Module 1

Children and Young People's experiences and views of violence

Introduction to Module 1

The data used in this module is derived from the survey conducted with 1,274 children and young people aged 8-18 years, in schools, in the 6 partner countries (Romania, Belgium, Austria, Germany, UK and Republic of Ireland). We asked children and young people if they knew about violence. Children and young people told us that they had wide ranging knowledge of and/or some direct experience of violence in their lives. We also spoke directly with groups of children and young people who had experienced violence (e.g. in detention, refugee and migrant children, children who had experienced of domestic violence). These discussions helped us understand how some forms of violence become normalised and, therefore, difficult to identify and challenge. We have used the views and experiences shared by children and young people in designing the tasks in this module.

Aims and purpose of Module 1

Using the information given to us by children and young people, the purpose of Module 1, is for participants to start to think about the issue of violence and harm from a child's perspective. It will allow them to compare what they think about children and young people's understanding, concerns and preferences, with what children and young people themselves report. The aim is that professionals will develop an increased awareness of children and young people's understandings and experiences of violence, and of relevant reporting procedures.

INSTRUCTIONS FOR THE TRAINER - MODULE 1, TASK 1

Module 1, Task 1

Children and young people's perspectives and understandings have been gathered by the P4P project team carrying out surveys with 1274 children and young people aged 8-12 years and 13-18 years. We have devised a quiz that aims to explore your own views about what the children and young people said. It will take 10 minutes to complete.

Required resources for Module 1, Task 1

Bring along photocopies of the quiz for all participants (Appendix 1a); flipchart paper; pens or pencils; and the trainer's version of the quiz (Appendix 1b) that contains additional prompt material for discussion and the answers [A copy of the survey and full summary of the survey findings can be found here - SURVEY FINDINGS], and a copy of the UNCRC article 19 (Appendix 1c). Trainers, please note that there is country specific survey data available that can be used to compare with the overall survey findings.

Next steps for Module 1, Task 1

Distribute pens and question sheets. Introduce the session by reading out the background to the survey:

> '*The P4P project team carried out surveys with 1274 children and young people aged 8-12 years and 13-18 years. The survey was co-designed by two groups of children and young people and survey responses were completed in schools within particular regions of Austria, Belgium, Germany, Ireland, Romania and the UK. The aim was to acquire a snapshot of children and young people's understanding of violence, their views on disclosure and what might hinder or facilitate this, and their views on support services. This 'quiz' has been informed by the survey responses'.*

Allow the participants to complete the quiz in pairs or small groups. The Trainer reads out the answer to each question. Answers are then explored in the larger group. To encourage discussion, please refer to the additional information and prompt questions in the Trainers' version of the quiz. You may wish to choose which prompt questions work better for particular groups.

Next steps

Having completed the quiz, write the word VIOLENCE on a flipchart page and invite participants to share words, thoughts, phrases they associate with this.

Provide the group with the following definition of violence, as defined in the World report on Violence and Health (WRVH), and ask them to compare it with the answers they provided on the flipchart page.

"the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."

The trainer may find the following definitions useful:

- Power (force, coercion, abusing one's position – not just physical power),
- Intent (was it accidental, repeating pattern),
- Self-directed (self-harm, suicide),
- Interpersonal (between individuals – family, partner, community),
- Collective violence (large groups, gangs, political, social etc.)

Next Step

Provide participants with a copy of Article 19 of the United Nations Convention on the Rights of the Child (CRC) (Appendix 1c).

Explain that this right is a legal entitlement and that duty-bearers (those working for and on behalf of children) are obligated to uphold this right.

Discuss with the group their responsibilities around this in their role.

Key messages at end of Task 1

Children and young peoples' understanding of harm/violence varied depending on the type of violence (in particular neglect), and varied depending on the country and the particular needs of the children/ young people (for example asylum seekers).

BREAK FOR 10 MINUTES.

INSTRUCTIONS FOR THE TRAINER - MODULE 1, TASK 2

Module 1, Task 2

The purpose of this task is to allow participants time to discuss and reflect on types of violence in pairs or small groups using a selection of the scenarios provided. Each scenario describes different types of violence, and how these may become normalised and part of everyday life for some children and young people. Trainers are free to develop their own scenarios based on their own expertise, context, information arising from country specific data and specific needs of the group.

The trainer might like to describe normalisation of violence as some behaviour that becomes part of every day for a child, unquestioned because it is not recognised as wrong in a particular context. As one of the young people in our advisory said, *"that's not violence that's everyday life"* (in reference to smacking or cyber bullying).

Required resources for Module 1, Task 2

Bring along photocopies of the scenarios for all participants (Appendix 1d); flipchart paper; pens or pencils.

First step for Module 1, Task 2

Choose some of the scenarios to discuss based on a) the background of the group and the issues they might be likely to come across, b) issues the group might not have come across before. In addition to the questions on the scenarios, the trainer might also ask participants to consider the following:

- What are the reasons that children and young people might not discuss their experiences with certain people/professionals (trainer might like to explain that children said they like to solve their problems themselves, need someone who they can trust, who gives them time and space, depends on the type of violence)
- What would happen if the child or young person wasn't confiding in anyone, would changes in behaviour and appearance be noticed?
- What would happen if the child or young person decided to defend themselves physically (by hitting out, for example) or verbally (by shouting out for example) would changes in behaviour and appearance be noticed?

Use the scenarios to broaden discussions to think more widely than the scenario itself.

Encourage participants to address questions taking account of a child's or young person's [or his or her parent's/legal guardian's] race, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. Encourage participants to think about particular groups of children and young people including LGBTQ, unaccompanied minors, asylum seekers, children and young people in care, living in conflict and explore these issues within the context of their own country and community.

Write up on the flipchart key themes emerging from people's answers.

Key messages at end of Task 2

Remind participants that children and young people's understandings and experiences of violence vary depending on their context and circumstances.

Remind participants that violence is a violation of children's rights as laid out in the UNCRC and responses to it need to take account of their individual experiences where the interplay of gender, race, ethnicity, sexuality, disability, age, religion, culture and context create unique circumstances requiring responses that respect this individuality.

BREAK FOR 10 MINUTES.

INSTRUCTIONS FOR THE TRAINER - MODULE 1, TASK 3

Module 1, Task 3

The purpose of this task is to give participants the opportunity to reflect on the impact and consequences of violence. The aim is to develop, in the participants, a deeper appreciation of the feelings that accompany children and young people's experiences of violence and how, and in what ways, these experiences of violence can impact on their social, emotional and psychological well-being.

Required resources for Module 1, Task 3

Bring along photocopies of the 'types of violence' figure (Appendix 1e), the scenario and the different role for all participants (Appendix 1f); flipchart paper; pens or pencils, reporting flowchart (Appendix 1g).

First step for Module 1, Task 3

Look at the 'types of violence' figure (appendix 1e). Invite participants to consider, as an adult, how you might feel, who you might talk to, what some of the barriers might be in talking to anyone and/or seeking help if experiencing each type of violence. Think about how an adult might feel if they felt unable to access help. Think about the links between violence and risk. In the UK 'laws are passed to prevent behaviour that can harm children or require action to protect children. Guidance sets out what organisations should do to play their part to keep children safe'.

https://www.nspcc.org.uk/preventing-abuse/child-protection-system/

Next steps for Module 1, Task 3

Ask participants to get into groups of 3, hand out a copy of appendix 1f and assign everyone a different role based on the scenario. Everyone takes on the role they are assigned and tells the group how they have been impacted by, and the consequence of the violence they have experienced.

Talk through the themes that emerge from the exercise above around the following points:

- When and how would you report violence under the reporting mechanism (Appendix 1f)?
- Who would you go to for help and why? Who wouldn't you seek help from? Why?
- Do you think children and young people who have experienced violence might experience the same issues as adults? What is different and why?
- Thinking of particular groups (LGBTQ, unaccompanied minors, asylum seekers, children in care, children living in conflict) what might be the barriers and enablers to seeking help? Do you know what the reporting mechanisms are for children and young people experiencing violence?

Finish by ensuring that participants understand the country specific reporting mechanisms.

Key message at end of Task 3

Remind participants of the barriers to help seeking, the importance of talking with children and young people, and the need to be familiar with reporting mechanisms.

Overall Key messages from Module 1

Children and young peoples' understanding of harm/violence varied depending on the type of violence (in particular neglect), and varied depending on the country and the particular needs of the children/ young people (for example asylum seekers).

There are barriers to help seeking, the importance of talking with children and young people and taking action hence the need to be familiar with reporting mechanisms.

PLEASE NOTE: There are additional factsheets available providing a one-page summary of issues facing particular groups of children/young people and these include quotes from the data relating to children and young people.

Appendix 1

Instructions for the Trainer

PRINT UP THE PACK

Contains Appendices 1a, 1b, 1c, 1d, 1e, 1f, 1g

These resources are for use with Module 1, Tasks 1, 2 and 3

Quiz

The children and young people who responded to the survey were provided with a definition of each of the types of violence as follows:

- *Physical Violence: A child being physically hit or punished*
- *Neglect: A child not being looked after properly*
- *Emotional Abuse: A child being called names or made fun of*
- *Sexual Abuse: A child being touched somewhere that makes them feel uncomfortable*
- *Exploitation: A child being used (or forced) to make money*

How do you think children and young people involved in the survey replied?

PLEASE CHOOSE ONLY ONE OPTION FOR EACH QUESTION.

1. Which one of the following do you think children and young people were most likely to identify as a form of violence or harm?
    a. Neglect
    b. Emotional abuse
    c. Physical abuse
    d. Sexual abuse
    e. Exploitation

2. What percentage of children and young people do you think defined neglect as a form of violence/ harm?
    a. 24%
    b. 36%
    c. 49%

3. What percentage of children and young people do you think defined emotional abuse as a form of violence/harm?
    a. 49%
    b. 59%
    c. 69%

4. Which age group do you think was most likely to identify sexual abuse as a form of violence or harm?
    a. Younger children (8-12 years)
    b. Older children (13-18 years)

5. What percentage of children and young people do you think said they would tell someone if they ever experienced violence/harm?
    a. 28%
    b. 48%
    c. 68%

6. Which age group do you think would be least likely to seek help if they experienced violence/harm?
    a. 8-12 years
    b. 13-18 years

7. Which of the following reasons do you think respondents were <u>most</u> likely to say would prevent children and young people from asking for help if they were being harmed?
    a. They do not know where to get help
    b. They think that no-one would believe them
    c. They think that it would make things worse

8. From whom do you think children and young people would <u>most</u> likely want to receive advice and support relating to violence and harm?
    a. From friends/peer groups
    b. From teachers
    c. From outside organisations/experts coming into the school
    d. From support staff in the school

9. How do you think children and young people would <u>most</u> like to learn about getting advice and support relating to violence and harm?
    a. Through magazines, leaflets and posters
    b. From websites
    c. In schools
    d. In youth and leisure clubs

10. What percentage of respondents do you think said <u>the best</u> way to get information or help if they were being harmed was through websites?
    a. Less than 10%
    b. Between 11% and 49%
    c. More than 50%

11. When asked about the type of person to help children and young people who are experiencing violence/harm, which of the following characteristics do you think they identified as <u>most</u> important?
    a. Trained to work with children
    b. Involves children in decisions
    c. Listens and takes children seriously

Trainer's version of the Quiz – How do you think the children and young people involved in the survey replied?

1. Which one of the following do you think children and young people were most likely to identify as a form of violence or harm?
   a. Neglect
   b. Emotional abuse
   c. Physical abuse
   d. Sexual abuse
   e. Exploitation

Answer: c. Physical abuse

"Why do you think this might be the case?"

Additional information and discussion points: 79% of respondents thought that physical abuse was a form of violence. This was supported in focus groups with children and young people. When the team explored the concept of violence, initial responses and examples related to physical violence.

"Why do you think this might be the case? [please note that examples of each form of violence were provided on the survey for children]

2. What percentage of children and young people do you think defined neglect as a form of violence/ harm?
   a. 24%
   b. 36%
   c. 49%

Answer: b. 36%

Additional information and discussion points: 36% of respondents thought that neglect was a form of violence/ harm, 44% felt it was not a form of violence/harm and 20% did not know. Again, this was supported in focus groups whereby children and young people tended to understand violence as acts of commission (actions that happened) rather than omission (actions that didn't happen), and actions mainly committed by those outside the family (which were tolerated less than actions committed within the family). Child protection statistics in many countries reveal that most/a high proportion of children in care are there because of neglect (please refer to relevant country specific statistics).

"What challenges do you think this raises for educating children and raising awareness of violence?"

3. What percentage of children and young people do you think defined emotional abuse as a form of violence/harm?
    a. 49%
    b. 59%
    c. 69%
Answer: a. 49%

Additional information and discussion points: Less than half of the respondents thought that emotional abuse was a form of violence.

"*Why do you think this was the case?"*

Focus group data revealed that emotional abuse (particularly among peers, in families or online) was fairly normalised with children and young people seeing things like verbal or cyberbullying as simply a fact of everyday life. Despite the fact that less than half felt emotional abuse was a form of violence, they identified it as the second most likely form of violence that children and young people would experience – e.g. when asked which type of violence children and young people were likely to experience, 71% of respondents selected physical violence, followed by emotional violence (63%).

"What challenges does this raise for your work?"

4. Which age group do you think was most likely to identify sexual abuse as a form of violence or harm?
    a. Younger children (8-12 years)
    b. Older children (13-18 years)
Answer – b. older children

Additional information and discussion points: Overall more young people (those aged 13-18) than children (those aged 8-12) defined all of the examples provided as violence. The difference was most notable for sexual abuse with 78% of young people, compared to 60% of children saying this was a form of violence/harm. This may raise particular issues about educating younger children to understand the meaning and signs of different forms of abuse.

"What might this suggest about educating children on sexual violence?"

5. What percentage of children and young people do you think said they would tell someone if they ever experienced violence/harm?

a. 28%
    b. 48%
    c. 68%

Answer: b. 48%

Additional information and discussion points: When asked what they would ever do if they experienced violence, just under half said they would tell someone. This was the most frequently chosen response, followed by defend themselves physically (28%). Only a small number of children and young people said they would not tell anyone (6%).

> *"Are you surprised by this finding? If so, why? If not, why not?"*

6. Which age group do you think would be least likely to seek help if they experienced violence/harm?
    a. 8-12 years
    b. 13-18 years

Answer: b. 13-18 years

Additional information and discussion points: 55% of children, compared to 41% of young people, said they would seek support if they experienced violence/harm.
In some of the focus groups with older children (13+) who had experience of violence, they noted that they had sought support when younger and did not feel listened to, or that the support provided was not useful. This demonstrates the importance of ensuring that children are aware of support mechanisms from a young age as this is the time when they are most likely to seek support. Also, that support is effective as this might impact negatively on future help seeking behaviours.

> *"What are the implications of this for your practice?"*

7. Which of the following reasons do you think respondents were most likely to say would prevent children and young people from asking for help if they were being harmed?
    a. They do not know where to get help
    b. They think that no-one would believe them
    c. They think that it would make things worse

Answer: c. They think that it would make things worse

Additional information and discussion points: Respondents were provided with a list of 10 reasons (defined by the children and young people's advisory groups) about why children and young people may not seek help if experiencing violence. Top most frequently selected response (by 66% of respondents) was that *'they might be scared*

it would only make things worse or they would be harmed even more'. This demonstrates the fear children and young people may feel when they experience violence and the barriers to them seeking support.

> *"What challenges does this raise for your practice?"*

8. From whom do you think children and young people would <u>most</u> likely want to receive advice and support relating to violence and harm?
   a. From a friend/peer groups
   b. From teachers
   c. From outside organisations/experts coming into the school
   d. From support staff in the school

Answer: b. Teachers

Additional information and discussion points: Children and young people were asked about the best ways people their age could get information about advice and support if they were harmed. Almost three-quarters (73%) thought the best source was in school taught by teachers, followed by in school but not taught by teachers (60%).

> *"Why do you think this might be the case?*
> *"What implications might there be for children who may be excluded from or do not attend school?"*

9. How do you think children and young people would <u>most</u> like to learn about getting advice and support relating to violence and harm?
   a. Through magazines, leaflets and posters
   b. From websites
   c. From friends/peer groups
   d. In schools
   e. In youth and leisure clubs

Answer: d. In schools

Additional information and discussion points: Respondents chose a range of ways they felt were useful to receive information relating to violence/harm. The most frequently chosen method was that this be taught in schools (either by teacher or other professionals).

> *"Why do you think this might be the case?*
> *What is the learning and challenges for schools?"*

10. What percentage of respondents do you think said the best way to get information or help if they were being harmed was through websites?

    a. Less than 10%
    b. Between 11% and 49%
    c. More than 50%

Answer: a. less than 10%

Additional information and discussion points: Only 6% of all respondents felt that websites were the 'best' source of help if experiencing violence or harm.

> *"Do you find this surprising?*
> *What do you think was children and young people's preferred method/source of support?" [talking to someone personally – 72% of respondents].*

11. When asked about the type of person to help children and young people who are experiencing violence/harm, which of the following characteristics do you think they identified as most important?
    a. Trained to work with children
    b. Involves children in decisions
    c. Listens and takes children seriously

Answer: c. Listens and takes children seriously

Additional information and discussion points: Respondents were provided with a list of 9 qualities (defined by the children and young people's advisory groups). 71% of respondents felt it was important that the person listens to children and young people and takes them seriously. This demonstrates that the people children and young people might disclose to, do not need to be professionally trained, but need to demonstrate skills such as listening, empathy and a non-judgemental approach.

> *"Why do you think this might be the case?"*
> *"What is the learning here for practitioners?"*

ARTICLE 19: PROTECTION FROM ABUSE AND NEGLECT

"States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child".

"Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement".

<u>**Appendix 1d**</u>

<u>**For Module 1, Task 2**</u>

<u>**Scenarios for consideration and discussion**</u>

Trainers may choose a selection of scenarios from the following or develop their own based on the interests of the group.

Scenario 1: *Jack aged 12 confides in his teacher that he's getting called names by his class mates. Jack says that they say they're just having a laugh and it's not as if they're hitting him or being physical with him, but he's stopped wanting to come to school.*

    a) **What might the impact of this be on Jack?**
    b) **What should the teacher do who Jack has confided in?**
    c) **How do you overcome or respond to the acceptance or normalisation of this form of violence?**

Scenario 2: *Jamie aged 15, has recently confided in his youth-worker that he's been doing stupid things with his mates, including selling cannabis to friends of friends. He's been told that paramilitaries/vigilantes in his area have heard about what he's doing and there's a threat out against him.*

    a) **What are the risks to Jamie?**
    b) **What should his youth worker do?**
    c) **If Jamie was 17, would the youth worker approach the situation any differently?**
    d) **If Jamie was female would the youth worker approach the situation any differently?**
    e) **How do you overcome or respond to the acceptance or normalisation of this form of violence?**

Scenario 3: *Ella, aged 9 told her friend who is the same age that she hated when her mum's boyfriend and her mum fought, she's worried about her mum and is afraid to leave her on her own with him in case he hurts her really badly.*

    a) **What impact could this situation have on Ella?**
    b) **What could her friend do to help Ella in this situation?**
    c) **What difficulties could they face in trying to get help?**
    d) **If Ella was younger than 9 years old, or older, how might the situation change?**

Scenario 4: *Marie aged 13 is often late for school in the mornings and appears tired and undernourished. When asked by her teacher about her constant lateness she said*

that she had to get both her younger sisters up and dressed. Her teacher asked her about her mum and Marie just said she wasn't well.

    a) **What could be going on for Marie?**
    b) **What should the teacher do?**
    c) **If Marie was 16 and in college with a wide range of teachers/classes, how likely would this be picked up?**
    d) **How do you overcome or respond to the acceptance or normalisation of this form of violence?**

Scenario 5: *Seth aged 15 has been chatting online to a girl he thinks is his peer. She has asked him to send through some nude pictures, which he did, and now she's threatened to send them to his friends/family unless he sends her money. She says she knows where he lives.*

    a) **What are the risks to Seth?**
    b) **What might some of the barriers be to his ability to confide in someone?**
    c) **If Seth were a female, would he be more or less likely to seek help?**

Scenario 6: *Tony aged 8 has come to school stating that he has forgotten his PE kit. The teacher finds him a spare kit. He refuses to participate. When spoken to privately by his football coach, he says that he has been smacked really hard several times by his mother and is worried that it has left a mark on his body.*

    a) **What are the risks to Tony?**
    b) **What might some of the barriers be to his ability to confide in someone?**
    c) **If Tony identified themselves as female or male and/or lesbian, gay, bisexual, transgender and/or from a particular ethnic/religious background would the situation be approached any differently?**
    d) *How do you overcome or respond to the acceptance or normalisation of this form of violence?*

Scenario 6 LGBT: *Jill is 14 years old and is gay. She has been aware of her sexuality for a couple of years but hasn't told anyone. In school she doesn't hear anything about LGBT relationships, nor has she been given any information. Jill worries if she was to tell her friends and family that she is gay that her family would be disappointed and her friends would make fun of her. Jill feels very sad and anxious. Jill has made some LGBT friends online but has no 'real life' LGBT friends.*

    a) **What are the risks for Jill?**
    b) **What could be some of the barriers to confiding in someone?**
    c) **If Jill identified herself as male, transgender and/or from a particular national, cultural, ethnic, religious and/or disability background, would she be treated differently?**

d) What could teachers / social workers do?

Scenario 7 Political violence: *Addison is 14. He lives in a community where there are murals and flags and where the police often visit. There are people (paramilitaries) in the community who take control of the area, think they own it and who intimidate people. Everyone knows that these people could hurt young people at any time, often for no reason. Because of their presence Addison feels there are things he cannot do and places he cannot go. Addison and other young people in the area feel frightened and intimidated.*

a) What are the risks for Addison?
b) What could be some of the barriers to confiding in someone?
c) If Addison had identified herself as male, transgender and/or from a particular national, cultural, ethnic, religious and/or disability background, would she be treated differently?
d) What could teachers / social workers do?

Scenario 8 Care: *Sophie is 16 years old and lives in a children's home (residential care). Sophie has had lots of placements, sometimes with family and sometimes with foster carers. She has been in residential care for the past three years. Sophie had a traumatic upbringing, she experienced physical and sexual violence in her family. Sophie has had more difficulties while she has been in care. She has been ben taking drugs and alcohol, she has self-harmed and she has been violent towards other people. She has some good friends in her children's home who she can talk to.*

a) What are the risks for Sophie?
b) What could be some of the barriers to confiding in someone?
c) If Sophie had identified herself as male, transgender and/or from a particular national, cultural, ethnic, religious and/or disability background, would she be treated differently?
d) What could teachers / social workers do?

Scenario 9 Care: *Zero has been in family foster care for two and a half years. He was not treated well by his family and experienced abuse and neglect when growing up. Zero moved away from his family home and his community in order to lives with his grandparents. He is unhappy and feels very isolated. He has no-one to talk to and feels cut off from his old friends. Zero does not feel that his social worker visits him very often or that he can tell them how he feels.*

a) What are the risks for Zero?
b) What could be some of the barriers to confiding in someone?
c) If Zero had identified herself as male, transgender and/or from a particular national, cultural, ethnic, religious and/or disability background, would she be treated differently?
d) What could teachers / social workers do?

Scenario 10: *Anna, 15 years old, knew at an early age that she is a lesbian. She did not disclosed her sexuality at school or at home. She frequently visits an LGBTIQ* group in the youth center of a big city. There she also met her first girlfriend. When a classmate saw Anna with her girlfriend in the city, he "outet" her through Facebook in front of the whole school. Since then Anna has been insulted by her classmates* as a "disgusting lesbian" at school. Her parents are shocked and forbid her to contact her friend. They asked. They ask Anna to put herself beyond that "phase" and become "normal" again.*

a) What are the risks for Anna?

b) What could be some of the barriers to confiding in someone?

c) If Anna had identified herself as male, transgender and/or from a particular national, cultural, ethnic, religious and/or disability background, would she be treated differently?

d) What could teachers / social workers do?

Scenario 11: *Abdul is 15 years old. He came alone from Syria to Germany without his family. People look at him on the street, sometimes they call him "parasite" or say he should just keep his hands "off" girls. He goes to school and attends a so called "welcome class" (for minors who just arrived in a new country). His parents at home (in Syria), his teachers and also the social workers tell him that he has to be good at school and that he has to learn to adapt himself to his new country. Abdul also thinks that he has to be better than others and strives hard to achieve that.*

a) What are the risks for Abdul?

b) What could be some of the barriers to confiding in someone?

c) If Abdul had identified himself as female or male and/or lesbian, gay, bisexual, transgender and/or with a particular national, cultural, ethnic, religious and/or disability, would the situation be treated differently?

d) What could teachers / social workers do?

Scenario 12: *Hanna, is 14 years old and lives in a big house with her grandmother. Her parents argued often and had big fights. Hanna often heard her father insult her mother. The dad was beating the mother, and Hanna observed it. When she once saw her father strangling her mother, she screamed and cried to make him stop. Hanna wanted to help her mother, but she felt she was still small and that she could not do anything.*

a) What are the risks for Hanna?

b) What could be some of the barriers for Hanna to confide in someone?

c) What could teachers / social workers do? How could this situation be improved for Hanna?

Scenario 13: *Amina is from Guinea, in Africa. There are many problems in this country. Amina could not stay where her family lives. There was too much insecurity.*

Even though Amina is only 13 years old, she had to marry a man she doesn't know. Her mother decides they will flee to (your country) to start a new life and build a safer future. On the way they have a lot to endure. Also in the new country it is not easy to make contact with other children, sometimes they call her names. Fortunately, she finds stability and hope for a future at school. Here she can be herself, no matter how hard she misses her village in Guinea.
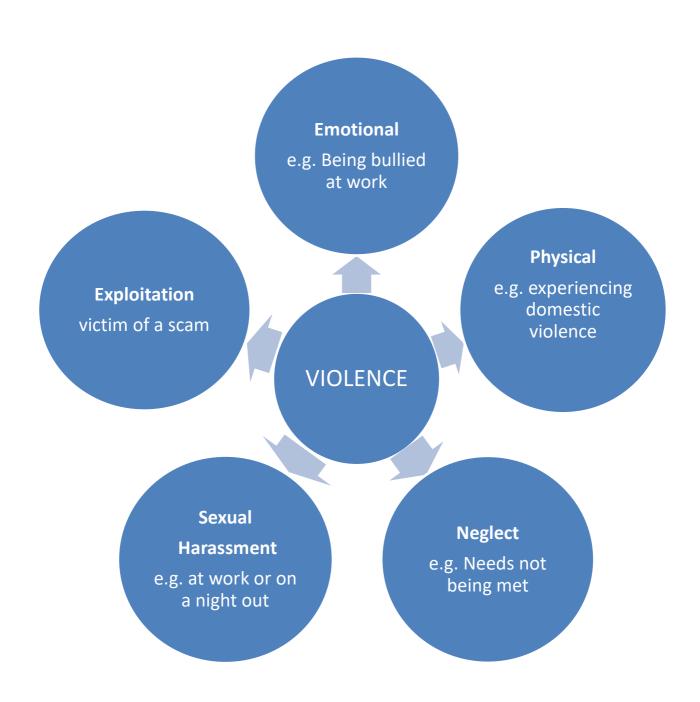
a) What are the risks for Amina?

b) What could be some of the barriers for Amina to confide in someone?

c) What could teachers / social workers do? How could this situation be improved for Amina?

Emotional
e.g. Being bullied at work

Physical
e.g. experiencing domestic violence

Exploitation
victim of a scam

VIOLENCE

Sexual Harassment
e.g. at work or on a night out

Neglect
e.g. Needs not being met

For Module 1, Task 3

Put yourself in Their Shoes

Exercise: About the types, impact and consequences of violence

Ask participants to get into groups of 3 and consider the scenario from each person named in the scenario.

Scenario: *Jay (13) is refusing to go to school.*

Role 1: Jay (aged 13) - feels scared and embarrassed. He's been attacked twice by an older boy in his school and is afraid to tell anyone in case the situation gets worse or they think he's weak.

Role 2: Jay's mum – frustrated with Jay, has other kids and is a single parent, wants Jay to do well in school but thinks he is being lazy.

Role 3: Jay's form teacher – has noticed that Jay has been very distracted and moody, not engaging that well and been off for over 2 weeks.

Purpose of the Exercise: Take it in turns to play out the different roles. Think about the particular role and the impact on you. What would help you to confide in someone or to seek help? What would stop you from seeking help? In your role (as Jay's mother or teacher) how could you help Jay or how might you react that would stop Jay from opening up?

Thinking about the previous exercise – how difficult is it for Jay to seek help and what are some of the barriers for him?

Appendix 1g

Reporting Mechanism: The Statutory Reporting Mechanism in Northern Ireland for Children and Young People Experiencing Violence

Step 1

Child or young person lets you know that they have experienced violence. Keep a detailed note of what has been said, where, when, how, with whom.

Step 2

Inform the child/young person that you are taking this seriously and that you must let social services or the police know. Let the parents/carers know if appropriate (where the allegation is against a parent/carer and where reporting it is likely to increase the risk to child/young person bypass step 2 and go straight to Step 3.

Step 3

Contact social services. If no response contact the NSPCC. If no response contact the police. Pass on as much detailed information as possible.

Contact social services in the area in which the child lives

Belfast 028 90507000

S Eastern 03001000300

Northern 03001234333

Contact NSPCC

Phone

0808 800 5000

Contact police

999

Step 4

Keep the child/young person with you until it is clear what the authorities planned response will be.