blame, ostracised by friends.



Looking after yourself exercise to close



After seeing each other for a while Ali and Sam, aged 16, aren't together anymore.

When they were together, they had shared nudes of themselves with each other on Snapchat. Sam had taken screenshots of some telling Ali they liked to look at them when they weren't together.

When they split up Sam shared images on the year group Snapchat and some people took screenshots.

What might have happened next?	Impact	What do you think Ali might need?

Targeted session: TACSA – Image taken and shared with consent then shared widely by another young person

Session overview

This is an opportunity to explore thoughts, feelings and responses when someone you trusted shares an image with other people after tricking you into believing you were in a relationship.

Information for practitioner

Along with looking at TACSA specifically this session relates back to the foundation session on relationships.

It is important to acknowledge that scenarios are never going to reflect how we might be feeling or what we might do or say in that moment, but this is a way for us to have discussions.

The scenario has been written to depersonalise this from the young person to be clear that we are not asking them to share anything personal. Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.

Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. Practitioner must be aware and be prepared to pause or stop totally before any distress is caused. Utilise the looking after yourself exercises to support the young person if the session is stopped.

Pre-session action

Select a *"Looking after yourself"* exercise in advance for the close of the session.

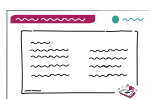
Resources needed for this session

- Scenario 2
Sienna and Josh
- What might have happened next?
worksheet

Session

Check in with the young person as to how they have been since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.



Scenario 3 Sienna and Josh

Before talking about specific things from this scenario ask the young person what their initial thoughts and feelings are on reading/hearing this. The practitioner needs to take a lead from the young person, based on how they are feeling.



Practitioner must be clear that Josh sharing screenshots of Sienna on a group chat is unacceptable behaviour as is grooming her in order to obtain those images.



Practitioner must be clear with the young person and stress the point that regardless of the fact that Sienna shared an image with Josh, she did not consent to that being shared on and this is **NOT** her fault.

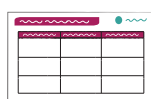
- **What are your thoughts about Josh taking screenshots?**



Practitioner to not give their views at this point, they need to listen, accept and reflect back the young person's views. Discussion must include consenting to one thing does not mean consent is given to anything else.

- **How do you think Sienna might be feeling?**

Discuss the validity of feelings and accepting how we feel when others may try to influence those feelings. It is important to recognise how feelings might manifest and be seen in our behaviours.



What might have happened next?
worksheet

Activity



Practitioner and young person to work together using the form to write thoughts about what might have happened next, the impact and what Sienna might need.

What happened next

Consider what happened with Sienna and Josh but also think about what might have happened with friends, in school with peers and potentially staff if anyone becomes aware of what has happened, police, parents, siblings and so on.

Impact

Think about how examples given can be broken down to be able to think more clearly so it isn't too overwhelming.

For example: "Sienna is blamed". What does this look like? Break this down into who is blaming Sienna and for what. To cover just this example of blame you will need more than one section in the table. Other examples may also need more than one section when broken down further.

- **What do you think Sienna might need?**

This section will include examples of things that we can't control as they are the thoughts and behaviours of others. In these examples the practitioner needs to support the young person to consider their own response and what they can control to cope with each situation.

For example:

What might have happened next? – Sienna is blamed by a friend for having taken and shared an image with Josh.

Impact – Sienna feels hurt by what her friend has said, sad, guilty, responsible, angry because they didn't deserve this, thought her friend would be supportive.

What do you think Sienna might need? – For her friend to understand that Sienna didn't agree for the picture to be shared and never thought Josh would share it. Sienna may be able to say this to her friend, but she may not. If Sienna talks to her friend, she may hear what Sienna says but she may not. Sienna needs to hear her friend is there for her. Sienna needs some support to manage how she is feeling, who might be there for them?



Each example can develop into new questions about what might be needed. This is an opportunity to continuing exploring what might be useful both practically and emotionally.

Other examples may include: being labelled, blamed, being or feeling as though you're in trouble (and with these examples think about who that might be and what is being said or done), changes in school classes, phone being taken away, being monitored or checked on, lonely, self-blame, ostracised by friends, bullied.



Looking after yourself exercise to close

Sienna has been told by her friend that Josh fancies her. She is surprised but excited that he likes her.

Josh contacts Sienna on Snapchat and they begin to chat about all sorts. Sienna is so happy; no one ever really asks about her life and interests. It feels good.

They don't really talk at school, Josh is busy with his mates and he says that he doesn't want everyone to know his business.

Sienna didn't think anyone would ever fancy her but Josh always says nice things. He tells her she is beautiful and doesn't get why she doesn't have a boyfriend already. He makes her smile.

Josh asks Sienna to send a picture of her in her underwear. He says that's what boyfriends and girlfriends do, that everyone does it, "it's no big deal".

Sienna isn't sure but Josh called her his girlfriend, and she is just so happy. She sends a picture, and he tells her she is gorgeous. Josh then tells her to send one without the bra.

At school the next day people are calling her names and laughing at her. She receives a message that includes the image she sent to Josh. When she sees him he laughs at her. She messages him asking why but he never replies.



What might have happened next?	Impact	What do you think Sienna might need?

Session overview

This is the term given when one person acts or says something to increase the chances that another person will do what they want. This session will allow the young person to explore what grooming can look like.

Information for practitioner

The difference between the type of behaviours below is about intent and harm.

You do not know what example the young person might use but be mindful to ask them to focus on something that doesn't cause them upset or harm.

Practitioner to note additional guidance within the session information.

Pre-session action

Select a *"Looking after yourself"* exercise in advance for the close of the session.

Resources needed for this session

- Chat log examples

Session

Check in with the young person as to how they have been since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.

Activity

- Think about a time when you wanted your friend or parent to do something (can be something like drive you somewhere or buy you something)
- How did you go about asking for it?
- Did you choose a particular time to ask?
- Did you start dropping hints saying how much you liked it?
- Did you choose one parent/friend over another as you felt they were more likely to do it for you?
- Did you try to enhance the connection with the person you were asking, such as talking about something you have in common or something you know they like?
- Think about your behaviour when you were asking: did you show how good you are, or describe how happy it would make you feel or offer to do something for them?
- Do you think the person you were asking was aware that you wanted something?

- **Did they do anything to resist what you wanted? (For example: a parent saying no I have to go and do the shopping, a friend saying that their dinner will be ready soon.)**
- **When and how did you know that the person’s decision to not do what you want was final?**



Reflection

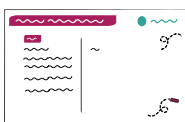
The behaviours and examples above are normal and there was no intent to cause anyone any harm, we simply looked at how we might get something that we wanted. This is normal human persuasive behaviour and because of this it can be incredibly difficult to spot when things become harmful, abusive and inappropriate.

What we do know is that people who want something from us that is harmful, abusive and inappropriate will try and get what they want by behaving in the same way BUT they don't stop when they should. They won't listen to what we want or how we feel, they will continue to put pressure on us and they will ignore our resistance whether verbal or through our actions, they are persistent, they don't care about us.



These people are groomers. This is NOT normal human persuasive behaviour, they intend to cause harm.

A groomer isn't someone we would necessarily know is a groomer when we first meet them, and **what happens isn't because of who we are or what we do**. It is important to remember that they are the ones deliberately behaving in a way that will cause harm. **We are NOT to blame in any way at all.**



Chat logs

Activity 2

Read through the examples of chat logs together and highlight comments that feel uncomfortable and/or inappropriate and highlight grooming behaviours that we have discussed – persistence, deflection, attempts to divert the conversation, flattery, inappropriate questions and comments, sexualised comments, trying to gain personal information, moving to another app/video call.

- **What do you think the young person was thinking in these situations?**






Reflection



Practitioner must be aware that victims and survivors often blame themselves for engaging in conversations or sending images and can feel complicit in their abuse. For example: “if I hadn't carried on chatting it wouldn't have happened”, “if I had said no, it wouldn't have happened.”



Practitioner to highlight in chat 1 when the groomer gives their age they ask if that is ok. This is done intentionally to place perceived consent with the young person.

-  Practitioner to make it clear that a **victim of grooming and TACSA is NEVER complicit and DID NOT choose to be harmed or abused.**
-  The chat log examples are real and it is clear that the young people chatting tried various ways to change the direction of the conversation.
-  It is important to know that saying no to someone isn't the only way to show that you don't want to do something. We can say no with our behaviour and with other words. The chat logs show that the groomer chooses not to hear these deflections and continues to persist with their own agenda.



Looking after yourself exercise to close

Chat 1

Groomer: would love to see u!!

YP: yh wish u could

Groomer: no cam on phone?

YP: no no phone at all!

Groomer: no webcam?

YP: not allowed

Groomer: y?

YP: dad caught me talkin to boy

Groomer: were you undressed?

YP: no not really

Groomer: were you in your underwear?

Notes



Activity questions - sheet that young person can read through

Chat 2

Groomer: where r u anyway?

YP: at home in TOWN

Groomer: whereabouts is that?

YP: near XX and XX

Groomer: im not too far away from u.
How old did you say u were?

YP: 15. U?

Groomer: 18. That ok?

YP: yh

Groomer: ru home alone?

YP: at the min yh

Groomer: til when?

YP: Mum be home soon

Groomer: what time?

Notes



Activity questions - sheet that young person can read through

Chat 3

Groomer: I could phone u

YP: not got phone atm

Groomer: skype? Zoom?

YP: no keeps crashing

Groomer: webcam?

YP: my brothers got it

Groomer: go get it

YP: nah, my brother is using it for work meetings.
He's just got a new job. What do you do?

Groomer: ah no. go c if he's using it, be good to
c u now

Notes



Activity questions - sheet that young person can read through

Chat 4

Groomer: been hot today

YP: yh too hot

Groomer: like being on holiday!

YP: I wish I was on holiday!

Groomer: u got bikinis to wear?

YP: yh

Groomer: or do u go topless?

YP: no way!

Groomer: everyone would be checkin u out

YP: thx

Groomer: reckon u will do it one day?

YP: myb

Notes



Activity questions - sheet that young person can read through

Chat 5

Groomer: hiya, how r u sexy?

YP: im gd ty

Groomer: where you from

YP: XX

Groomer: how old r u?

YP: 14. U?

Groomer: Yeah. 38

Groomer: you got any pics to send?

YP: not rly

Groomer: y don't u take some now?

YP: nah im just chillin after school, cba

Groomer: wont take a min

YP: im having a snack, starvin!

Groomer: go on, would love to see you

YP: nah im good ty

Groomer: if you had a cam we could watch each other

YP: watch me eat my snack? LOL!

Notes




Targeted session: It's so hard to tell someone what happened and to talk

Session overview

This session provides the opportunity for the young person to develop an understanding as to why it can be so difficult to tell when someone causes us harm. By identifying these barriers it is possible to find ways to break them down.

Information for practitioner

Practitioner needs to be aware of how the harm the young person experienced came to be known, whether it was discovered or whether it was disclosed. Both will have an impact on the young person, see the Marie Collins Foundation resource "Discovery vs Disclosure" for more information (available at mariecollinsfoundation.org.uk).

 Practitioner must inform the child that there is no expectation during this session to make a disclosure of any kind or talk about the harm they have experienced. The activity has been depersonalised so the young person is thinking of someone else and not themselves although they may choose to apply it to their own situation.

Practitioner to note additional guidance within the session information.

Pre-session action

Select a "Looking after yourself" exercise in advance for the close of the session.

Resources needed for this session

- Pens
- Brick wall worksheet
- Illustrations of young people

Session

Check in with the young person as to how they have been since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.




Worksheets

Activity

Cut up the brick wall sheet of paper so you have individual bricks.

Writing on one brick at a time both practitioner and young person to consider **what might prevent a young person from telling someone about the harm they have experienced through technology.**

As each brick is written place it over the image of the young person.

 Before being written onto the brick, practitioner must support the young person to break down the examples to be able to understand what the barrier truly is.

The following shows how we would break down an example the young person might give into a number of bricks.


Young person says "scared of what might happen."


This could be broken down into places e.g. at home, school, online.

Each of these could be broken down to include different people e.g. at home being mum or grandad.

The people could be broken down into what they might say or do e.g. mum thinks it is my fault and has taken my phone away.

Other examples to consider and break down may include: worried about getting into trouble (parents, family, school, police, with groomer/offender); feeling to blame; not being believed; don't know how someone will respond; trusting someone; finding the right time, place, person; embarrassed; being unable to find the right words; shame; don't know how to say; didn't know who would help; thought I could handle it myself; thought I would be taken away from home; told that I would not be believed; it would cause arguments; it would be dismissed.

 Practitioner to be aware that groomers manipulate young people to believe they are making choices and will blame them. They may hear things such as: no one will believe you, you started this, everyone does it, I didn't make you, it was just a joke, people will be disgusted with you. This will compound any feelings of self-blame. These would also be barriers.

 Practitioner must consider that practitioners and services can also be a barrier even in ordinary conversations whether about harm or not. What we say and do and how we behave will affect the strength of the connection that is built. The unconditional positive connection we have with a young person – without distraction – is what enables them to trust us.




Reflection

The activity will provide a visual representation of the barriers in front of the young person that keep them from talking to others. Be mindful that this is very isolating.

However, as much as a wall can be built it can also be destroyed. That can be a daunting prospect and may take time.

- **How might we take the wall down? What can destroy the bricks?**

This may have been discussed as the bricks built up, if so, reflect back on those discussions or begin a new discussion.


 Practitioner needs to demonstrate the deconstruction of the wall to ensure the visual aid is understood by the young person as this represents the notion of recovery.

Some bricks we can take away in one go for example: "I don't know who to talk to" – discussion on identifying a trusted adult. This could be written on the back of the brick and referred back to if necessary.

Other bricks we may not be able to remove in one go. We may need to chip away part of the brick. For example: "It's my fault." Bring told it is not your fault won't

remove the brick but hearing this will start to chip away at it. Practitioner to tear a piece of the brick away to demonstrate this can still have an impact. The more we hear this the more we believe it and the more the brick will erode.

- **What else could be done to make holes in the wall and make it easier for us to tell someone what happened?**

-  Include what the young person as well as others can say or do. This can also include the "Looking after yourself" exercises within these sessions.



Reflection

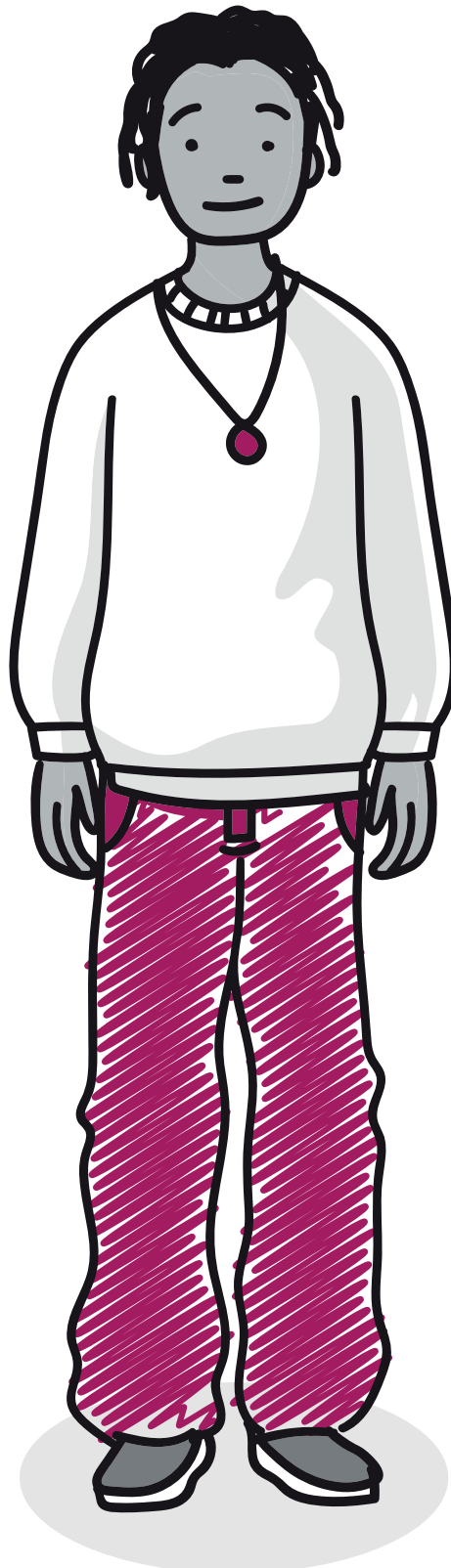
By breaking down our fears we take some control back and those fears may not seem as powerful.

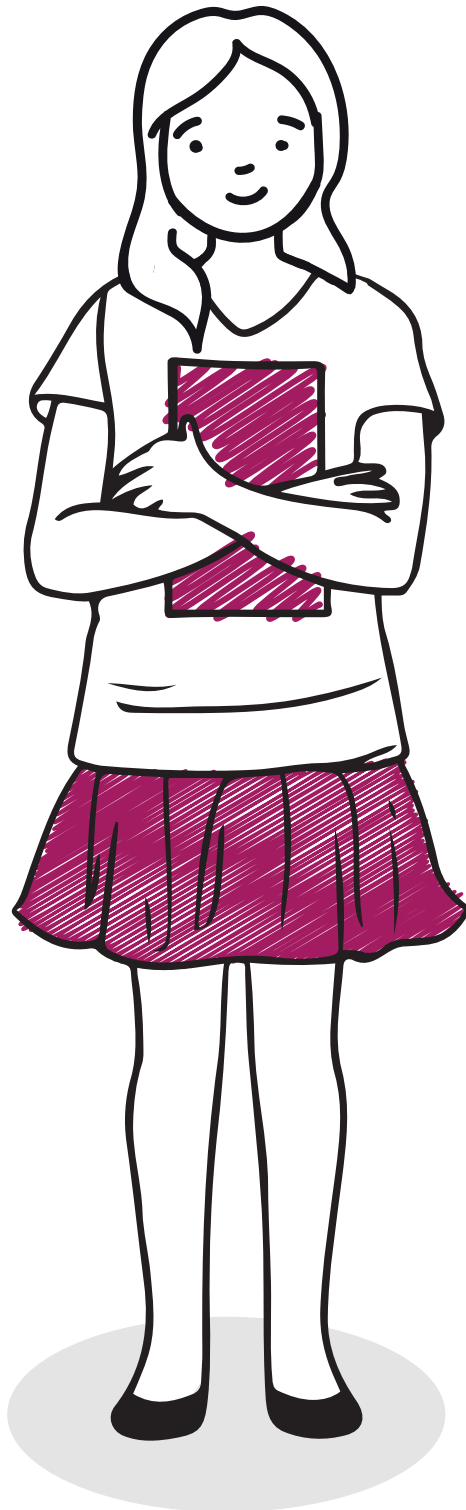
We may find ways to be able to access support having thought more about what stops us.

We all have barriers to communicating about different situations and while we may not remove every brick being able to identify them can help us to connect better.

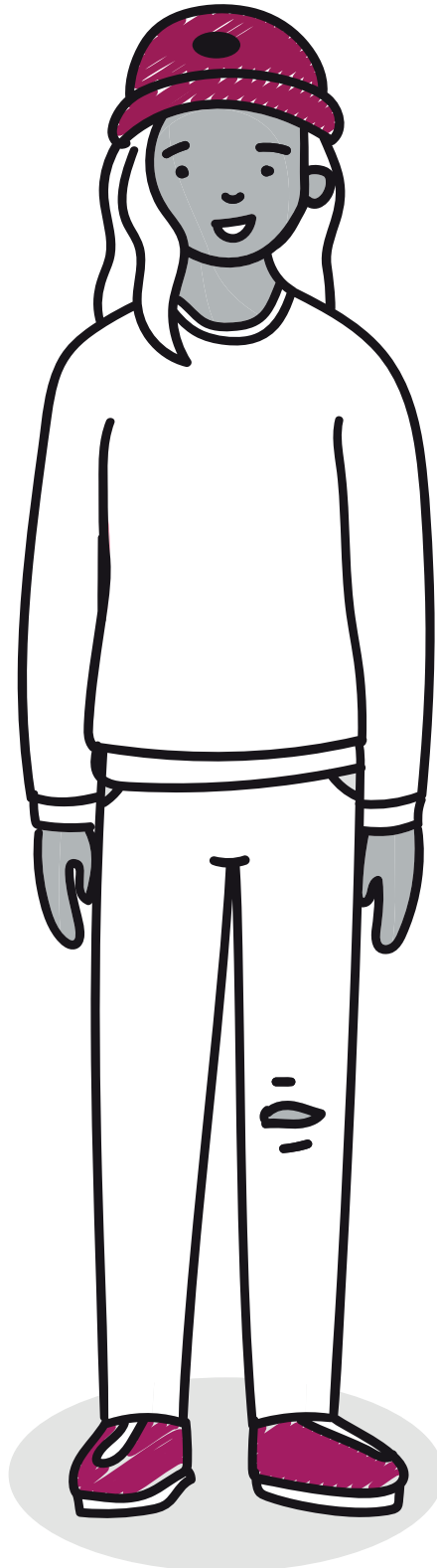


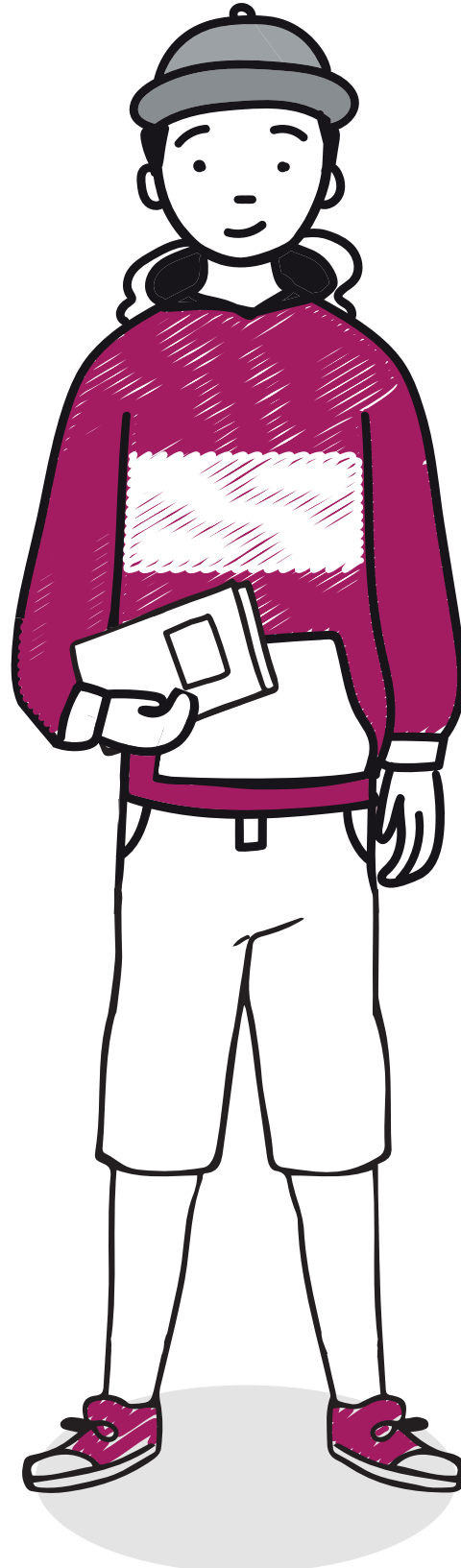
Looking after yourself exercise to close

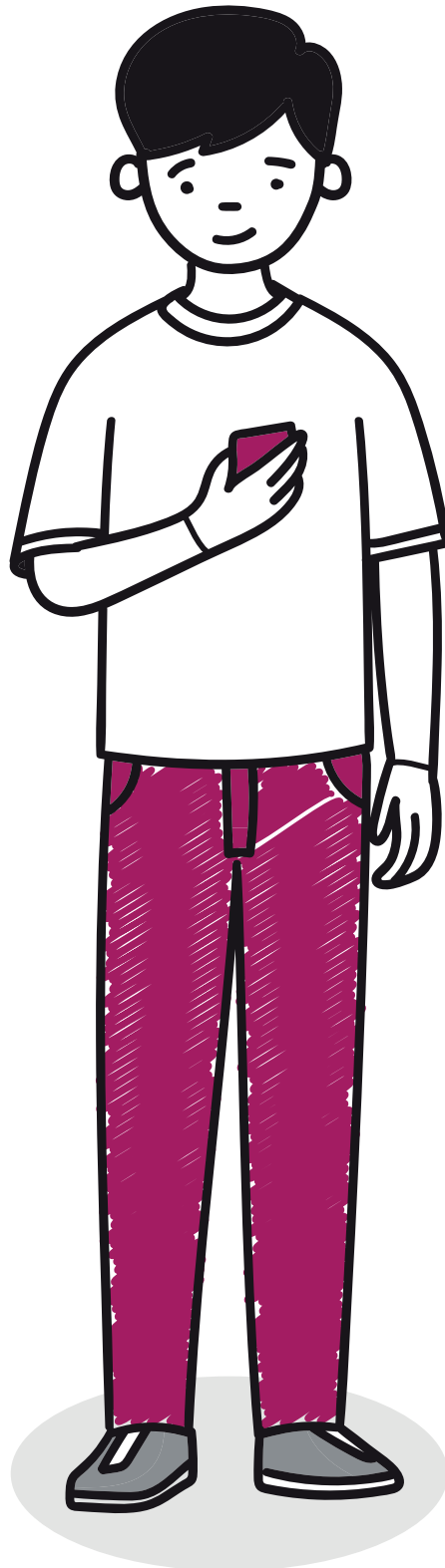


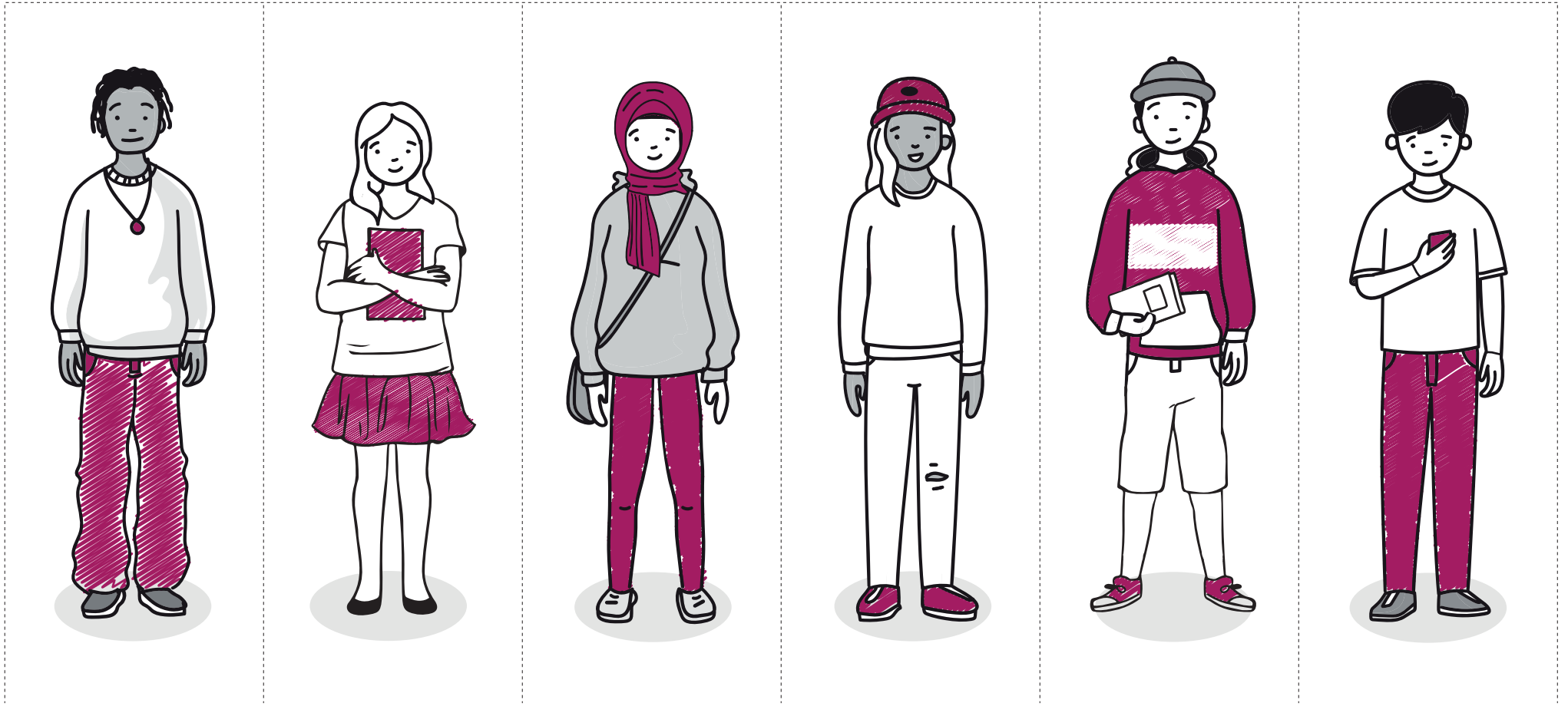


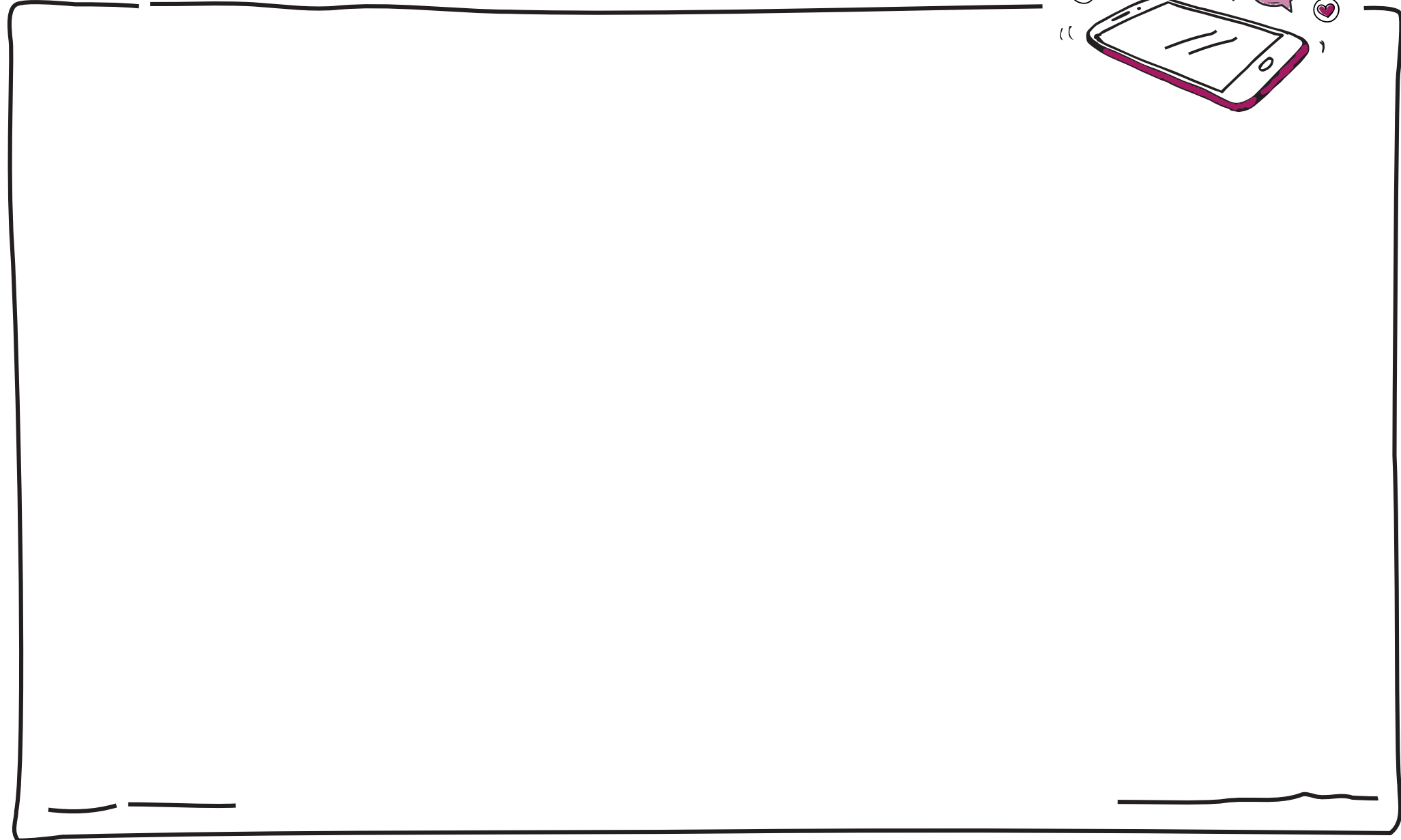












Targeted session: Financial exploitation, or 'sextortion'

Session overview

This session looks at how anyone can be manipulated and blackmailed or exploited and how quickly this can happen. It provides an opportunity to discuss what this might look and feel like and what we might do.

Information for practitioner

The scenarios have been written to depersonalise this topic from the young person



Be clear that we are not asking them to share anything personal.



Be aware that there have been a number of young people who have died by suicide where there has been financial exploitation/sextortion after sharing an image or where a deep fake image has been created. Be aware, if appropriate, of signposting the young person to support from **ChildLine**, 0800 1111 childline.org.uk, **Hopeline247** 0800 068 41 41 papyrus-uk.org/papyrus-HOPELINE247, and **CEOP Report**, ceop.police.uk/ceop-reporting



Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.



Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. **Practitioner must be aware and be prepared to take a time out or stop totally before any distress is caused.** Utilise the looking after yourself exercises to support the young person if the session is stopped.

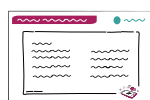
Pre-session action

Select a "*Looking after yourself*" exercise in advance for the close of the session.

Session

Check in with the young person as to how they are since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

Inform the young person what we are going to do in this session, sharing the overview.



Scenario 1
The woman
and the bank

Activity

Read *The woman and the bank* scenario and discuss what happened to her.

Consider the following moments from the scenario:

- **How she might have been feeling at the time of the call.**
- **The pressure that was put on her to rush.**
- **The feeling once she had done as she was asked.**
- **When she noticed the money had gone.**
- **When she spoke to the bank.**

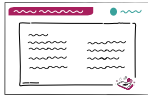
Resources needed for this session

- Scenario 1 - The woman and the bank
- Scenario 2 - The young person and the picture



Reflections may include:

Feeling tricked, falling for a scam, losing money, feeling foolish, shame, fear and panic, feeling sick. There may be positive reflections at times for example relief at 'the bank' helping them.



Scenario 2 The young person and the picture

Now read *The young person and the picture* and discuss what happened.

Consider the following moments from the scenario:

- Meeting and getting on with someone online.
- How they felt when things got spicy.
- When asked for a picture and in receiving her naked image.
- Feeling rushed into sending a picture before the chat ended.
- Being told they needed to send money straight away and the screenshot of their contacts.
- Who might the young person have talked to?



Reflections may include:

Much of the same as the previous scenario. Discussion can be opened up around feeling connected to someone and the giving and receiving of intimate images.

- How do we feel about what happened to the woman and what happened to the young person?



It is important to draw upon the parallels in the stories and in how quickly a situation can change and how anyone can be tricked and coerced. When someone puts pressure on us by deliberately causing fear and panic it is difficult to think clearly.

- In situations like these, how might you find ways to gain control of the situation and find some time to think before responding?



Practitioner must make it clear that this isn't about blaming the woman or the young person.



Reflection

It is normal to worry, feel scared and to panic when someone puts pressure on us and gives us no time to think. It isn't always obvious what someone's intention is, we naturally want to believe the best in people especially if they are offering to help in some way or if we connect with them. Being manipulated by someone can happen to anyone, you are not to blame.



Looking after yourself exercise to close

A woman receives a phone call from her bank saying they believe her card has been used by someone else and there is a payment on it they need to check. She is asked to confirm her full name, post code and bank details. She isn't sure but she is reassured by the person on the phone that it is part of their security to check these details out. She says that maybe she should check her banking app but is told that it won't show up as she is calling from a different department in the bank and that she needs to verify her identity so she can stop

any more money leaving her bank account, saying that we "need to move fast". The woman provides the information needed to secure her account and the call ends with the bank saying they will issue her a new card number.

Later that day the woman logs into the banking app and finds £500 has been taken. When she calls the bank she is told that no-one from the bank has made contact with her and that would never ask for bank account details as security.





I met someone online last night, we chatted and shared memes and selfies and got on really well. It got a bit spicy. I said I needed to go soon and she asked me for a picture of myself naked. I wasn't really sure but she said she wanted it so she could think of me tonight. She sent me a picture of herself with no clothes on and said it was my turn. So I sent one. It went a bit quiet, I wasn't sure if she liked the picture, or me. I asked if she was still there and she replied with a screenshot of my contacts from my socials and said I had to send money tonight or she would send the picture to all of them. She said I needed to do it straight away or she would send the image.

Targeted session: "Who has seen it?"

Coping with an image being out there

Session overview

This is an opportunity to talk about the young person's fears when an image of them has been shared and to help them with their thoughts and feelings around this.

Information for practitioner



Only choose this session if the young person is willing and comfortable to explore this topic as it will be specific to their experience.



You MUST reassure them that you have not seen any images and won't – this session is about helping them address their fears and moving towards recovery.

This session refers to Report Remove tool developed by IWF (Internet Watch Foundation) and NSPCC. **Ensure you are aware of the tool and how it works.** Information can be found **Report Remove (iwf.org.uk)**

Pre-session action

Select a "Looking after yourself" exercise in advance for the close of the session.

Resources needed for this session

- Emotions wheel
- Feelings statements cards

Session

Check in with the young person as to how they are since your last session together. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

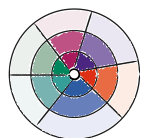
Inform the young person what we are going to do in this session, sharing the overview.

Report Remove tool

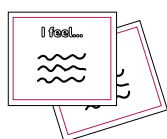
Explain to the young person that before you look at the activity in this session that you want to share information on Report Remove tool. You may want to check if they know what this is.



It would be beneficial to look at information on the tool together using the ChildLine link. The tool is a way in which the young person can take positive action to report and remove any sexual images or videos of themselves. They can access further information on the ChildLine website here: **Report Remove | Childline**



Emotions
wheel



Feelings
statements
cards

Activity

Using the emotions wheel from the *foundation session Managing and understanding emotions* ask the young person to pick some of the emotions that come up for them when thinking about the image being shared.

- **Using blank cards, encourage the young person to write feelings statements based on these emotions. For example, I feel scared that more people will see the image; I feel angry with [the person] for sharing it.**



Acknowledge and validate all the emotional responses to the situation – these emotions are entirely understandable.



Refer back to the session Managing and understanding emotions when we talked about these emotions in terms of their **feelings**, what happens in their **bodies** and what **behaviours** come from each emotion.

- **Taking each card from the above activity consider how each one might present in terms of their bodily sensations and behaviours. Add these to the cards.**
- **What might they need to help with each feeling?**



Reflection



Acknowledge that we know it is distressing that anyone has an explicit image that should not have been shared, though it is worth remembering that although it feels like it is 'out there' and everyone has seen it, it likely hasn't been seen by as many people as we fear it may have.



Reassure the young person that they are not the image, that it does not define them.

Practitioner to consider one of the following stories to share with the young person.

- **Many years ago a young journalist was very excited to see his first byline in the local paper. He was so proud to have his name in print and felt like he had finally arrived. His life was going somewhere. Fame at last. The very next day was Friday, when the journalist and his family would order fish and chips from the local van. In those days, fish and chips was always wrapped in newspaper and our young journalist was horrified to see his own byline wrapping his dinner. It had taken just 24 hours for his glorious newfound fame to have become yesterday's news.**

OR

- **It is said that King Solomon once charged his wise men to invent for him a sentence, to be always on display, and which should be true and appropriate in all times and situations. They presented him the words: "And this, too, shall pass..."**



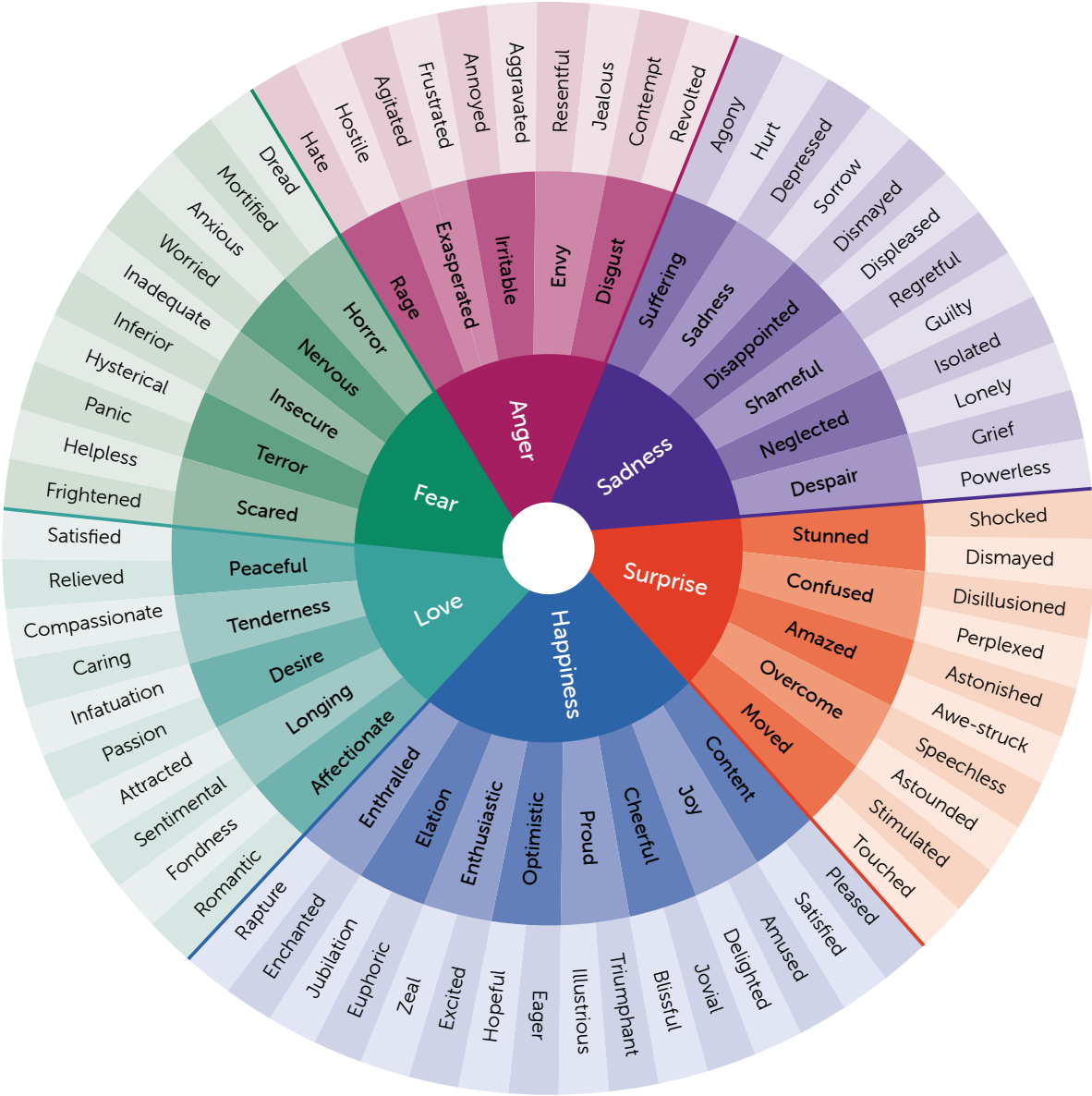
The second story brings with it a phrase that the young person may find helpful to remind themselves that it won't always be like this.



Looking after yourself exercise to close

(Circles of control would be useful to revisit here or the hero's journey)

Emotions & feeling wheel



I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

