Positive and Protective
Self protection - Disability

Facilitator Kit
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Information for the facilitator
This workshop has been written to be delivered to foster and kinship carers working within the Child Protection System. Your audience may also include staff from the following services: Child Safety services; Foster / Residential / Alternative care services; other staff that work with carers or with children and young people in care. Facilitators will need to draw on the content knowledge of the target group to provide relevant examples and anecdotes throughout the training. It is recommended that you are familiar with at least the following readings:

- Other resources for parents and carers are available to download from True Relationships and Reproductive Health at [http://www.true.org.au/Resources/All-Resources?retain=true&RefineModule=891&StartTax=26](http://www.true.org.au/Resources/All-Resources?retain=true&RefineModule=891&StartTax=26)

Preparation checklist - Have you?

- read through the Facilitator Guide and PowerPoint slides
- read through the Facilitator Notes to get more information regarding activities and discussion
- read relevant readings/research
- chosen relevant activity resources from the approved activity library

Symbols used in the guide to help facilitators tailor the presentation to the audience
When you see the following symbol:

Provide examples, anecdotes, statistics, scenarios here to make the content relevant to your audience.

This activity asks participants to be active and involved. Reinforce the working agreement to maintain a safe environment for people to participate. Participants have the right to pass if they feel uncomfortable.

This activity asks participants to do a written activity in their participant workbook

Support for participants

This course addresses issues of sexual abuse. The information and/or discussion may be challenging for participants and may trigger traumatic memories and experiences for some people. Particular groups may be more likely to experience emotional responses, especially if the children and young people the staff work with have experienced abuse and neglect. As the facilitator, it is important to be prepared to respond to the needs of participants.

- take the time to raise this issue in Group Working Agreement
- acknowledge emotional responses and the gravity of sexual abuse
- dispel myths which may contribute to misinformation / misinterpretation
- know and have available the names and referral details of relevant support / counselling services in the area
- be prepared to talk with people during breaks
- encourage participants to seek support if required and to employ self-care strategies

Facilitator Guide
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
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| REGISTRATION | • Check off attendance list as people arrive.  
• Distribute nametags.                                                | Attendance list  
Name tags / pens |
| 10 min | INTRODUCTION                                                             | SLIDE 2 – Course outline              |
|       | • Introduce yourself to the group and acknowledge the traditional custodians of the land.  
• Discuss housekeeping details – toilets, smoking areas, emergency exits, break time, start and finish times.  
• Show SLIDE 2 – Course outline and discuss facilitators’ role, including debriefing, referring people if needing support, taking responsibility for your own learning. Remind participants that discussion will take place during the workshop regarding sexuality, sexual development and sexual abuse. These topics may be confronting for some participants. It is important to acknowledge this and remind participants that they may need to use self-management skills throughout the day. The facilitator can make themselves available during the break or provide referrals for support if required.  
• Talk about the Participant workbook that each participant will receive. This will be used throughout the day and will assist participants in making notes or documenting key points.  
• Brainstorm a group working agreement. Write this on poster paper and display for participants to see during the workshop. Remind participants that they are participating in their role as foster/kinship carers to renew or learn new skills for working confidently with the children and young people in their care. They are not here to disclose personal information. Write up other rules as they arise.  
• Ask participants to introduce themselves to the group and explain what they hope to get out of the workshop that will be relevant to their role as a carer.  
• Ask for a general indication of how long people have been involved in the child protection sector, ie, 0-5 years, 5-10 years, 10 or over. Reflect back to the group that between everyone in the room there is a lot of experience in supporting children in care, and that most often it is the interaction that participants can have with each other that is the most valuable part of a workshop like this one. | Facilitator notes - Group working agreement  
Poster paper  
Blu tac  
Pens |
| 5 min  | SEXUALITY                                                                 | Whiteboard / Poster paper and pens |
|        | Before we start talking about sexuality and self protection, it is valuable to think about what sexuality means to us and what is might mean to others. It is essential to establish what sexuality is and what is ‘normal’ sexual behaviour and development, to accurately identify and proactively respond to sexual behaviours that may be concerning or offending.  
Activity: Sexuality brainstorm  
Purpose: To establish definitions of sexuality.  
• In pairs (or whole group) ask participants to discuss, What is Sexuality?  
• Bring discussion back to whole group and write responses on the whiteboard. |
- Process physical, social, emotion, spiritual aspects and link responses to definitions used in the following slides. This is an important task to clearly process with participants, remembering to highlight the holistic nature of sexuality. Clarify with participants that sexuality is far more than just a physical activity.

- Show SLIDES 3-6 – What is Sexuality?, “Sexuality is, What is sexuality? and Sexuality components

<table>
<thead>
<tr>
<th>HANDOUT – Participant workbooks</th>
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<tbody>
<tr>
<td>Workbook activity 1 – What is sexuality?</td>
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This workshop for foster/kinship carers focuses on sexual behaviour not on violence, swearing, spitting etc. However, some of the same principles can apply to other behaviours. This workshop will be talking about and using only examples of sexual behaviour.

### SOCIAL LEARNING

Social learning is one way we gain information about how to behave through observation and experience.

- Ask participants how, when and where we learn about sexuality? Remind participants that this activity is not about personal disclosures, rather just ideas regarding the journey of people learning about themselves as sexual beings.

- Show SLIDE 7 – How do children and young people learn about sexuality and relationships?

  What messages about sexuality might a child or young person pick up from their experience of the world? Use the topics on the slide to guide the discussion, ie, child, family, peers, school and society. Discussion could include interaction between genders; male/female roles, shame, identity, sense of belonging, educational opportunities, systems abuse, impact of poverty, sexuality being a taboo topic, community/family structure.

  *Even when we think we’re not teaching about sexuality, children are learning. Is this the only way we want children and adolescents to learn about sexuality?*

- Workbook activity 2 – Social learning and sexuality

- Show SLIDE 8 – Ecological model of behaviour

  This model shows how the relationships and social interactions closer to the individual have a greater impact, but also reminds us that there are other influences occurring across the broader social and cultural context. It can help reinforce that if we are to support children and adolescents, especially those with sexual behaviours of concern, we need to be working across a number of levels to give clear and consistent messages. For example, if a school is providing behaviour support to a child, it is important for staff to work with the child, his/her family/carers, other students, the wider school community and relevant community services.

### VALUES AND ATTITUDES
It is important to also recognise that our values and attitudes influence our behaviour. Therefore it is vital to be aware of our own personal values and attitudes in order to develop clear professional boundaries and a positive approach to supporting healthy sexuality.

- Show SLIDE 9 – How do you manage your personal values and beliefs in your professional role?

  Process this slide, simply by asking participants to examine their personal values, beliefs and attitudes. Complete

- Workbook activity 3 – Values and attitudes
  - Show SLIDE 10 – Guidelines for values discussions
  It is essential to be aware of your own values, attitudes and beliefs about sexuality in order to manage responses to sexual behaviours in positive and supportive ways. As foster/kinship carers, it is important to support children and young people to develop their own beliefs, decision making skills, tolerance and respect for diversity.

### 10 min

**RATIONALE FOR SELF PROTECTION EDUCATION**

Self protection education is about providing children and young people with information and skills that can help prevent child abuse, without making children frightened of their world. Whilst it is the adult’s responsibility to create safe environments and help children be safe, there are some skills children can be taught to help minimise the risk of sexual abuse.

Self protection education involves teaching topics such as assertiveness, feelings, relationships, body awareness, rules about touch, types of touch, knowing how to identify unsafe situations and how to get help from trusted adults.

Children and young people may have complex and diverse needs in the area of self protection education. The following slide further explains the need for self protection education.

- Show SLIDE 11 – Rationale for self protection education
  Self protection education is for everyone. This is inclusive of young people who may have harmed others with their sexual behaviour as well as young people who have been harmed.

- Show SLIDE 12 – Benefits of self protection education
  - Explain to participants the need for a clear rationale. Having a rationale can help clarify the importance of self protection strategies as well as identify the needs of the young people to be supported. The rationale can also highlight self protection strategies as a basic human right as well as for assisting young people in care to be offered clear and accurate information

- Workbook activity 4 – Rationale for self protection education.
  Sexuality and self protection can be challenging topics for parents / carers to address with young people. One of the common barriers to talking about these issues centres around a lack of clarity and confidence of adults in a child’s life – particularly when that child is in care.
Discuss as a group reasons why sexuality and self protection issues may not be addressed, eg, no policy, not my role, fear of triggering abuse memory.

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<thead>
<tr>
<th>10 mins</th>
<th>INCREASED VULNERABILITY</th>
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<tbody>
<tr>
<td></td>
<td>Ask participants why sexuality education is important for children and young people with disability?</td>
</tr>
<tr>
<td></td>
<td>Show SLIDE 13 - Relationships, sexuality and disability Refer to facilitator notes to process</td>
</tr>
<tr>
<td></td>
<td>The final point in this slide refers to increased vulnerability to sexual abuse, continue discussion by showing the following</td>
</tr>
<tr>
<td></td>
<td>Show SLIDES 14-15 – Example of touching contact for a child without a disability and Example of touching contact for a child with a disability</td>
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These slides give us a visual representation of one of reasons that children and young people with disability are more vulnerable to experiencing sexual abuse. You could generate discussion with the group about some of the other reasons.

- Workbook activity 5 – Increased vulnerability

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<th>15 mins</th>
<th>SEXUAL ABUSE AND SUBSTANTIATION OF ABUSE</th>
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<tr>
<td></td>
<td>Show SLIDE 16– What is sexual abuse?</td>
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<tr>
<td></td>
<td>It’s important to establish a definition of sexual abuse. The facilitator may choose to ask the group this question first before showing the slide, to elicit discussion and then use the slide to process. Discussion might include: the importance of using accurate language (it describes and acknowledges the seriousness of abuse), legal framework (see Facilitator Notes), adult to child + child to child ('sexual assault' refers to adult to adult harm).</td>
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<td></td>
<td>Show SLIDE 27 – Prevalence of sexual abuse</td>
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<td></td>
<td>Professor Freda Briggs speaks about sexual abuse as the most common crime in our society today while also being the most commonly denied. This quote may provide base for brief discussion. Allow participants time to process and encourage discussion about each point. Acknowledge that sexual abuse most frequently occurs in the context of relationships, thus making it a very complex issue. This is a significant factor for children and young people disclosing abuse; for adults reporting and for ensuring appropriate support and therapy is provided for survivors of abuse.</td>
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<td>Statistics show that many children in care may have already experienced sexual abuse prior to coming into care. Information about abuse is not always given to the carers, eg, a child in care may have experienced sexual abuse but have been removed from their biological family for other reasons.</td>
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<td>In one study 42% of children had experienced abuse and this information was not given to carers (Farmer and Pollack, 2003, p104). Some information suggests that children who have already experienced sexual abuse once may be more likely to be victims/survivors again if they are not assisted to be safe. It is also believed that children in care or who have been in care are at greater risk of experiencing sexual abuse than their peers who are not in care.</td>
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- Show SLIDES 18-19 – Indicators of sexual abuse

Generally, we are looking for clusters not just individual indicators. If we suspect harm or abuse, it is our responsibility to report it – we want to make it stop!

- Workbook activity 6 – Sexual abuse

- Show SLIDE 20 – Substantiations of abuse

This information relates to the substantiated types of abuse once a child enters the child protection system. Point out that often when there is one type of abuse there are also others. The statistics for emotional abuse include children and young people that have witnessed domestic violence.

- Show SLIDE 21 – Queensland children receiving child protection services

- Accurate statistics regarding children in care and sexual abuse are difficult to establish. This is due to several factors:
  1. high rates of non-disclosure of sexual abuse,
  2. sexual abuse not being recorded in child protection statistics when sexual abuse is not the primary reason for child protection orders or
  3. under reporting of incidences of sexual abuse.

- Show SLIDE 22 – Substantiations by age and sex

- Ask the group why they think the younger age group has a higher rate of substantiated cases of abuse.

- Some discussion points could include:
  - Age – often a factor that child protection workers take into account when determining how to respond. The younger a child the more vulnerable they are perceived to be.
  - Stringent policy and procedure for children under the age of 12 months – including response times.
  - More monitoring/potential medical intervention for younger children – therefore more likelihood of abuse being reported or picked up.

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5 mins

**TRAUMA INFORMED PRACTICE**

_Truma experienced in childhood and in early adulthood is increasingly being recognised as one of the primary social determinants of health and wellbeing. This is because violence and abuse experienced by young people can have severe, pervasive and lifelong effects on their health, ‘identity, relationships, expectations of self and others, ability to regulate emotions and view of the world’_

Elliott et al. 2005; as cited in NSW Kids and Families (2014, pg. 97)

Show SLIDE 23 – Trauma

Many children and young people in care will have experienced trauma as a result of abuse and neglect prior to coming into care. It is important that carers have an understanding of how this trauma may impact on their learning about relationships and sexuality.

Show SLIDE 24 – Principles of Trauma Informed Practice – these principles utilise a strengths based approach when working with children and young people
with trauma backgrounds.

Show SLIDE 25 – So what does this mean for relationships and sexuality?
Children and young people with trauma backgrounds still have the potential to be resilient and develop a healthy sexuality and self concept. It is also important that assumptions are not made about sexual behaviour always being as a result of having experienced abuse. Refer to the following recommended readings for further information,


RESPONDING TO DISCLOSURES

A disclosure is when someone communicates they have been/are being sexually abused. Disclosure of sexual abuse is often a complex process, but it is also a critical time in initiating intervention to stop abuse. Children and young people can disclose that they have experienced abuse in a number of ways. Sometimes it can be through behaviour or it might be a direct verbal disclosure. Disclosures can be received when talking about self protection. Remember to take all disclosures seriously, believe the child and follow policy and procedure to ensure safety of the child that is being supported.

- Show SLIDES 26-27 – Disclosure and Process of Disclosures and discuss (Refer to Facilitator Notes – Disclosures for further information).

Provide examples to engage participants in discussion. There have been many examples raised in the Royal Commission into Institutional Abuse. Discussing these examples may open up group discussion about the complexity of child sexual abuse.

When we consider the historical context of secrecy surrounding sex and sexual abuse, we can see that there is also a history of avoidance and denial. Changing this cycle of denial and abuse requires us to listen, understand and act to protect children and young people from abuse.

ACTIVITY: In pairs or small groups, discuss and make a list of some of the reasons a child or young person might not disclose abuse, or withdraw their disclosure. Also make a list of reasons why a parent/carer may not disclose/report abuse.

- Show SLIDE 28 – Responses to a disclosure

A child might feel discouraged when disclosing because of the inappropriate response from the person they disclose to. An inadequate initial response may mean that the child does not attempt to disclose again, fearing what reaction they will receive. It is important for people to listen and support the child without being the investigator. It is important to take notice and inquire as to what has happened in order to let the child know you have listened and taken them seriously and so that you have the details to report and put in place support.
Ask participants if they are familiar with the disclosure policy for foster and kinship carers. What does it require them to do? Where could they find information about this? The Carer Handbook is a valuable source of information.

Acknowledge that at times the subject of child abuse can be a difficult one to think about. Remind participants that the facilitator is available during the break if participants need to debrief following this session.

### REDUCING THE RISK OF SEXUAL ABUSE

**Activity: Reducing the risk**
- **Purpose:** To identify strategies that may reduce the risk of sexual abuse children and young people in care.
- **Workbook activity 7 – Reducing the risk**
  - Ask participants to form four groups. Allocate each group one of headings below.
    - Children in care
    - Foster/kinship carers
    - Organisations
    - Society
  - Participants should write their ideas for what strategies that these four groups can implement to reduce the risk of sexual abuse to children and young people in care. Exercise 3 in the Participant workbook can be used to record ideas.

Briefly process each group’s ideas as a large group. Refer to, *Facilitator notes: Reducing the Risk* for further examples.

### BREAK

**WHERE TO START?**

Sexuality education is about supporting a child’s sexual development in a gradual, safe, healthy and positive way. Teaching about sexuality and self protection is an ongoing responsibility, not just a ‘one-off’ talk about the ‘facts’.

As carers, you can support the development of self protection skills through your everyday interactions with the children in your care.

Show SLIDE 29 – *Before starting conversations about relationships and sexuality* and discuss. It is important to have a very clear rationale for communication about relationships and sexuality; this includes letting the child or young person know why you are talking to them about this and who else they can talk to about these topics. It’s also important to let the child or young person know they can end the conversation at any time.

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</tr>
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</table>
Show SLIDE 30 – Relationships and sexuality education involves teaching children about:

- Discuss where participants think may be a good place to start a self protection program with children and young people.

Let participants know that there may be different starting points for talking about self protection but that in today’s workshop we will start with bodies and being private.

- Workbook activity 8 - Self protection education topics

20 min

1. Talking about bodies and being private

- Ask participants to brainstorm why we talk about bodies in a self protection program.

One of the most important and effective strategies to support healthy sexual development is to use correct/scientific language for private body parts when talking with children and young people. This can be done from birth and used during everyday experiences, like bathing, toileting and nappy changing.

Using correct/scientific language for body parts normalises these body parts, gives messages that these body parts are not embarrassing or shameful and communicates that it is ok to talk about these parts.

Using correct/scientific language provides children with a vocabulary to communicate about their bodies in clear, accurate terms, to ask for help if they need it and to be understood by staff, parents and carers. It is important for some children and young people that their home language or traditional language is valued. This can be done in conjunction with learning correct/scientific language.

- Show SLIDES 31-32 – Body parts and body ownership

- Show SLIDE 33 – I have the right to be safe booklet (available to download from www.true.org.au)

- Some children and young people may not have heard of or used scientific language for private body parts. They may perceive that they will get in trouble for using correct terminology. Use of correct language by carers and adults will support children and young people to learn correct words and use them when communicating.

Discuss the effect of language on values. Mention use of appropriate language, assumptions implicit in some euphemisms and the effect of these. Emphasise the role of foster/kinship carers to use correct language rather than child like language or slang.

- Slang terms that some children use for body parts need to be acknowledged while reinforcing that using correct words is also important. Examples of correcting slang terms (C=Child, A = Adult)

  C: I see your boobies.
  A: Yes, all women have breasts. If child is young and female, When you grow up, your breasts will grow larger, too.

  C: My Daddy has a pee pee.
  A: That’s right! And the other name for it is a penis. That’s the word we use
Use learning moments to put the child’s actions into words:

**C:** Pointing to his own erect penis, *What’s that?*
**A:** *That’s an erection. All boys and men get them sometimes. It will go away soon.*

**C:** Examining an anatomically correct doll
**A:** *Are you looking inside the doll’s vagina? or, Are you washing the doll’s testicles?*

- Encourage participants to be aware of the policies and guidelines on the use of correct language.

**Demonstration: Naming body parts**

**Purpose:** To identify the names and functions of private body parts.

*This is a simple activity that participants can do at home with a pen a paper.*

- This activity involves drawing, labelling and describing the functions of body parts. Draw two outlines on the whiteboard or on poster paper. These may look like the outline of a gingerbread person.

- Ask participants one at a time to name a body part that is missing. This may be any part of the body including eyes, ears, hair and mouth. Ask the participant to come up to the outline and draw the body part that they have nominated onto one or both of the body outlines. Ask the participants to describe the function of the body part, for example eyes are for seeing, winking, pulling a funny face and crying. This helps to highlight the importance of each body part.

- Some people may mention the private parts of the body straight away. When conducting this activity with young people, they may be similar or they may avoid talking about the private parts. Accept each body part suggestion, if clothes are mentioned tell participants that the body outlines are in a private place, like the bathroom and it is ok to have no clothes on. This encourages participants to see that private parts of the body are just as normal and important as other parts of the body.

- When private body parts are suggested choose one of the body outlines to be female and one to be male. Draw the private body part. Write the name of the private body part. Describe the function of each body part to reinforce that all body parts have a purpose. Female private parts to include: breasts, nipples, vulva and vagina. Male private parts to include: penis, testicles, and scrotum. For both male and female, discuss bottom and anus.

**Being Private**

*When talking with some children and young people it is important to emphasise the rules about being private. When we talk about public and private, this refers to teaching children and young people about public and private body parts, places, behaviours and discussions/talk.*

- Ask participants how they would define a public place.

- Public definitions:
  - A public place is an open door place or outside where people can come and go.
  - Public behaviour is any behaviour that is generally accepted as appropriate for public places, for example, shaking hands and hugging.
  - Public parts are the body parts that do not need to be covered when other
people are around, for example, faces and hands.

- Ask participants how they would define a private place.

- Private definitions:
  - A private place is where people can take their clothes off without anyone seeing, usually with a closed door and curtains.
  - Private behaviour happens in private places. Examples of private behaviour are looking at or touching private parts, going to the toilet, bathing.
  - Private parts are the body parts that people do not usually show in public.

- **Workbook activity 9 – Talking about bodies and being private**

- Show SLIDES 34-35 – Public sign and Private sign
  These are examples of a concrete resource that participants can use with the children and young people in their care. The private sign can be very handy to stick on the doors of private rooms around the house.

- Refer to **Workbook activity 10 – Public/private signs**

**Demonstration: Private body parts**

**Purpose:** To reinforce the private nature of some parts of the body.

- This involves covering up the private body parts on the two body outlines. Refer to the outlines and ask participants, "If these people were going to the beach, which parts of their body would they cover up?" This gives examples to participants for how they would talk with the children that they support. Cover up the private parts by drawing two piece swimmers or shorts on the body outlines.

- **Workbook activity 11 – Being Private**

- Go back to the suggestions made by participants in **Workbook exercise 7** and reinforce the other strategies that were suggested by the group for the topic of **Bodies and being private**.

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**2. Talking about types of relationships and touch**

*Children and young people in care have the same types of relationships as other young people. They may also have a lot more people in their lives that are involved as a result of care. They may also need clear accurate information to help them interpret relationships and relationship rules.*

- Ask participants to brainstorm why we would teach about relationships in a self protection program with the children and young people we support.

- Show SLIDE 36 – Why talk about relationships and touch?

- Show SLIDE 37 – Types of touch and discuss.

- Explain the idea of a relationships ladder to the participants. Refer to **Workbook activity 12 – Relationships ladder** for example.

- We all have different types of relationships with lots of different people. The most important person that you have a relationship with is yourself = **YOU**.
Some people we may love and feel close to, like a family member or a partner = LOVE.

Other people we like and enjoy being with, such as a friend = LIKE.

Some people work with us like a teacher or social worker = STAFF.

There are people we only know enough to just wave or say hello to, like a shopkeeper or neighbour = KNOW.

There are also people who we don’t know = STRANGERS.

- When teaching this concept with children and young people write the names or paste photos of the appropriate people in the appropriate section of the ladder. The relationships ladder can be used to discuss the qualities of the people in level and the types of activities and personal space that is ok, eg, generally the further someone is on the ladder the less we know them and the less touch we have. You may want to emphasise that just because someone is in the LOVE category does not mean they can break the rules for touch.

- Ask participants where a foster/kinship carer might fit on the ladder. The responses to this will differ depending on the circumstances of care, ie, the positioning may be different for a kinship carer because there is already an existing relationship.

**Types of Touch**

*Children and young people need to know about the many different types of touch in their lives and recognise whether a touch is loving, friendly, helping, sexy or a NO touch. This can help them to know when they need to tell someone they trust about confusing touch.*

*Children and young people need to understand the difference between ok and No touches.*

The appropriate level of touch (if any) will differ from one situation to another and from person to person and young people need to be able to identity when touch is appropriate. For example a young person with high support needs or health issues may require far more physical contact than a young person who is self sufficient with personal care.

**Rules about touch**

- Show SLIDES 38-41 – Rules about touch

- Ask participants what laws need to be explained when it comes to rules about sexual touch. Discuss how those laws can be explained using plain English.

Go back to the suggestions made by participants in Workbook exercise 7 and reinforce the other strategies that were suggested by the group for the topic Types of relationships and touch.

- Workbook activity 13 – Talking about touch and relationships

3. **Talking about feelings and warning signs**

*Children and young people learn about feelings through their interactions with*
parents, carers, siblings and other adults and children with whom they have lots of contact. Learning about feelings can be a challenge particularly for children and young people who have experienced abuse, who have moved around many times, or who have learning needs or disabilities. Many young people have not had anyone talk to them about feelings other than the feelings of happy and sad.

- Ask participants why it is important to teach about all feelings with regard to self protection and not just talk about scared feelings.
- Show SLIDE 42 – Why talk about different feelings?
- Brainstorm onto the whiteboard which feelings they may need to discuss.
- Show SLIDE 43 - Feelings as an example list of feelings.
- Refer to Workbook exercise 14 – Feeling shield and feeling faces and discuss that when this activity is with a group of children, they are asked to draw, stick pictures or photos or write words into the section of the shield that is appropriate. It is important to also talk about which feelings are public and which feelings are private.

**Warning signs**

*Our bodies give early warning signs, or NO feelings, when the rules about touch are broken, or when something feels wrong or unsafe. If children and young people are taught to recognise and communicate these feelings they are more likely to receive help.*

- When explaining sexual touch it is important not to discuss in terms of good or bad touch. Terms such as OK Touch and NO Touch are suggestions for alternatives to the term good or bad.
- The physical feelings relating to sexual abuse may not always feel bad as the body may respond sexually to the abusive touch that occurs. In addition, it is reported that for some young people who receive little positive interaction, they may confuse abusive attention as valuable attention because they do not get much contact otherwise. The feelings for someone who has experienced, or is experiencing sexual abuse, can be very complex. Again, this highlights the rationale for talking about all feelings as well as avoiding using terms like good and bad when discussing sexual abuse.
- However a child or young person may have warning signs (signs before/during or after the abuse, eg, when grooming may be occurring) and feel unsafe.
- A warning sign could also be described as physical reactions to NO! feelings (meaning the body may want to say NO!). Sometimes using the word NO! can help children understand their rights with regards to touch.
- It is valuable to teach children and young people about early warning signs as these are the feelings they may get before the abuse occurs. Acknowledging and understanding what these feelings mean may help young people to make decisions in order to be safe, or tell someone they trust about what is happening.
- Children and young people need to know that it is good to tell someone they trust about any feelings they might have. Teaching young people to recognise early warning signs is vital for learning to know when they feel unsafe. Young people also need to learn that not all sexual feelings are unsafe also. For many young people who have experienced sexual abuse, no one has talked to them
about healthy, safe relationships and the feelings that this may give.

**Demonstration: What is a Warning sign**

**Purpose:** To identify body signals that may accompany different feelings which may indicate that the person is at risk of being harmed or is being harmed.

Ask participants to imagine the next activity as if they were answering the questions as a child or young person.

- **Show SLIDE 44 – Party**
  Ask the participants to describe how they would feel and how their body would respond if they were invited to something as exciting as a friend’s party. Examples may include: excited, happy, nervous.

- **Show SLIDE 45 – Spider**
  Ask the participants if they have ever seen a spider, watched a scary movie, heard a dog barking or been on a roller coaster. Ask them how this made them feel. Examples may include frightened, excited, scared, and worried.

- Explain that our bodies tell us how we feel and it is important to listen to our bodies. Ask participants to describe what their body does when they feel scared, eg, crying, heart beating fast, shaking, butterflies in the stomach.

- Explain to participants that these can also be known as NO feelings or warning signs to let us know that we might need to avoid a situation or talk to someone we trust.

- **Show SLIDE 46 – How Scared?** for other examples of body warning signs. This is a game from the Feel Safe CD. (available from www.true.org.au)

- When teaching self protection, scenarios are a good way to practice skills to be safe. Scenarios do not always need to be very scary, if young people have good problem solving skills they are more likely to be able to help themselves in most situations.

**Activity: Identifying Warning signs**

**Purpose:** To identify the body warning signs.

- Ask participants to work in pairs. Refer to *Workbook exercise 15 – Identifying early warning signs*

- **Show SLIDES 47-51 from the Feel Safe CD – Willow’s story.**

Participants are then to identify as many possible early warning signs as they can think of and draw these on to the body outline in the workbook. Encourage them to be as creative as possible.

- Process this activity by saying that bodies give early warning signs when the rules about touch are broken or something feels wrong or unsafe. If children and young people are taught to recognise and communicate these feelings, they are more likely to receive help. Refer to Facilitator notes, *Warning signs* for further information.

Go back to the suggestions made by participants in *Workbook exercise 7* and reinforce the other strategies that were suggested by the group for the topic of *Talking about feelings and warning signs.*

## 4. Getting help and feeling safe

*Teaching self protection skills is about giving children and young people the information and skills they need to feel safe and get help.*
- **Show SLIDE 52 – Why teach problem solving skills?**
Facilitator to discuss how the development of skills in being assertive, making decisions and problem solving are essential for young people to get help and feel safe. Refer to Recommended Reading for Facilitators – Sanderson, J. (2004). *Child Focused Sexual Abuse Programs – How effective are they in preventing child abuse?* for further information.

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**NO, GO TELL strategy**

*The No Go Tell strategy aims to empower children and young people to deal with exploitative or risky situations, or if they ever experience a touch that makes them feel sad, scared, confused, or is a No touch. It is essential to teach children that their body belongs to them and that they have the right to say no and get help.*

- **Show SLIDE 53 – No, Go, Tell**
Facilitator to discuss how to use the words, No, Go, Tell to explain a self protective response to early warning signs.

  NO: to try and say NO or STOP. It is important to discuss with children and young people that when a person says “no” it may not mean that the unwanted behaviour will stop but that at least they have made it clear that they do not want that particular touch. Assure young people that the unwanted touch, or No touches, are never the fault of the person being touched.

  GO: to go somewhere safe as soon as the person can get out of the particular situation where unwanted touch is occurring.

  TELL: to talk to someone about what happened and about how they are feeling. It is important to tell someone when feeling frightened or confused, even if they are being threatened or told to keep a secret. When talking with young people it is important to remember that they may not always be able to say no or get away, however it is important to encourage children to keep telling different people until someone can help.

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**Activity: Safety networks**

**Purpose:** To identify safety networks at home and in the community

- Ask participants to imagine the next activity as if they were answering the questions as a child or young person.
- **Workbook exercise 17 – Safety networks.** Young people could complete this activity by drawing two hand prints by tracing around their hands.
- Ask participants to brainstorm the trusted adults they know personally who they could talk to, to ask for help if they were ever in a situation where they felt scared or unsafe or who they could tell if they had been in a situation where their private body parts had been looked at or touched.
- Participants to write the names of their five trusted adults on the fingers of one hand print.
- Ask participants to brainstorm a list of ‘official’ people in the community they may not know personally but who could also help. Write these names in the fingers of the other hand print.
- Process as a large group. It is important to remember that some children and young people may not have five trusted adults in their life.

One of the objectives of self protection skills is for children and young people to identify a personal network of trusted people to whom they can turn when feeling unsafe. Safety networks should include:

1. trusted adults they know personally who they could talk to, eg, mother, father, foster carer, auntie, uncle, teacher, close family friend.

2. official people in the community, eg, police, safety house (on the way home), security guard (at the shopping centre), principal (at school), team leader (at sport or recreation), Kids Help Line.

- Facilitator to discuss examples of safety network activities. Link to previous slides for examples

- Show SLIDE 54 – Who to tell

- Go back to the suggestions made by participants in Workbook exercise 7 and reinforce the other strategies that were suggested by the group for the topic of Getting help and feeling safe.

<table>
<thead>
<tr>
<th>CONCLUSION</th>
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</thead>
<tbody>
<tr>
<td>Show SLIDE 55 – Support strategies for children and young people. Facilitator to summarise content of session.</td>
</tr>
<tr>
<td>Show SLIDE 56 – Looking after you – it’s important! Working and caring for children and young people who have experienced abuse can be very difficult. It is essential for all carers to have strategies in place to support themselves in times of high stress in order to be still able to help the children and young people that they support.</td>
</tr>
<tr>
<td>Allow time at the end for any questions and supply contact details of facilitator or support organisations to the participants should further information be required.</td>
</tr>
<tr>
<td>Handout evaluation form and collect completed evaluation forms.</td>
</tr>
<tr>
<td>Show SLIDE 57 – Thank You!</td>
</tr>
</tbody>
</table>

SLIDE 54 – Who to tell

SLIDE 55 – Support strategies for children and young people

SLIDE 56 – Looking after you – it’s important!

Evaluation Forms

SLIDE 57 – Thank You!
Bibliography


Secondary Students and Sexual Health: 2013 - Results of the 5th National Survey of Australian Secondary Students and Sexual Health. La Trobe University, Anne Mitchell, Kent Patrick, Wendy Heywood, Pamela Blackman and Marian Pitts. April 2014


Facilitator notes - Group working agreement

The following are examples of points that may be included in participant’s Group Rules or Working Agreement.

Confidentiality:
- Omit Names
- Omit other identifying details
- Only give facts which are pertinent to the situation or story
- Respect other participant’s confidentiality, eg: if people tell personal stories
- Use professional judgment in sharing information
- Less is better
- Think how you’d feel if the situation were reversed

Look after yourself:
- Find someone to debrief with
- Speak with a counsellor
- Relaxation techniques
- Stress management

Respect each other including:
- Each other’s opinions
- Each other’s values and beliefs
- Being non-judgemental

Mobile phones:
- Will they be switched on, off or to vibrate?
Facilitator notes - Social learning (children in care)

- **Family:** May be neglect/abuse, may not know birth family, witnessed unhealthy relationships, fragmented contact with siblings, parental attitudes to genital area/masturbation, different messages in different care environments, ie, rules changing about what is acceptable behaviour/language etc.

- **Peers:** Stigma of being a kid in care, may have changed schools, difficulty developing/maintaining friendships, lack of opportunity for spontaneous friendships/outings, more vulnerable to exploitation.

- **School:** May not be stable, educational outcomes lower, the language in schools is not geared for difference, ie, *take this form home and get Mum or Dad to sign it.* Where does this leave a child who has a carer? Impact of language on sense of worth/value. Issues of fitting in when you don’t have the right uniform/books etc. What else do young people learn at school?

- **Society:** What messages are there in media/magazines about body image, what it means to be young etc, (Gen Y bagging), our laws about behaviour etc

- **For some children and young people in care this traditional model could be turned on its head and rather than the family having the major influence it could be that due to lack of consistency of care society becomes the main location for social learning.**
Facilitator notes - Rationale for relationships and sexuality education for people with disability

There are many reasons why it is important for people with disabilities to receive education regarding sexuality, including:

**Limited ability to acquire knowledge elsewhere**
- Limited access to books – low literacy levels, access to books
- Limited access to other media – television, websites, magazines
- May not be able to discuss with friends due to communication difficulties
- May not have ability or communication resources to ask questions

**Less opportunity to engage spontaneously with peers**
- Peers may also have communication difficulties
- Interactions may not occur spontaneously or without the involvement of a support person
- Interactions may lack appropriate body language and facial expressions, or may be accompanied by unusual vocalisations
- Interactions may lack social components, eg, greetings, humour, politeness

**Difficulties in distinguishing fact from fiction**
- May take people literally so not understand sarcasm or cynicism
- May not able to analyse information for factual content, eg, babies come from a cabbage patch

**Challenges in reading social situations and matching behaviour**
- May not be aware of right/wrong
- May not know the rules in relation to social and sexual behaviour, touch, boundaries etc
- May have difficulty reading social cues and determining social expectations
- Lack of awareness of the laws
- Difficulties with logic, reasoning and sequencing
- Difficulties anticipating or predicting what will happen after their actions

**Not having been acknowledged as a sexual being**
- Lack of positive role models with disabilities
- Lack of positive role models with disabilities as sexual beings
- Occurs throughout life in subtle and overt ways

**High rates of STIs, unintended pregnancies and sexual related offences**
- May occur as a result of lack of information, inability to predict consequences, difficulty distinguishing fact from fiction, and as a consequence of sexual abuse

**Much more vulnerable to sexual abuse or exploitation**
- May be more vulnerable due to ignorance, over-compliance, unrealistic view that everyone is a friend, limited social support, low self-esteem, limited assertiveness skills (Muccigrossi (1991) in Carmody et al (1996))
- Also due to factors discussed in this document as part of this rationale
Facilitator notes - Responding to disclosures

1) **Believe the person**
   - Listen
   - Don’t question that it happened, just accept what they are telling you
   - Congruent body language
   - Try not to look panicked or shocked
   - Don’t jump to conclusions

2) **Don’t ask questions**
   - Don’t ask *any* questions about what happened or even if the person is sure that it happened
   - Don’t ask any leading questions (This could impact on the acceptance of statements as evidence, may mean you can’t support the person in court, may confuse the person, or may put words in their mouth)
   - Don’t investigate
   - Offer supportive statements, eg, *I can see you’re upset*
   - Can only ask a clarifying question if you were not sure of what was said, eg, *Can you tell me that again?*

3) **Be sensitive and supportive**
   - Appropriate body language, eg, open posture, not too much distance or not too close, some eye contact, sit and listen calmly
   - Acknowledge that it is difficult to tell someone, it was good to have told someone
   - Acknowledge that it is not their fault
   - Lean forward
   - Offer tissues or a drink

4) **Truthful response**
   - Don’t make promises you can’t keep, eg, Won’t tell parents, perpetrator will go to jail – not always the outcome
   - Give information about what will happen next – immediate response, eg, have to tell boss/police
   - It is not your role to find out more. It may be necessary for the person to speak further with someone else to obtain more detailed information
   - Don’t give information about other people’s responses, eg, *You will be removed from home, the Department of Communities worker will come to your house, the perpetrator will go to jail*

5) **Other supports available**
   - Tell the person they have a right to access other support services, eg, counselling, immediate or ongoing medical checks, legal advice
   - You don’t have to provide/organise support services but may refer to someone else to do this, eg your Manager

**Always keep a written record of the disclosure and report the disclosure.**
Facilitator notes - Reducing the risk

The four categories represent ways in which members of these four groups can reduce the risk of sexual abuse to children and young people in care. The following are examples of ideas, which may be included in each category.

Change about society:
- Properly supported integration of young people in care
- Raise public profile of young people in care
- Educate people about sexual abuse
- Provide adequate support for foster carers
- Develop community awareness of sexual abuse services
- Universal sexuality education
- Improve counselling services for young people
- Develop community support networks

Change about organisations:
- Spot checks on staff/carer behaviour
- Sexual harassment/abuse policy
- Privacy Policy
- Provision of sexuality education to staff/carers and young people
- Acknowledge that it does happen and that the organisation is committed to stopping it
- Education for staff/carers in respecting young peoples rights
- Clear guidance for staff/carers regarding their responsibilities
- Provide access to staff/carers and young people for counselling
- More open to public scrutiny
- Screening of new staff/carers, not just for criminal record, but also attitudes, beliefs

Provide information to Foster/Kinship carers:
- Foster carers should not have sexual relationship activity with young people
- What is sexual abuse, its prevalence, how to recognise it and warning signs
- What to do – lines of reporting
- How to respect privacy
- How to empower young people in decision making, both generally and related to sexuality
- Provide wide range of socialisation opportunities

Provide information to children and young people in care:
- Recognising feelings, including fear and anger
- Basic sexual knowledge, including body parts, public and private, masturbation, sexual activity, circle of friends
- Their rights
- What to do if someone tries to sexually abuse them
- Saying no assertively
- Developing ability to make decisions in all areas
- Basic awareness of self –defence strategies
- How to network
- Who to tell
- Social and sexual behaviour that is age – appropriate and healthy
Facilitator notes - Warning signs

A warning sign could be described as physical reactions to \textit{NO!} feelings – meaning the body may want to say \textit{NO!}

The body signals that might happen when a person is feeling unsafe, include:

- heart beats faster
- sweaty forehead or underarms
- sweaty hands
- hair stands on end
- shaking
- stomach feels sick or knots
- teeth chatter
- eyes get wide open
- eyes shut tight
- crying
- hands over eyes
- red cheeks
- knees shake
- bladder gets loose (wet pants)
- goose bumps