

## Session Plan

### VAWG and LGBT Young People

#### Facilitator Notes

Time	Slide	Notes
1.30pm 5 mins	Intro to VAWG project, ELOP & this session  Start draw a tree exercise – go back at the end to link with the poem  Have flash cards/ pieces of A5 paper	<b>Ask everyone to draw a tree</b> in 45secs – can be realistic or abstract – don't overthink it – we'll discuss at the end  Focus of session is on safeguarding awareness for LGBT+ YP but also relates to all YP  LGBT+ includes all YP who already identify as lesbian, gay, bisexual, trans, pansexual, non-binary etc. and also those young people who are assumed to be or are associated with LGBT+ people  Many YP will question or explore their identity; this isn't about labelling them or shaming them, it's about recognising where the potential additional risks impact LGBT+ YP and ensuring measures to prevent this
1.35pm 2 mins	Baseline	What is your understanding of the risks of VAWG for LGBT+ YP? <b>Shout out/ write</b> on flip chart at front
1.37pm 3 mins	Some stats	83% of LGBT+ YP are bullied in person  Stats are 3 times higher for LGBT than non-LGBT youth  LGBT+ youth are 2-3 times more likely than non-LGBT to attempt suicide. <b>BUT, with a family that doesn't accept them, they are 8 times more likely</b>  YP who aren't out to their families can be blackmailed into sexual relationships  LGBT+ YP use the internet more than their peers to find an accepting community and better understand themselves.  Online spaces as well as gay clubs and cruising sites make LGBT+ YP feel valued in a way they never have before, but they can be dangerous
1.40pm 1 min	Our VAWG focus for this session is	<b>LGBT+ domestic violence &amp; abuse, incl. honour based violence</b> <b>LGBT+ sexual violence, incl. rape</b> <b>LGBT+ online grooming &amp; CSE</b>

1.41pm 9 mins	Sinking boat exercise  Have boat drawing on the wall	Have the sinking boat drawing with the caption:  <b>What prevents</b> you from preventing VAWG against LGBT+ YP in your school  Have post its for people to add their thoughts & stick on  <b>Discuss</b> – are there shared experiences? Will we address these in the session?
1.50pm 3 mins	Impact of gossip	<b>Q.</b> How much gossip is there in your school? <b>Q.</b> Have there been any incidences from Chinese whispers? (Show image)  Do people queue up for the latest news? Everyone likes a bit of exciting/ scandalous/ tit bit news & everyone likes to share with others For LGBT+ YP, this can be hugely damaging Families, friends, peers and even staff may respond negatively
1.53pm 2 mins	Domestic violence & abuse	This may be something that is happening in the home, outside of the YP's identity  For some YP, it starts with their coming out or being outed Gossip is common and outing is used as a form of threatening, bullying, intimidation  When parents have a negative response, this can lead to: Verbal, physical, psychological, emotional and sexual abuse and neglect For some communities, this violence is for 'honour'
1.55pm 3 mins	Mike's story	Barnardo's video <a href="https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ">https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ</a> up to 2:21 then 4:23-4:56
1.58pm 5 mins	Sexual violence, incl. rape  <b>Flip chart</b> <b>Q.</b> What are the first things that come to mind when you hear the words lesbian, gay, bisexual, trans, non-binary, pansexual, poly, gender queer etc.?	One of the first reactions to someone's sexuality is disgust because what people think about when you say you are lesbian, gay, bisexual or pansexual is sex and, for trans and non-binary people, it's what our bodies look like  LGBT+ YP find that their known or assumed identity gives a green light to inappropriate questions and touching by other YP, such as groping, up-skirting and asking sexually explicit questions  Trans YP in particular hold a curiosity for others interested in their reproductive parts. Lesbian and gay YP are often dismissed as not having 'had' the right partner This has led to many LGBT+ YP being molested, sexually assaulted and raped  In Jan 2020, Reynhard Sinaga was jailed for raping 136 men

		<p>in Manchester – he lured them to his flat, drugged then raped them</p> <p>Corrective rape is prominent in African countries is also seen in the UK. In 2017, a father raped his daughter after she confided that she might be a lesbian, to 'prove' to her that sex with men was 'better'</p> <p>Men and women, hook up online, then arrange to meet only to be assaulted and raped</p>										
2.03pm 3½ mins	Online grooming & CSE	<p>Let's start with Ryan's story  <a href="https://www.barnardosrealoverrocks.org.uk/the-hub/ryans-story/">https://www.barnardosrealoverrocks.org.uk/the-hub/ryans-story/</a> 3.32mins</p>										
2.07pm 2 mins	Pros & cons of the internet	<p>New experiences and potential opportunities BUT there are pros &amp; cons</p> <p>YP are exposed to misleading information &amp; to people who may want to abuse their innocence: cases in point Gemma Watts, Danny Tetley &amp; Derek Mackay – all this year</p> <p>Lots of sites are sexualised &amp; give a false understanding of homosexuality  Disenfranchised groups use online &amp; social media to connect but become at greater risk of bullying, exploitation &amp; abuse</p>										
2.09pm 5 mins	<p>CSE &amp; LGBT+ YP</p> <p><b>Flip chart</b> Split columns</p> <p>1. <b>What</b> kinds of behaviours are associated with perpetrators of CSE?</p> <p>2. <b>What</b> are the additional vulnerabilities for LGBT+ YP</p> <p>Flip chart Write up &amp; make links</p>	<p>CSE happens in an imbalance of power to coerce, manipulate or deceive a child or YP into sexual activity</p> <p>It's not always apparent to the victim: they may see the relationship as consensual</p> <p>Can often start online, or is encouraged online</p> <ul style="list-style-type: none"> <li>- Sending sexually explicit images</li> <li>- Film or stream sexual activities</li> <li>- Have sexual conversations</li> </ul> <p>Once an abuser has images, videos or copies of conversations, they may use these to threaten and blackmail</p> <p>Additional risks that facilitate YP to become victims of CSE:</p> <ul style="list-style-type: none"> <li>- living in care</li> <li>- having disabilities</li> <li>- bereavement</li> <li>- marginalisation</li> <li>- rejection</li> <li>- homelessness – LGBT+ YP make up 25% of homeless YP</li> <li>- loneliness</li> </ul>										
2.14pm 1 min	Impact of all forms of VAWG	<table border="0"> <tr> <td>Anxiety &amp; depression</td> <td>Nightmares</td> </tr> <tr> <td>Low self-esteem</td> <td>Attachment problems</td> </tr> <tr> <td>STIs</td> <td>Unwanted pregnancy</td> </tr> <tr> <td>Isolation</td> <td>Self-harm</td> </tr> <tr> <td>Guilt</td> <td>Shame</td> </tr> </table>	Anxiety & depression	Nightmares	Low self-esteem	Attachment problems	STIs	Unwanted pregnancy	Isolation	Self-harm	Guilt	Shame
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		<p>Drugs &amp; alcohol                      Eating disorders  Offending                                      NEET  Negative future relationships  Increased risk of further/ other violence</p>
2.15pm  2 mins	Protection	<p>Knowledge is power – educating YP about ALL relationships, especially what healthy &amp; unhealthy relationships look like, about respect &amp; how to say NO</p> <p>To recognise potential risk for LGBT+ YP we must be aware of sexual and gender diversity</p> <p>Use open, neutral language or phrase questions to encompass a range of possible responses</p> <p>To prevent potential risk for LGBT+ YP we must include and embed LGBT+ awareness throughout the curriculum</p> <p>Encourage parents to get on board  - set up a parents' for inclusion group</p> <p>Continue the work of the young men's group and peer champions</p> <p>Support staff to feel confident usualising LGBT+ experiences in their lessons and challenging homophobia, biphobia and transphobia as well as LGBT+ VAWG, DV and CSE</p>
2.17pm	Summary & close	<p>The start of Rudyard Kipling's poem 'The Elephant's Child' serves as a good starting point to better understand the issue of LGBT+ VAWG and its prevention.</p> <p>"I keep six honest serving-men  (They taught me all I knew);  Their names are What and Why and When  And How and Where and Who."</p> <p><b>Go back to the tree drawings</b> – What, Why, When, How, Where &amp; Who should form the roots for VAWG prevention in your school</p> <p>These are our schools; the grounding we give to our YP to help them to grow &amp; flourish  - we need to support them to weather the storm, knowing that if we nurture them, they become stronger &amp; able to find their own path</p>
	Q&A	

Resources/ materials needed:

- Presentation & laptop
- Flip chart paper
- Post its
- Markers
- Pens
- A5 card
- ELOP flyers & information
- Email sign up sheet