

## Learn to speak 'Young Person'

### Training for Adults in Coercive Control & Wellbeing Schedule

Target Audience: Of particular benefit to statutory services such as police, teachers, youth workers & social work. Would also benefit parents/caregivers, or any adult who regularly encounters young people

Time: This training has been designed as a full day (6 hours) but can be shortened to a half day (3 hours)

Trainers: 2 adults and 4 young people

<b>Topic</b>	<b>Activity</b>	<b>Resources/Comments</b>	<b>Outcome/ Ending Discussion</b>
<b>Ice Breaker</b>	Pick your favourite song from when you were a teenager and tell us why		
<b>Introduction</b>			Brief background on Early Intervention Action System Change Project. Include info on findings such as youth wellbeing, importance of psychological safety & coercive control
<b>Stand Up, Sit Down</b>	Present statistics and ask if they think the statistic are higher or lower than shown	List of UK stats: Self harm Substance Misuse Coercive Control	General information and importance of providing a safe space for young people
<b>A Typical Teenager</b>	In groups, draw round one of the members of the group. Using coloured pens, write all the negative 'stereotypical' things you've heard people say about young people. With the		Stigmas and stereotypes can be dangerous. If you treat all young people the same, then you can't expect them to open up to you. Just like adults, every young person is an individual and deserves to be treated like that. Whilst going through this training, try to keep

	post-its, think about a young person/people you know, write positive things about them		the young person/people you know in your mind as it will help you to empathise.
<b>Word Up</b>	Split group into pairs. Participants ask questions and partners are to only to respond with yes/no (5 minutes). Then ask questions that can't be responded to with yes/no answers (10 minutes)		Encourages participants to not ask closed questions and to find out more about young person. YP feel adults aren't trying hard enough to find out how they're feeling. This encourages participants to think about the way they speak with YP, are they closing down the conversation from the start?
<b>Squad Goals</b>	What would you say and to whom	2 sets of cards. Personal disclosures on one set, groups/situations on another	Asking young people to speak about issues that affect them in front of peers is difficult. Adults don't always know what the relationships in the room are. Even if everyone agrees not to discuss things outside workshop – they still will. YPs will disclose when they're with friends and feeling safe and respected.
<b>Baby Steps</b>	Role Play. Participants to identify why a young person shuts down.	One YP actor, one adult actor Examples <ul style="list-style-type: none"> <li>• “I have no friends, and everyone hates me”</li> <li>• “My boyfriend and me had a row and he threatened to post things about me on Facebook”</li> <li>• “My friends have started smoking pot at the</li> </ul>	Young people often feel patronised by adults. Just because it's not important to adults, it is important to young people. They are bored of hearing 'it's just a phase,' 'stop being overdramatic' and 'I know what you feel. I was young once too'

		weekends. I haven't done it"	
<b>What's yer Issue?</b>	Each person to take a sticker describing an issue important to young people. Arrange yourself in a line from most important to least important to young people	Stickers with following issues on: <ul style="list-style-type: none"> <li>● Sexuality</li> <li>● Drugs</li> <li>● Weight</li> <li>● Looks</li> <li>● Culture (music, films)</li> <li>● Politics</li> <li>● Hobbies</li> <li>● Respect</li> <li>● Friendships</li> <li>● Family</li> <li>● School</li> <li>● Future</li> <li>● Money</li> </ul>	Adults often misperceive what is important to YP. Sexuality, for example, is not spoken about as much as it used to be. YP feel adults make it an issue while they think it's only an issue when adults make it one. Our young people have put the issues into their own order but, remember, they're not all the same!
<b>Start with the endings at the beginning</b>	Split participants into groups and give each a scenario. Each group is to list the process they go through BEFORE speaking to the young people.	Cards with following scenarios Scenarios: <ul style="list-style-type: none"> <li>● You have been told a young person has been sending naked photographs of herself to boys at school</li> <li>● A young person is observed crying several times throughout the day. You've noticed she</li> </ul>	Young people often feel adults hit the panic button about issues – it makes them not want to open up. YP can be spoken to about the same issue several times by different adults which makes them close down. If adults could find out the background before speaking to the young person, the conversation would not feel as false.  What we want to hear: You've checked who told you the information (stirring or causing drama)

		<p>is no longer socialising with her friends</p> <ul style="list-style-type: none"> <li>• A young person, who you know struggles to make friends with individuals their own age, has begun socialising with a man in his 30s. You know people have been asking her about the relationship but she has refused to disclose any information.</li> <li>• A young person has stopped seeing his friends and is no longer interested in his hobbies. He has recently started a relationship with someone, and you have heard them shouting at the young person and calling them useless</li> </ul>	<p>You've checked if anyone else close to the YP has spoken to them</p> <p>You have a list of contact number specific to the issue</p>
<p><b>One rule for one</b></p>	<p>As a group, list the number of times and places where adults tell young people what to do. Why does this happen? Is it important to set rules every time?</p>	<p>Whiteboard and markers</p>	<p>If we don't want young people to be coercively controlled in relationships, then we need to reconsider how we speak to them. For example, why is it okay for parents/caregivers to tell a YP</p>

			<p>to stop seeing their friends but not a boyfriend/girlfriend.</p> <p>If you set a rule, tell them why and encourage debate. We can't teach YP to conform and then be surprised when they're controlled by other people.</p>
<p><b>Tipping Point</b></p>	<p>In groups, ask at which point you would intervene in a young person's relationship if you believed they were being coercively controlled.</p>	<p>Old fashioned scales, weights, post-its, pens</p> <p>Scenarios:</p> <ul style="list-style-type: none"> <li>● If they became secretive</li> <li>● If they stopped seeing friends</li> <li>● If they changed the way they dressed</li> <li>● If they shared their passwords with them</li> <li>● If they didn't appear happy</li> </ul>	<p>In reality, YP can be spoken to at any point – it doesn't have to be when it tips over into an abusive relationship. Checking in regularly with young people about all their relationships is fine, as long as you know where to draw the line. If they don't want to talk, leave it alone and don't push it</p> <p>OKAY: You two seem really happy together, are you having fun? It's great to see you getting out more, have you gone to any new places? I haven't seen you wear that before, did X get it for you?</p> <p>NOT OKAY: You two are always together. Would you not rather spend some time apart? I feel like I don't know what you're up to, where have you been with them? You never dressed like that before X. You're just doing things to make them happy?</p>
<p><b>It takes 2, baby</b></p>	<p>Open Discussion: What organisations, groups,</p>	<p>A5 pieces of card. Each participant to make their own</p>	<p>Young people are tired of being told to report/speak to CAMHs (which takes</p>

	<p>online resources are there for different young people's issues?</p> <p>How do they contact them? Do you have a direct link to them? How long does it take them to respond? Is it confidential? Is it even still running?</p>	'emergency list' for young people	<p>too long anyway,) a teacher or a parent/caregiver. If a young person approached you to speak about a situation, have a selection of places they can approach such as youth groups in the area, local charities or online resources. If they built up the courage to speak to you, they don't want to be sent somewhere else because you couldn't help but they do appreciate guidance</p>
<b>Read My Face</b>	<p>Based on the way the young people are sitting, guess what mood they are in and how to approach them</p>	3 x YP actors	<p>If young people are feeling emotional, they do not want the teacher/parent/caregiver/worker to shout their name across the room to ask what's wrong. There's lots of different ways to make young people feel supported, drawing everyone's attention to them isn't one.</p>
<b>A Problem Halved</b>	<p>Open Discussion on confidentiality and boundaries</p>		<p>Boundary issues and confidentiality. YP need to know what you're going to do with information if they share it. It won't stop them, it will increase trust</p>
<b>The Safe Space</b>	<p>In groups, design the ideal space to speak to young people about important issues. Where is it? Is there any noise? Is it private?</p>	<p>A1 sized paper, coloured pens, rulers, post-its</p>	<p>Prior to speaking to young people, ensure you have found a place where they are comfortable speaking. YP have reported, in the past, they have been asked why they're crying in a busy hallway while pupils passed, in a noisy room next to machinery going (they wanted to whisper why they were</p>

			struggling but had to shout over noise,) and while a phone continually rang
<b>DFR – Down For a Roll</b>	Online Board Game	Roll 20 board game  Lists of processes from the training to check in with learning	Using knowledge learned during this training to deal with scenarios through the process.
Ending Points/ Summarise Q&A			The overall learning from the training should be: <ul style="list-style-type: none"> <li>● building and maintaining respectful relationships will result in young people coming to you with queries &amp; concerns</li> <li>● don't shine a spotlight on young people every time a new concern is raised in the media</li> <li>● be open &amp; honest with young people. If they know you won't shout/embarrass them, they're more likely to open up to you</li> <li>● Don't assume you know what's important. Culture changes constantly. Ask questions instead of making statements</li> </ul>