

**Positive and Protective
Self protection – Young people**

Participant Workbook

Information for participants

How to use this workbook:

This workbook has been developed to support your learning while attending this training.

It is your opportunity to jot down ideas, points of interest and notes for when you want to transform what you have learnt into ACTION!

The workbook can also be used for your ongoing professional development.

Share your workbook with peers, colleagues or partner. We encourage you to discuss your day of training with others.

Most importantly, use the strategies in this workbook to promote a positive and proactive approach to supporting the healthy sexual development of the children and young people in care that you support.

All children and young people have the right to know about their bodies and to learn how to develop healthy relationships.

***I didn't know I could ask them about sex.
They (carers) talked about their family and stuff but
never about contraception, or saying yes, or saying no.***

Taken from a presentation given by Family Planning Queensland at the Child Safety Research Forum, Brisbane 2008. *Meeting our obligations: Understanding and responding to the sexuality needs of children and young people in care.*

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Activity 1 What is sexuality?

This workshop, *Identifying and Responding to Sexual Behaviours*, focuses on support for foster and kinships carers of children and young people in the area of sexual behaviours.

When talking about sexual behaviours it is important to establish what sexuality is and what is normal, healthy sexual behaviour and development and to accurately and proactively respond to sexual behaviours that may be of concern. Promoting healthy sexuality requires us to think about sexuality as far more than just a physical activity.

Write down some key words or a sentence about what sexuality means.

Activity 2 Social learning and sexuality

How, when and where do we learn about sexuality? Think about the social influences on learning about sexuality. They may include; media, religion, family, peers, school, law, and culture.

Write some examples of what each of these may teach a child or young person in care (e.g. media may tell us that it is important to be attractive to succeed in life).

Activity 3 Values and attitudes

It is essential to be aware of your own values, attitudes and beliefs about sexuality in order to manage responses to sexuality in positive and supportive ways.

How might your personal values and beliefs affect how you interpret sexuality issues?

Circle the responses that you believe may impact on your values and attitudes about sexuality.

1. personal background
2. health and wellbeing
3. religious beliefs
4. cultural background
5. perception of societal norms, rules and laws
6. use of media/popular culture
7. experience of safety or abuse
8. experience of relationships
9. experience of being a young person
10. experience of being a parent or carer
11. experience of being male or female
12. experience of sexual identity
13. other _____

How do your organisational values and culture affect the support provided to children and young people in relation to sexuality?

Activity 4 – Sexual behaviour and young people

The research tells us that children and young people in care have poorer sexual health outcomes than their peers not in care.

What avenues are available for children and young people in care to seek information about sexual health and relationships?

Activity 5 – Rationale for self protection education

Children and young people in care may have complex support needs in the area of sexuality and self-protection education. It is important that all children have the opportunity for learning about self protection and staying safe.

What are some of the benefits of self protection education?

Activity 6 – Sexual abuse

The indicators of sexual assault may also represent signs of other forms of abuse or medical conditions. The presence of one or several indicators of abuse is not evidence that sexual abuse is occurring or has occurred, but they do act as a mechanism to signal the need for monitoring to occur. The presence of a cluster of indicators or of specific indicators, eg, sexually transmitted infections, would suggest the need for investigation by the relevant authority.

Write down some of the indicators of sexual abuse.

Responding to a disclosure

Disclosures of sexual abuse may occur when talking about self protection. All disclosures should be taken seriously, the young person should be believed, and it is important to know policy and procedure in relation to reporting

Activity 7 – Reducing the risk

Participants will be allocated one of the following categories for this activity. Tick which category you will be addressing:

- Children in care
 Foster/Kinship carers
 Organisations
 Society

Participants are to consider their topic. List a range of strategies which could be implemented to reduce sexual abuse to young people in care.

Activity 8 – Self protection education topics

Participants will be allocated one of the following self protection topics for this activity. Tick which topic you will be addressing:

- | | |
|--|--|
| <input type="checkbox"/> Understanding bodies and feelings | <input type="checkbox"/> Healthy relationships and safer sex |
| <input type="checkbox"/> Assertive communication | <input type="checkbox"/> Getting help and feeling safe |

List a range of strategies for how you could teach children and young people in your care about the self protection topic you have been given.

Sexuality education is about supporting a child's sexual development in a gradual, safe, healthy and positive way. Talking 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 and young people in your care.

Activity 9 – Understanding bodies

One of the most important and effective strategies to support healthy sexual development is to ensure young people have an understanding about their body. This includes an understanding of their reproductive body parts and how they work, the changes their body experiences during puberty, that their body belongs to them and that they can decide who can touch them.

Why is it important to talk about bodies as part of a self protection program?

Activity 10 – Understanding feelings

It is important to discuss all feelings and not just scared feelings when teaching self protection strategies.

Why is it important to talk about different feelings as part of a self protection program?

When explaining sexual touch it is important **not** to discuss this in terms of good and bad touch. The physical feelings relating to sexual assault do not always feel bad. A person may however have early warning signs and feel unsafe. This is why talking about a range of feelings is necessary. Young people need to know it is good to tell someone they trust about any feelings they might have. Teaching young people to recognise warning signs is vital in learning to know when they feel unsafe, or confused, or require support.

Activity 11 – Assertive communication

The key to any healthy relationship is mutual respect and being able to talk, listen and understand one another. Whether it's family, work, peers or sexual relationships, the

development of assertiveness skills is valuable in negotiating positive, respectful and safe outcomes.

Name some other reasons why it is important to talk about communication as part of a self protection program?

Activity 12 – Pressure lines

This activity is to be completed in pairs. One person reads the ‘pressure line’ and the other is to come up with a suitable response.

Remember assertive communication is not an attacking or put down statement.

1. If you liked me, you would do it.
2. What, are you frigid or something?
3. I really love you, so we don't need to worry about viruses.
4. I really love you.
5. I'll be very gentle.
6. I've never liked anyone as much as I like you. I'd love to have sex with you.
7. You really turn me on. I'd like to do it now.
8. Everyone else does it.
9. I've brought some condoms with me so you've got no excuse now.
10. We don't have to worry about STIs. I haven't got any.
11. I'm really turned on now. If we don't do it, it'll damage my health.
12. You've had sex with other people before, so you should have sex with me.
13. We have already had sex before, so we should have it again.
14. Don't worry you won't get pregnant.
15. You are the only person I have done this with.
16. You got me all excited, now it is up to you to do something about it.

Activity 13 – 'I' statements when negotiating safe sex

Creating an 'I' statement

When..... *(neutral description of behaviour/events)*

I feel..... *(accurate statement of your feelings)*

Because..... *(consequences for you, what happens to you)*

And what I'd like is..... *(this is not demanded)*

If the partner says.....	An appropriate 'I' statement you could use.....
1. I haven't got a condom with me.	
2. If you really loved me, you wouldn't ask me to wear a condom.	
3. It won't matter if we don't use a condom just once.	
4. I'll go soft if we stop now to put on a condom.	
5. It's like having sex with a raincoat on if I have to wear a condom.	
6. Do you think I have a disease or something?	
7. We don't need a condom because I'll withdraw before I ejaculate.	
8. Why do you have a condom? Were you planning to have sex tonight?	

Activity 14 – Healthy relationships

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.

Why is it important to talk about relationships and touch as part of a self protection program?

Making choices about boyfriend/girlfriend relationships can be difficult. Give some examples of qualities that could be important for some people to have in a partner.

Rules about touch


It is an important part of self protection education for children and young people in care to be able to recognise when touch is OK or if it is a NO touch.

The **Rules about sexy touch** help to do this.

To have a happy and safe sexual relationship it is important to follow the rules about being sexy together.

Sexy touch is OK if...

- ➡ both people want to and say yes
- ➡ both people are old enough
- ➡ sex and sexy touch is private
- ➡ people are **NOT** from the same family



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Activity 15 – Safer sex

If we consider the research, we know young people are already making choices about sex and young people in care have less access to sexuality education than their peers.

If young people lack knowledge about sexual and reproductive health and relationships, they are highly vulnerable to unwanted sex, sexual violence, unplanned pregnancy and sexual transmitted infections.

What is safer sex?

Activity 16 – 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.

Why is it important to teach problem solving as part of a self protection program?

Activity 17 – Accessing community agencies

One of the objectives of self protection skills is for young people to identify a personal network of trusted people to whom they can turn when needing help or feeling unsafe.

Brainstorm which agencies young people could go to or contact if they:

1. Were being bullied	
2. Were experiencing unwanted touching	

3. Were having sexual intercourse and wanted to have a pregnancy test or to make certain they didn't have an STIs	
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What issues may impact on young people accessing these agencies and services?

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Activity 18 – Safety networks

Participants are asked to complete this activity as if they were a young person.

Brainstorm the trusted adults that you know personally who you could talk to, to ask for help if you were ever in a situation where you felt scared or unsafe or who you could tell if you had been in a situation where your private body parts had been looked at or touched.

Write the names of your five trusted adults on the fingers of one hand. Brainstorm a list of people in the community who work in an official capacity, who you may not know personally but who could also help. Write these names in the fingers of the other hand.



Activity 19 – Putting it all into practice**Scenario 1**

Sam, aged 15, has been chatting to people on the internet for the last month. This Friday night, Sam intends to meet up with Ricky, a person Sam has been talking to since last week. Sam is keen to meet up and is looking forward to wearing a recent purchase of clothing – a pair of new jeans. Sam is going to catch the bus into town to meet Ricky.

Scenario 2

Paris, aged 13, went to a party recently and came home distraught. The next morning when you talk to her she tells you she drank a lot and thinks that two boys took her into the bedroom and made her have sex. She says that she didn't want to and doesn't know what to do. She says that the boy's names are Michael and Stuart and that they are both older. Even though she used to really enjoy school she now states that she doesn't want to go back.

Scenario 3

Becca, aged 13, and **Samual**, aged 11, are a brother and sister who have been living in care together for 2 years. Becca and Samual have a strong bond and enjoy spending time together watching TV, playing video games and playing with the dog. They have an older brother Kristian, aged 17. They do not have contact with their brother or biological parents. When they came to the foster home, their history of sibling sexual abuse by their older brother was reported. They are both friendly young people who are very trusting and open with all visitors and new acquaintances.

Use one of the scenarios provided to complete the following questions.

Scenario number: _____

1. What are the issues in the scenario?

2. What strengths or abilities does the young person in the scenario have?

3. What could you say or do to support the young person?

Activity 20 – Looking after you

Working and caring for children and young people who have experienced abuse can be very challenging. It is essential for all carers to have strategies in place to support themselves in times of high stress in order to still be able to help the children and young people that you support.

What strategies do you use to look after yourself?
