

# Under Pressure:

## Preventing teen abuse and exploitation

Produced by Zero Tolerance and YWCA Scotland



*Report from a pilot of training for youth workers 2012*

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*"The tools provided at the training have been the most beneficial and the most relaxed way to engage with young people in group settings to get them talking about issues and raise awareness."*

- Course Participant

# 1. Introduction

In 2011, Zero Tolerance and YWCA Scotland collaborated on a project to pilot a one-day training course for youth workers on preventing teen abuse and exploitation. The course was called Under Pressure: preventing teen abuse and exploitation.

## ***Project aims***

The project aimed to

1. Equip youth workers with the knowledge, skills and confidence to develop and deliver effective sexualisation awareness, abuse prevention and early intervention initiatives with young people
2. Enable youth workers to incorporate prevention and early intervention strategies into their work and initiate new activities to address abuse in young people's intimate relationships.
3. Identify the most effective models for increasing the capacity of youth workers to address this issue and make recommendations for further development of violence prevention work in future

## ***Training content***

The one-day training course explored the risks facing young people, and tools and techniques to address them. The day was split into four sections (see appendix 1): 'under pressure to be sexy', which examined the pressures of growing up in a 'pornified' culture; 'under pressure in love', which looked at the differences between healthy and unhealthy relationships and how abuse manifests in young relationships; 'under pressure to cross the line', which examined the risks to young people of becoming involved in sexual exploitation; and 'under pressure to make change', which identified ways of preventing abuse and using the learning from the day in practice.

The training was experiential and activity-based using practical exercises, games and DVDs both to make the learning fun but also to provide methods which participants could take away to use with young people.

## ***Training locations and agencies represented***

The training days took place in Galashiels, Livingston, Ayr, Edinburgh, Kirkcaldy and Dundee, drawing participants<sup>[1]</sup> from a wide range of statutory services and voluntary projects (see appendix 2).

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1. 76 people attended the course; 65 people completed before and after course surveys; and 23 people completed the follow-up survey.

### ***Learning outcomes***

The learning outcomes of the training were as follows:

1. Learners will demonstrate increased understanding of abuse within young people's intimate relationships after course completion
2. Learners will report that they feel more confident in addressing relationship abuse with young people they work with
3. Learners will report that the learning has had a beneficial impact on their practice
4. Learners will report practical examples of how they have used the learning in their work with young people (e.g. new initiatives, incorporation into existing projects, etc.)
5. Learners will offer examples of how using knowledge gained has had a positive impact on prevention or early intervention related to young people's attitudes and behaviours in relationships

### ***Evaluation of training***

The evaluation of the training measured the extent to which these outcomes were met and the impact of the course on participants and their work. Three surveys were conducted with course participants:

1. A pre-course baseline evaluation of awareness, knowledge and confidence in addressing the issue in their work
2. A post-course (on the day) evaluation of awareness, knowledge and confidence in addressing the issue in their work
3. Follow up evaluation (8 to 12 weeks after the course) to determine outcomes for their practice attributable to the course

This report summarises the findings from the evaluation and sets these out under the following headings:

- The extent of teen abuse and exploitation identified by course participants
- Analysis of participant feedback
- Conclusions and recommendations

## 2. Evidence of Teen Abuse and Exploitation

### *Background*

Evidence from research (see bibliography on page xx) demonstrates that abuse within young people's intimate relationships is increasing and has a long-term impact on their personal safety and sexual, physical and mental health and well-being.

A landmark research report from the University of Bristol and the NSPCC (Barter et al 2009) with 1,353 13 to 17-year-olds concluded that abuse in young people's intimate relationships is a 'child-welfare problem', finding that 'gender' is a central concern, with girls, compared to boys, reporting greater incidence rates for all forms of violence and a greater level of negative impacts. Girls reported being pushed, hit or slapped by boyfriends, controlled through constant texting and online messaging, or forced into sex.

Further research conducted in 2011 by the NSPCC on disadvantaged teenagers, intimate partner violence and coercive control (Wood et al, 2011) found that there is a clear need for specific and targeted prevention initiatives outside of formal education settings for disadvantaged teenagers. Youth and community work is well placed for reaching teenagers facing multiple disadvantage (e.g. young mothers, those who have been excluded from school, those within the care system) who experience a higher level of severity and frequency of violence than their less disadvantaged peers. The report also emphasises that relationship abuse is gendered violence, and that generic relationship or anti-bullying initiatives are likely to be ineffective because they don't recognise this fact.

Despite the prevalence of abuse, young people often minimise, normalise and regard as 'unreal' the violence they experience or perpetrate as young people and they justify rather than explain men's violence against women using gender stereotypes (Lombard, 2011).

The normalisation of gender-based abuse together with an increasing sexualisation of young people is exploited by mass media, social networking and the ready availability, through magazines, mobile phones and video games, of soft and hard-core pornography which objectifies and vilifies women. A 2011 review into the sexualisation of young people commissioned by the UK government comments on the 'unprecedented rise in both the volume and the extent to which these images are impinging on everyday life' and that 'with proliferation comes normalisation' (Papadopoulos, 2011). The review indicates clear links between consumption of sexualised images, a tendency to view women as objects and the acceptance of aggressive attitudes and behaviour as the norm, concluding that repeated exposure to negative and stereotypical ideas contributes to violence against women.

The research evidence promotes the need for action by parents, schools, government and those with an interest in the education and welfare of young people in order to promote healthy and respectful relationships. This includes initiatives to challenge gender stereotypes amongst young people, to encourage mutual respect and to tackle early signs of abuse in intimate relationships to encourage young people to make more positive and safe choices.

Youth workers have a key role in working with young people in communities. As one commentator said, "Youth workers are at the sharp end. How do you teach a 14-year-old, who's used his mobile

phone to film a girl performing a sexual act, about the complex nature of 'consent'? What if his frames of reference come from pornography on mobile phones at school? What can be done to help young people have healthy relationships?"

This project aimed to provide part of the answer for youth workers offering a unique opportunity to equip youth workers with the knowledge, confidence, strategies and skills to engage young people in activities to prevent abuse and exploitation and to intervene in situations where they believe a young person is at risk. The project was particularly significant in attracting youth workers from community settings. This important since the most at risk young people are unlikely to attend school and, consequently, miss out on school-based youth work.

### ***Evidence of teen abuse provided by participants***

The baseline survey of youth workers who took part in the training (65 responses) asked about young people's behaviour and attitudes. The responses were consistent with the research evidence about the normalisation and prevalence of gender-based abuse:

- Most youth workers (86.2%) had experience of young people making comments that could be seen as hurtful to others because of their gender, sexuality or sexual behaviour
- More than two thirds of youth workers (69.2%) had experience of young people engaging in behaviour that had given cause for concern that they might be involved in an abusive or controlling relationship
- Over half of youth workers (58.5%) had experience of young people exchanging images or texts with content which involved harmful gender stereotyping or could be seen as sexually demeaning or abusive
- More than a third of youth workers (36.9%) had experience of young people saying they felt pressured into engaging in activities of a sexual nature that they felt uncomfortable with; and young people saying that they had been asked to do something they felt uncomfortable about by a person with whom they were in a relationship

Only five youth workers (7.7%) had not experienced any of the above.



### **Other examples**

Eleven respondents gave other examples of behaviour and attitudes which similarly belie heightened sexualisation; inappropriate sexual activity/sexual exploitation; and abuse including:

- "Young people engaging in sexual activities for points"
- "Young adult who believes that it is his responsibility to engage in a relationship with female because he is a man and this is compulsory"
- "YP listening to music with inappropriate sexual content i.e. 'S and M' by Rhianna"
- "Pre/early teens describing themselves as 'hot', 'sexy'"
- "YP receiving texts from boys saying they would be 'great strippers'"
- "I have also experienced a high level of teenagers being in controlling relationships. Young people unable to see this and due to low self-esteem etc are unable to remove themselves from the relationship and tend to put up with a lot which can result in physical violence as well as extreme physical fights/altercations"
- "Young people engaging in sexual activity through alcohol or drugs"
- "Facebook bullying/comments. Internet"
- "Young people being forced into prostitution due to abusive relationships by being introduced to class-A drugs and becoming addicted"
- "Alcohol use and regret of sexual activity afterwards"
- "Sexualised behaviour/appearance of children. An assumption about prolific teen sex as an acceptable norm"
- "Promiscuity"

*"The use of activities in my school groups has promoted useful discussion among the young people and allowed them to think about and share things about relationships they are in or have been in."*

- Course Participant

### 3. *Evaluation of training*

This section analyses participant feedback using the baseline survey (65 responses); the on-the-day training evaluation (65 responses<sup>[2]</sup>); and the follow up survey (23 responses<sup>[3]</sup>).

#### ***General views of the course***

Participants were overwhelmingly positive about the course in meeting expectations, increasing skills and knowledge and providing useful resources for practice. Comments included:

“Training was professionally delivered”

“Very good course. Well presented, easy to understand info. Young people friendly”

“Good balance of facts and activities”

“Very informative, thought provoking course. Good links to appropriate resources provided”

“Awesome training conference, very educational but fun and varied”

#### ***Extent to which the course met expectations***

The baseline survey indicated that participants hoped to gain information, skills, understanding and confidence in order to work more effectively with young people. Typical comments included:

“Increased knowledge of the problem of abuse in young people’s relationships, and skills to help young people recognise abuse and protect themselves from it”

“To have the skills to support young people experiencing problems abuse or pressure within their relationships”

“To become more aware and how to deal with it professionally and effectively in case any issues arise in the future”

“To enable me to support the young people I work with more effectively with regard to issues around sexual exploitation when they may be in a relationship. To give me strategies that I can pass on to keep these young people safe from abuse and sexual exploitation”

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2. 33 respondents to one question which was omitted from some of the survey forms

3. Follow up surveys were emailed to the 65 attendees but there were some issues with email addresses no longer current, staff moving on and lack of reminders



By the end of the training, all participants (except one who answered n/a) said that these expectations, both theoretical and practical, had been met. Comments included:

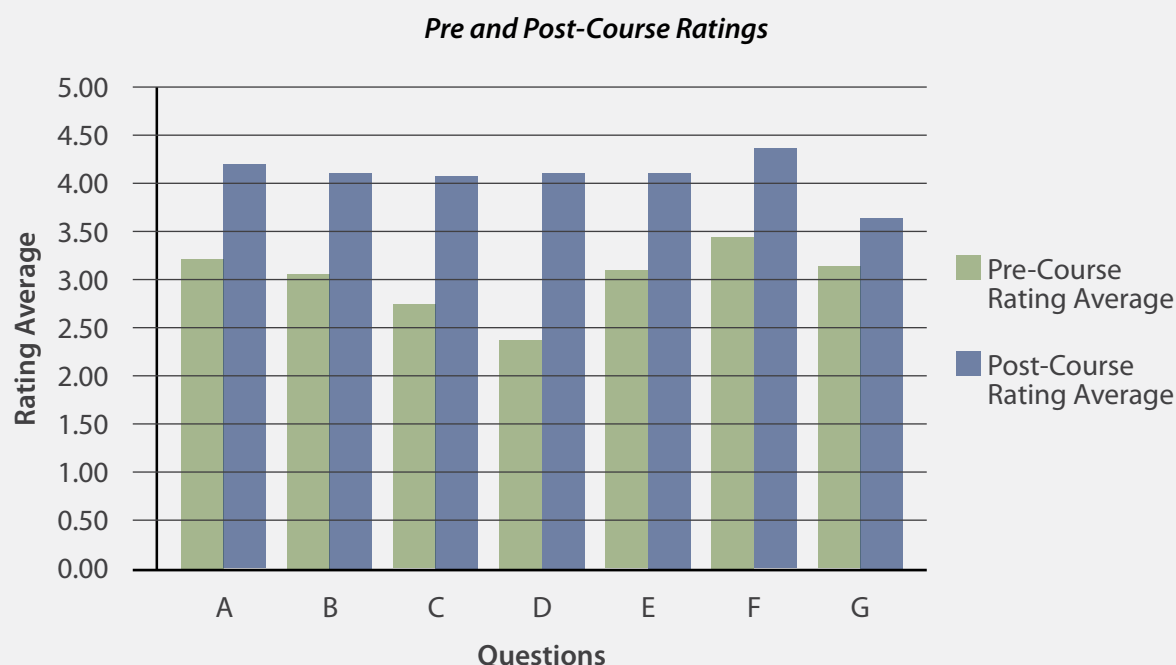
"Have new tools and information I can use to develop discussion"

"It has made me more aware of all the pit falls youngsters face and given me confidence in dealing/helping"

"It has given a greater insight into the issues and also given activities/resources"

#### ***Ratings of knowledge, understanding, confidence and skills attributable to the course***

Participants were asked to rate their knowledge, understanding, confidence and skills on seven key questions/areas (see A-G below) before the course; immediately after the course; and 8-12 weeks later. Across all seven, the ratings increased indicating that the course had a significant and lasting impact on participants even for those aspects where knowledge, understanding, confidence or skills were reasonably high to start with.



Before the course, respondents tended to rate their knowledge, understanding, confidence and skills "in the middle".

After the course, many respondents gave ratings of "very" or "fairly" high across all aspects. This pattern was consistent 8-12 weeks later.

The biggest change (increase) was in participants' understanding of the signs and effects of abuse within young people's relationships.

*"I have covered a number of group sessions with young people on the subjects encompassed in the course including gender stereotyping and abuse/sexual exploitation in relationships."*

- Course Participant

Comments included:

"I realised it's everywhere, it may be subtle but there are messages about how we 'should' look everywhere"

"I gained knowledge and activities and facts to be able to look for signs and challenge young people"

"I achieved more confidence and made very aware of what can happen to young people in all aspects of life"

"Given lots of ideas how to involve these issues in fun activities"

"It has given a greater insight into the issues and also given activities/resources"

"Gave me a good insight into what sessions I could deliver"

#### ***A. Knowledge of the effects of gender stereotyping on young people***

- Before the course no-one rated their knowledge as "very high"; after the course over a quarter scored "very high"
- Before the course, over half rated their knowledge as "in the middle"; after the course, only 8% gave this rating while the remaining 92% rated "fairly" or "very high"
- Before the course, 11% said their knowledge was "fairly" or "quite low"; after the course no-one thought this

#### ***B. Understanding of the signs and effects of abuse within young people's relationships***

- 87% of respondents rated their understanding as "very or fairly high" after the course compared to 32% before the course

#### ***C. Understanding of the signs and effects of young people being sexually exploited by others***

- The percentage of respondents who rated their understanding as "fairly high" increased from 12% before the course to 68% after the course
- Before the course no-one rated their understanding as "very high", but after the course, this had converted to 18% of respondents
- Before the course, a third (34%) of participants rated their understanding as "fairly or quite low". After only 1 person gave this rating (and none in the follow-up survey)

***D. Knowledge of strategies and activities to prevent or deal with abuse or exploitation in young people's relationships***

- Before the course, respondents rated their knowledge on the low side with over half (54%) saying it was "fairly or quite low"
- After the course, this had converted to 83% rating "very or fairly high" and none "fairly or quite low"

***E. Ability to use strategies and activities to prevent or deal with abuse or exploitation in young people's relationships***

- Before the course, almost a third (31%) of respondents rated their ability to use strategies and activities as "fairly" or "quite low"
- After the course, only one participant was in this category and 88% rated their ability as "very" or "fairly high", (an increase of 50%)

***F. Confidence in talking with young people about issues of relationship abuse and exploitation***

- Before the course 40% rated their confidence "in the middle"
- After course, only two people were in this category with 94% rating their confidence as "very" or "fairly high", an increase of 46% (ie. almost doubled)

***G. Confidence in tackling signs of relationship abuse or exploitation amongst young people***

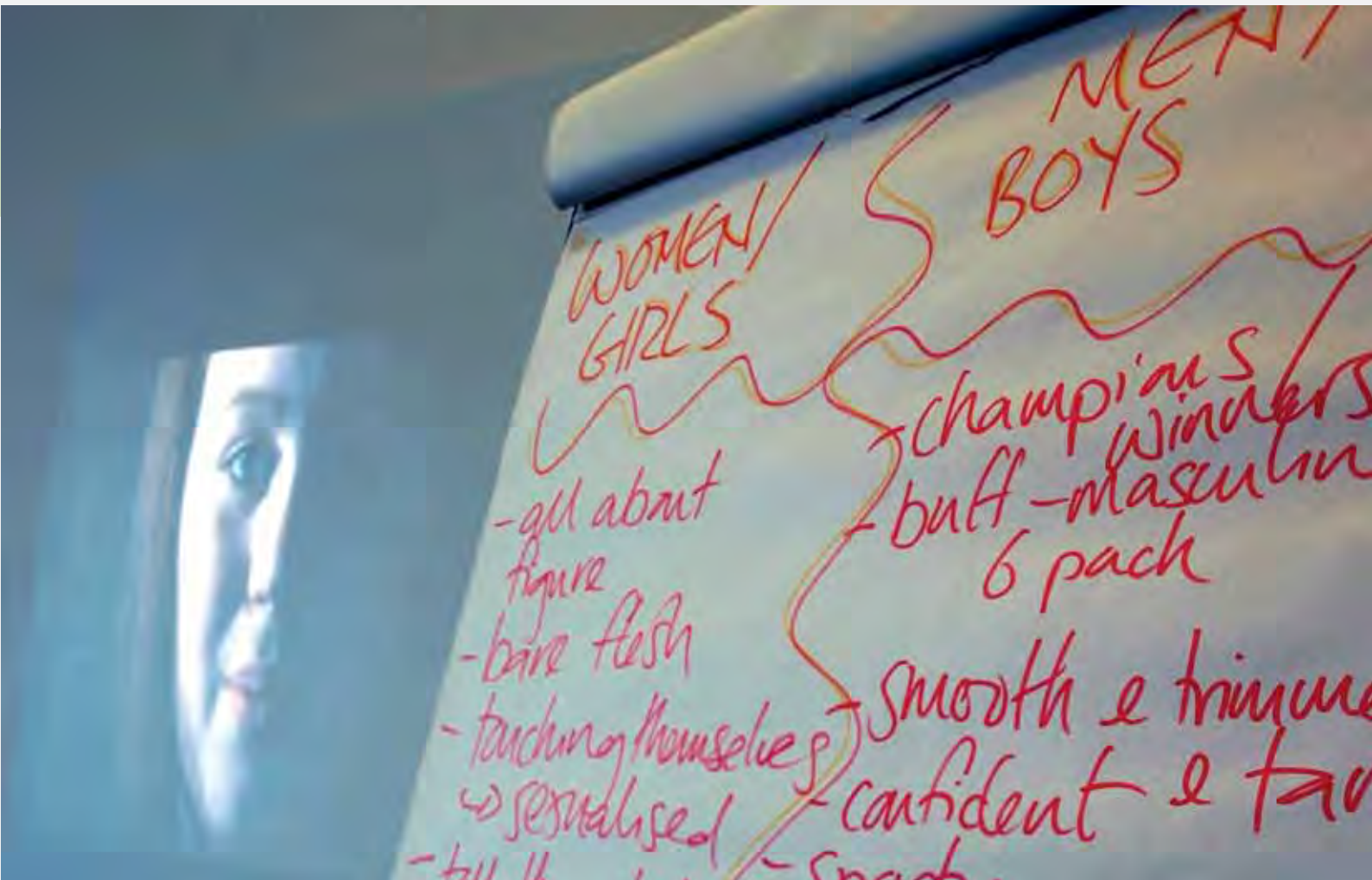
- 65 respondents completed this question before the course with half (51%) rating their confidence "in the middle"
- 33 respondents answered this question after the course with only 3 (9%) rating "in the middle" and 88% now rating their confidence as "very" or "fairly high"

***Using the learning in practice***

**E**ight to twelve weeks after the course, youth workers were asked how they had used the course learning in their work with young people. 23 practitioners responded. Although this is a small sample, it gives an indication of the value of the course and the extent to which the learning is being translated into practice.

Most (78%) said they had used some of the learning, activities and materials gained from the course in their practice; almost two thirds (65%) had talked with young people about the negative effects of gender stereotyping and over half (56%) had talked with young people about the issue of abuse and sexual exploitation in relationships to help make positive, informed choices.

Youth workers indicated that they had used their increased understanding and knowledge as well as the practical resources and methods provided by the course. Some had incorporated these into their ongoing work and others had set up or intended to set up new initiatives. Comments included:



"I have covered a number of group sessions with young people on the subjects encompassed in the course including gender stereotyping and abuse/sexual exploitation in relationships. These sessions involved handouts for the young people and brain storming sessions on the definitions. The young people were very open in their responses and most of the females knew a friend or someone who had been in a controlling/abusive relationship and how that had affected them. We discussed the options available to the person concerned and got opinions from all that participated"

"I have used the activities that we did on the training (which were on the memory stick) with 2 groups of girls from local high schools. In particular have used the 'healthy/unhealthy relationships' activity which generates a lot of useful discussion"

"The tools provided at the training have been the most beneficial and most relaxed way to engage with young people in group settings to get them talking about issues and raise awareness. I have used these tools with other issues surrounding drugs and alcohol and peer pressure also"

"I have included a section in GBV guidelines for youth sector on abuse within young people's relationships. I have looked into Jackson Katz who was mentioned on the course with a view to developing work with young men. I have passed on materials to colleagues in Education"

"I am currently working on developing a Sexual Health Peer Education Project for young people which incorporates dealing with controlling and abusive relationships"

"We are hoping to use the activities knowledge and skills in our youth clubs this session"

### ***Changing practice and the impact on young people***

A few of the 23 follow-up respondents commented on the result of using the learning in practice. It is difficult to generalise from the responses although the sense is one of workers adapting or intending to adapt their practice. Some said they still have to incorporate work on the issues; a few think that young people are more informed as consequence of the course learning (implying a change); others say that the work is ongoing and that it is too early to assess impact on young people. A few do not think their practice has changed although this does not detract from the value of the course. Comments included:

"Most of the young people I work with have present and historical experiences of abusive relationships and many have also watched their parents being abused in relationships therefore their attitudes are very entrenched and many have normalised abusive relationships and find it hard to identify abusive behaviours. Their initial reaction when exploring aspects of abusive relationships is to rationalise and justify these behaviours. The work is ongoing"

"I work with girls in the junior youth club who at the moment still do not fully understand the reasons behind some of the work we are doing. I think we will need to adapt some of the activities to make them relevant to the junior girls (aged 8-12)"

"Service users are able to identify controlling, manipulating behaviour but find it difficult to see this in own relationships - long-term pieces of work to continue re this"

"We have spoken in Youth Work team meetings about abusive teenage relationships and pressures on young people from the media and they have tried to incorporate more focussed activities in the evening girls group sessions. The use of activities in my school groups has promoted useful discussion among the young people and allowed them to think about and share things about relationships they are in or have been in. One girl age 15 realised that she may have been in quite an emotionally abusive relationship, she wasn't in it at the time but the exercise and discussion allowed her to reflect and realise the relationship she had been in was a negative one and hopefully through this she will be more aware in her next relationship"

"I feel I have not changed my approach to working with young people as I am already very aware of gender stereotyping within the town that I teach in, but it has made me reflect on group activities and individual learning I carry out on a regular basis. The sessions I have undertaken on this subject have gone really well and the young people were really interested in the materials used. I have made a positive difference to someone very recently where I referred them to another local agency for additional support and they also talked to me about their concerns. I listened to the issues and gave them options/choices on what they could do to improve their individual situation, then follow-up"



## 4. Conclusions

The course evaluations show that this has been a well-received course which met participant expectations and provided participants with a blend of practical resources as well as strategies and skills to work with young people to prevent and tackle teen abuse.

The monitoring framework, despite some shortcomings, has enabled the course organisers to capture useful data for evaluating the impact of the course and to help with future planning.

### *Project aims*

The project has clearly met its aims in equipping youth workers with knowledge, skills and confidence to develop and deliver effective sexualisation awareness, abuse prevention and early intervention initiatives with young people; and enabling youth workers to incorporate prevention and early intervention strategies into their work and initiate new activities to address abuse in young people's intimate relationships.

It was also hoped to identify the most effective models for increasing the capacity of youth workers to address this issue with recommendations for further development of violence prevention work. This aim may have been overly ambitious given the short timeframe and limited resources of the project. However, available evidence shows a significant transfer of learning for those taking part and an application of learning to their work with young people. It would be possible in future to explore the aspects of training that are most beneficial and relevant for addressing abuse and exploitation prevention in youth and community work settings.







### ***Project outcomes***

The project met its specified outcomes.

**Outcome 1** Learners clearly demonstrate increased understanding of issue of abuse within young people's intimate relationships after course completion

This outcome was met with the average rating for understanding increasing from 3.12 before the course to 4.06 after the course.

**Outcome 2** Learners will report that they feel more confident in addressing relationship abuse with young people they work with.

The average level of confidence increased from 3.14 before the course to 4.12 afterwards.

**Outcome 3** Learners will report that the learning has had a beneficial impact on their practice

The respondents to the follow-up survey all reported that they found all or part of the course useful and this suggests that it had a beneficial impact.

**Outcome 4** Learners will report practical examples of how they have used the learning in their work with young people (e.g. new initiatives, incorporation into existing projects, etc.)

The respondents to the follow-up survey indicated that they had used or intended to use the learning in their work with young people.

**Outcome 5** Learners will offer examples of how using knowledge gained has had a positive impact on prevention or early intervention related to young people's attitudes and behaviours in relationships

The follow-up survey indicates that all respondents were intending to use the course learning and 14 offered actual examples.

## 5. Recommendations

### ***Policy recommendations: for decision-makers and service providers***

- Policy makers should recognise the prevalence and normalisation of abuse and exploitation in teenage relationships and its importance as a child welfare concern; and make tackling this issue a policy priority.
- National and local strategies on community safety, health and well-being, education and life-long learning, child protection and youth work should recognise the long-term, adverse impact of relationship abuse and exploitation in young people, particularly girls and young women.
- Policy-makers should recognise that abuse in teen relationships is primarily gender-based with the greatest negative impact on young women. Strategies to address the problem should link with and include evidence from successful local and national initiatives to tackle violence against women and that challenge inequality.
- National and local action plans should incorporate strategies for addressing the problem within their respective spheres of practice. This should include significant investment in capacity-building training and support for practitioners who work with young people to implement effective prevention and early-intervention initiatives.
- Action plans should include targeted interventions for young people who may not engage with school or college based violence prevention initiatives and may be at greater risk of experiencing abuse and exploitation, including those excluded from education, young people in care, pregnant teens and young mothers.

### ***Process recommendations: for YWCA Scotland and Zero Tolerance***

- YWCA Scotland and Zero Tolerance should continue to collect evidence from participants of the project's impact on youth and community work practice; and should use this evidence and emerging evidence from research to assist in the identification of the most effective methods for prevention and early intervention regarding teen abuse and exploitation.
- YWCA Scotland and Zero Tolerance should continue collaboration to develop the model of practice, informed by feedback from evaluation, including refining systems for outcomes measurement to ensure robust collection methods.
- YWCA Scotland and Zero Tolerance should actively seek further funding to continue development of the project and secure opportunities to extend training to a wider range of youth and community workers throughout Scotland, and particularly those who work with disadvantaged young people who are unlikely to benefit from more mainstream (school-based) violence prevention programmes.
- YWCA Scotland and Zero Tolerance should engage with other initiatives for prevention and early intervention with young people at risk of relationship abuse or sexual exploitation including anti-bullying programmes, Bystander Programmes and Mentors in Violence Projects. This will enable the sharing of good practice and evidence gathering for influencing policy and practice, and will reduce the risk of duplication.

## 6. Bibliography and resources

The following resources were used to develop the training:

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## **Resources**

'Pleasure vs Profit' (on DVD) produced by Zero Tolerance and the Women's Support Project [www.womenssupportproject.co.uk](http://www.womenssupportproject.co.uk) or [www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)

'Crush' produced by the Children and Young People's Prevention Network [www.vawpreventionscotland.org.uk](http://www.vawpreventionscotland.org.uk)

'Trust your instincts' (about stalking) (1.48 mins) [www.youtube.com/watch?v=iFM67RTp-v0&feature=player\\_embedded](http://www.youtube.com/watch?v=iFM67RTp-v0&feature=player_embedded)

Clip from 'Comic Relief' of Eastenders character Whitney being lured into sexual exploitation by her 'boyfriend'. (10 mins) [www.youtube.com/watch?v=ktpVHTg\\_cyw](http://www.youtube.com/watch?v=ktpVHTg_cyw)

## Appendix 1: course programme

“Under pressure: Preventing teen abuse and sexual exploitation” A one-day training course exploring risks facing young people, and the tools and techniques to address them

Please note that all session timings are approximate

10:00	Registration and coffee
10.30	Welcome and introductions, and housekeeping informationground rules learning objectives and plan for the day
10.35	Icebreaker exercise – Non-verbal introductions
10.45	Session 1 - Under pressure to be sexy: growing up in a porn culture
11.45	Break
11.55	Session 2 - Under pressure in love: what’s OK and what’s not OK in teen relationships
12.55	Lunch and social/networking time
13.30	Session 3 - Under pressure to cross the line: sexual exploitation and risk
14.30	Break
14.40	Session 4 - Under pressure to do something about it: making change
15.40	Close and evaluations





## Appendix 2: course participants

### **Galashiels**

Locality police officer, Cheviot  
 Clerical officer, Safer Communities Team and Girl Guides  
 CLD worker, Youth Work (Cheviot)  
 The Gate  
 The Gate  
 Children & young people's worker, Borders Women's Aid  
 Children & young people's worker, Borders Women's Aid  
 VAW training facilitator Education Centre Borders General Hospital  
 Lead tutor, Rathbone - Hawick  
 GYP Borders

### **Ayr**

Health improvement senior, NHS GGC CHP  
 Young carers worker, Unity Enterprise  
 CLD youth worker, Argyll and Bute Council  
 School nurse, NHS Ayrshire and Arran  
 Young persons substance misuse worker, Barnardo's  
 Young persons substance misuse worker, Barnardo's  
 Project coordinator, South Ayrshire Befriending Project  
 Voluntary worker, Princes Trust Scotland  
 Barnardo's Scotland  
 Young people's worker - Aberlour Childcare Trust  
 South Ayrshire Women's Aid CYP worker  
 South Ayrshire Women's Aid CYP worker  
 Barnardos East Ayrshire Families Service

### **Livingston**

Early years development worker. Sure Start  
 Volunteer, Victim Support  
 Centre manager, Christians Against Poverty  
 Senior project worker, The Ark in Ayr  
 Youth and outreach worker, The Ark in Ayr  
 Youth worker, West Lothian Council  
 Youth worker, YWCA Scotland  
 Senior youth worker, YWCA Scotland  
 Youth worker, West Lothian Council  
 Youth worker  
 Youth worker, West Lothian Council  
 Development worker, YWCA Scotland  
 Youth worker, YWCA Scotland  
 West Lothian Youth Action



West Lothian Youth Action  
Volunteer YWCA

### ***Kirkcaldy***

Community education worker, Integrated Community Schools  
Youth workers, Integrated Community Schools  
Youth workers, Integrated Community Schools  
Community education worker, Cosmos Community Centre  
Young people's health information worker  
HNC WWC student  
Community Learning & Development  
Rathbone  
Community Learning & Development  
YWCA senior youth worker  
Fife Council youth worker  
YWCA Scotland development worker  
Fife Council youth worker  
Fife Council youth worker

### ***Edinburgh***

Volunteer organiser & alcohol worker, The Junction  
Young persons alcohol worker, Fast Forward  
Team leader, Four Square Scotland  
Project worker, The Junction  
Project worker, The Junction  
Alcohol support & education worker, The Junction  
Youth services leader, The Ripple Project  
Glasgow Women's Aid

### ***Dundee***

Senior practitioner - Young Runaways, Barnardos  
Social worker, Barnardos  
Couns/Op manager, Couple Counselling Tayside  
Youth worker, Fife Council  
YWCA Scotland (Kirkcaldy)  
Caledonian System Women's Service Worker, Scottish Borders Council  
Team leader, Ark Community Networks  
Ark Community Networks  
Support worker, Angus Women's Aid  
Volunteer youth worker, Dundee City Council  
Princ. Teacher, Education Ogilvie School Campus  
Project worker, Barnardos  
VAW development worker, Amina Muslim Women's Resource Centre  
Behaviour support teacher, S Lanarkshire Council

For more information about the materials and about running this course in your area contact:

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