

Personal Safety Program

Venturers



SCOUTS
AUSTRALIA

Queensland Branch Inc.

Personal Safety Program Venturer Scouts

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Personal Safety for Venturer Scouts

The following program ideas have been written to support Leaders to discuss the issues relevant to personal safety for Venturer Scouts. This age group face many pressures throughout their teenage years, and it is important that Venturer Scout programs deal with relevant issues. In the area of personal safety, the programs are arranged under four themes with suggestions for other activities. The four themes are:

1. Self image
2. Harassment
3. Drug and alcohol awareness
4. Violence and relationships

It is suggested that the four themes be explored in sequential order as many of the concepts build upon previous understandings. However while the programs can be used as specific Venturer Scout programs, we strongly advise Venturer Scouts and Leaders to utilise any opportunity to integrate these messages within all programs.

These programs are not prescriptive and you are encouraged to change and further develop them to meet the needs of the unit. However you are obliged to ensure that the messages you deliver to Venturer Scouts are consistent with those outlined in this program.

We also welcome any program ideas, which you have used successfully and would be willing to share with other Units throughout Queensland.

To ensure that parents are informed and involved in this program, a specially designed information workshop for parent/caregivers has been included in the Association's Personal Safety Program package. It is expected that all Scout Groups will use this module to educate parents and the community on the overall program. Please discuss presenting this module with all Leaders in your Group.

We are confident that our Personal Safety Program will be very effective because of the dedication and commitment of Leaders. Thank you for the role you are about to play in helping to provide all Members of Scouts Australia, Queensland Branch Inc. with a safe learning, working and personal environment.

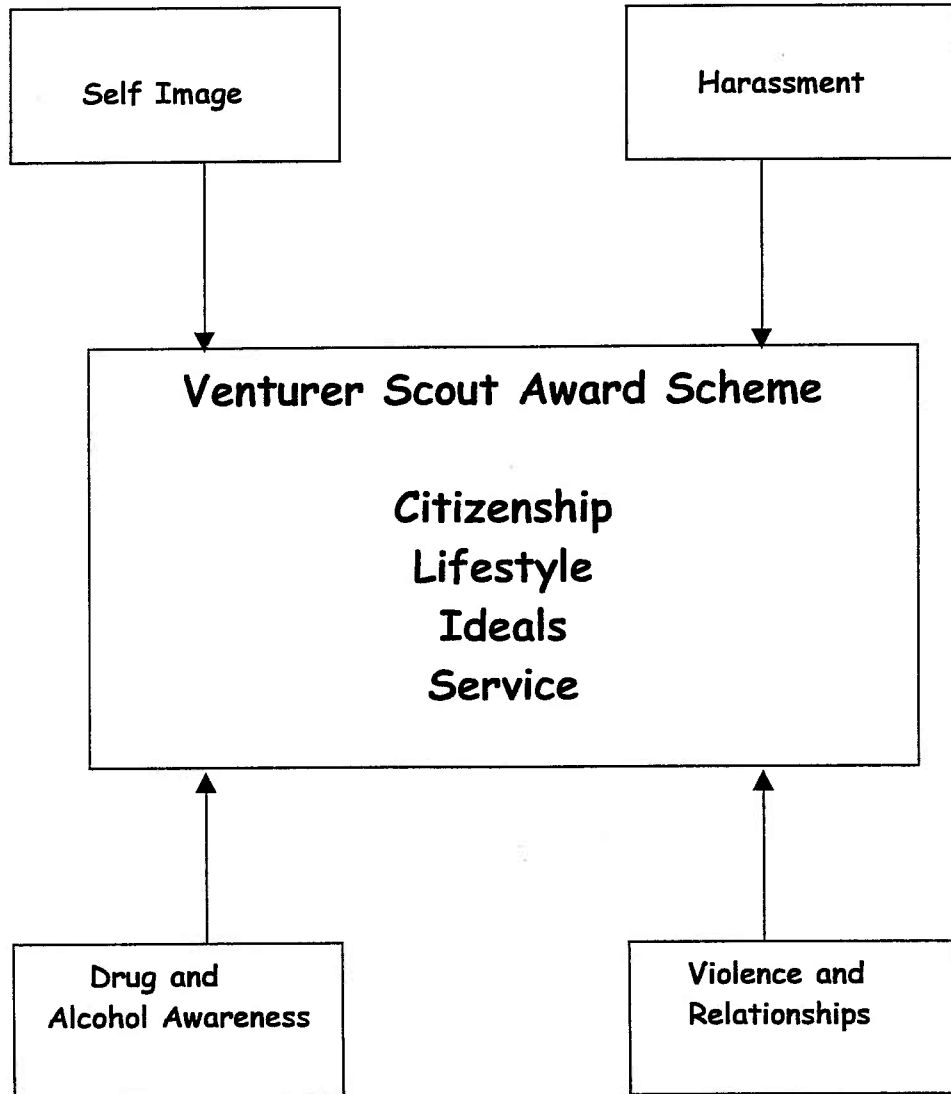
Yours in Scouting



Debbie Thomson
Personal Safety Officer

Personal Safety for Venturer Scouts

Overview



Activity	Self Image
Location	At the Den
Cost	Nil
Time	2 hours approx
Transport	None
Dress	Uniform or Unit shirts
Permission	None required
Equipment	As listed
Planning	Plan equipment beforehand
Leadership Role Youth Members	Organise activities
Leadership Role Adult	Oversee program

Self Image Program Ideas

Messages: Our self image is influenced by others perception of perfect or ideal
"Ideal" models of body and personality are not true to life
We must learn to value ourselves
Poor self-image may have serious consequences

Activity: Colour me orange

Time: 20 minutes

Resources: A duplicated drawing of a human body - 1 per person
Colouring pencils

Process: Everyone is given a duplicated drawing.
One person calls out a part of the body such as legs, arms, upper or lower torso, etc. and the others have to use the colours to indicate how they feel about that part of their own body.

Use a colour code such as:

Brown - very happy and pleased about that body part

Red - want to change this part of the body

Green - a healthy part of the body

Grey - unhappy or sad about that part of the body

Orange - do not like this part of the body at all

Blue - uncertain

Discuss:

With a chosen partner, discuss why you have completed your body drawing the way you have.

What makes you think orange areas are bad?

What has influenced the way you feel about that body part?

Are these influences valid?

What is most important - How you feel about yourself or what others think about the way you look?

Activity: Media and me

Time: 30 minutes

Resources: A series of popular magazines eg Who Weekly, Dolly, All Sports, surfing magazines
Pens and paper
Scissors
Glue
Large sheets of paper eg butcher paper
Enlarged copy of the consequence chart

Process: Using the magazines, create a collage on butcher paper of words and images that depict attitudes about the body. When complete analyse as a group the following aspects:

Age
Race
Sex appeal
Interests

Discuss:

Are these images a true reflection of the population in general?
What do the images say to those who don't fit the ideal or perfect?
What are the possible consequences of poor self-image?
Why does the media, in particular advertising, use these ideals to promote their products?

Activity: Role-Play

Time: 15 minutes

Process: In groups of four, role play the attached scenario.

Discuss as a whole group:

What was Amy's problem?

Did her parents have problems? If so, what were they?

How did the four characters try to resolve their problems?

How would you help:

Mum & Dad?

Amy?

Role play: I don't feel like going

Characters: Mum & Dad

Amy

Sally

Scene: Loungeroom of a family home. Mum and Dad are having a conversation while Amy is reading in the corner armchair.

Dad: Next year I think we should plan on an overseas holiday. What do you reckon?

Mum: Oh, that sounds wonderful. I've always wanted to go to England. Do you think we could afford that?

Sally: Hi Mr and Mrs Reeves. Just called into to see Amy.

Mum: Come in, Sally. Amy stop reading that confounded book and be sociable.

Amy: Hi, Sally!

Sally: Amy, I just thought I'd let you know that I'm having a party on Saturday night and everyone from school is coming. I was hoping you would too.

Amy: Thanks Sally, but I've got some things I need to do this week end, and ...

Mum: Don't be stupid, Amy. Go and have a good time. Get out of this house for once. You'll never get a boyfriend lying around here reading.

Dad: Go on, Amy. You'll be the prettiest girl there. The boys will go wild.

Amy: I'm not interested in boys, Dad. Besides none of the boys from school even know my name.

Sally: Well, there are some guys coming from the school down the road and maybe I could arrange a blind date for you.

Mum: Perfect. Then when he comes to pick you up from home we'll get to meet him, too.

Amy: Thanks Sally, but I really don't feel up to it and I'm not sure about blind dates.

Mum: Cut it out, Amy. How do you expect anyone to want to take you out if you never show any interest.

Amy: I've really got to start that assignment that's due in a couple of weeks, and Saturday night would be the best time for me to tackle it.

Dad: Thank heavens your mother didn't play so hard to get or you'd never have been born.

Sally: Well, I really better get home. Speak to you later, Amy.

Mum: What sort of rubbish are you going on with, Amy? You don't seem to have any friends and you never want to go anywhere.

Amy: I just hate going out. Everytime I have been out I end up feeling miserable.

Dad: Well I can't make head nor tail of all this Amy. You are as good as everybody else and they seem to have a good time.

Amy: You're not listening. You don't understand. If I go to this party I will end up standing alone and looking like a wallflower. If I don't go I won't have to feel embarrassed.

Mum: Stop it. This is no big deal.

Amy: No big deal? You're joking aren't you? It's bad enough at school but I can't make it at all at parties. You think it's no big deal but it's a great , big deal to me.

Dad: All you have to do is give it another try, Amy.

Mum: Enough's enough. Let's not keep this argument going any longer. It's silly and Amy will be going to the party on Saturday night.

Amy: That's what you think.

Dad: Well if you really have your heart set on going to England for a holiday, I guess we should go and see an agent to get some costings.

Activity: Know yourself

Time: 15 mins

Resources: Questions as attached
Pen and paper

Process: Ask the following questions and then allow for Venturer Scouts to discuss their answers with others in the Unit. The aim of the activity is to think about how we see ourselves and compare this to the perceptions of others.

Questions:

Do you see yourself as more like:

- leader or follower
- yes or no
- country or city
- rose or a daisy
- gunna or a doer
- electric guitar or a violin
- summer or winter
- organiser or worker
- eagle or a sparrow
- winner or loser

Following the discussion reinforce that we are all different and have different talents and skills. It is important to appreciate our differences and to avoid always comparing ourselves to others as this can only be upsetting.

Yarn: Nick's Story

Time: 10 minutes

This is a true story. The following events happened between March 1996 and September 1997.

Let me tell you about Nick. He was a talented, good looking, 15 year old boy, and he was somebody's son, grandson, brother, cousin and friend. I knew of Nick because I worked with his mother, Leanna.

Leanna came to me in March 1996 seeking some help from me. She was very distressed because her son, Nick was suffering from Anorexia Nervosa, but the worst of it was that nobody believed her.

Leanna knew her son's eating disorder was serious and she had taken Nick to a number of doctors who had dismissed her concerns. She asked me why people didn't believe that a boy could suffer from the disease. This whole situation seemed incredible to me and we talked about taking her son to Brisbane where she might receive the help she needed.

I will never forget Leanna telling me at the time that even Nick was scared he would die from the disease if somebody didn't help them. This shocking disease had a grip on his body and his mind but the mother and son team were determined to keep fighting.

Nick and Leanna did go to Brisbane and received help. There were times when Nick even returned to school but unfortunately not for very long. The disease had destroyed Nick's self image. He was petrified to eat because of what it would do to his body to make it more imperfect than he perceived it already was. Nick had no self confidence and his body could no longer fight the strain of the disease.

Nick began to suffer from severe chest pains. Again Leanna pleaded with the doctors at the centre in Brisbane to make available a bed for her son. Again they were forced to wait because so few beds were available for adolescents suffering this disease.

In September 1997, early one morning, only a couple of days before a bed became available at the centre, Nick Gallagher died from cardiac arrest.

I was saddened by Nick's death but mostly I was angry. Why did anyone have to suffer such a disease? Why didn't people believe Leanna in the first place, and why did Nick have to wait for a bed? And then when I turned on the television and saw the promotion of perfect bodies and perfect lives, I realised why Nick never really had a chance.

Discuss:

Ask what Venturer Scouts know about eating disorders or if they have known anyone to suffer from one.

Why is a person's self image and confidence so important?

What are the ways in which self image and confidence can be destroyed ? (Include issues of bullying, harassment, abuse and exploitation)

Extension Activity:

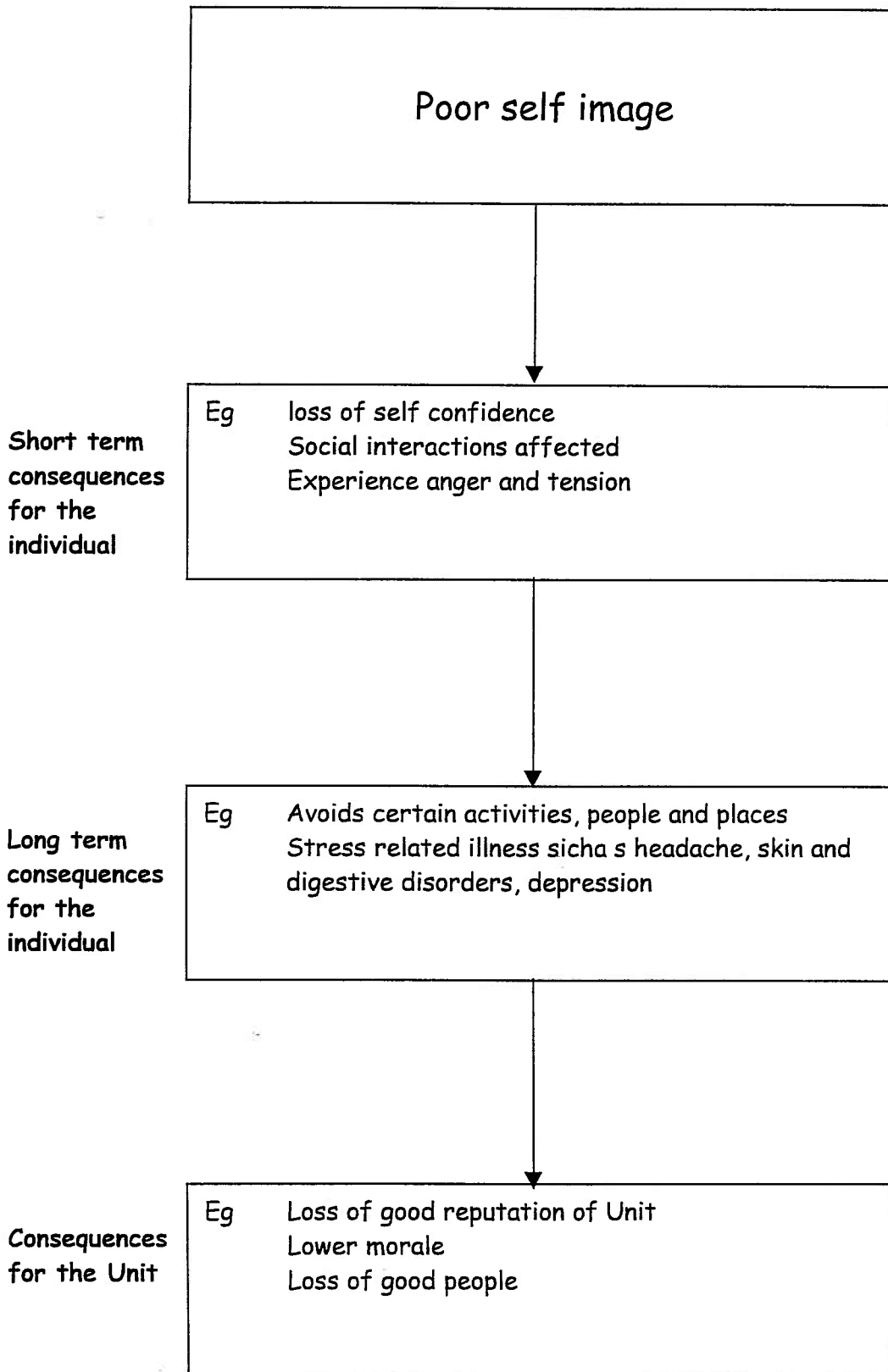
Contact the Eating Disorders Association on 07 3352 6900 for further information.

A Venturer Scout may choose to present a five minute talk about this issue as part of a citizenship activity.

Closing Activity: Complete the attached consequence chart

Time: 10 minutes

Consequence Chart



Activity	Harassment
Location	At the Den
Cost	Nil
Time	2 hours approx
Transport	None
Dress	Uniform or Unit shirts
Permission	None required
Equipment	As listed
Planning	Plan equipment beforehand
Leadership Role Youth Members	Organise activities
Leadership Role Adult	Oversee program

Harassment Program Ideas

Messages: Many behaviours threaten our feeling of personal safety
Such behaviours do not have to be tolerated
Harassment is all about power
Some groups within our society often experience harassment and discrimination
Scouts Australia, Queensland Branch Inc has a personal safety process for Members to register complaints and seek help to resolve issues

*** Please note that the two activities immediately following this introduction are strongly recommended for your use.

Activity: Defining Harassment
(Discussion)

Time: 15 minutes

Resources: Nil

Process: Using concentric circles, have the Unit discuss the following statements. Allow a minute to discuss the statement before moving the inner circle of Venturer Scouts on to the next person.

What is harassment?

Name any type of behaviour that could be regarded as harassment.

If the harassment is unintentional, is it still harassment? Why?

Who can be harassed?

Who can be the perpetrator?

What is gained or lost through harassment?

How can a person stop from being harassed?

At the completion of this activity, discuss their answers as a whole group.

The Personal Safety Policy and training activities provide answers for these questions. Make sure that the following points are raised and discussed:

- Harassment can be verbal, gestural, and physical.
- Any behaviour that threatens a person's feeling of comfort and safety is a form of harassment.
- Anyone can be harassed and anyone is capable of harassing.
- It is important to understand that harassment is about power and infringing on the rights of others.

Make the Venturer Scouts aware that the Branch has a policy and process for complaints, the *Personal Safety Policy and Complaints Process*.

Outline their right to access this process, to seek advice, and help resolve issues.

Understandings to be developed:

- The Personal Safety Policy covers all forms of harassment, abuse and exploitation
- Any threat to the personal safety of a Scout will not be tolerated by Scouts Australia, Qld Branch Inc
- The complaint process can be accessed for issues within and external to Scouting
- The importance of telling someone who will listen and help if your personal safety is threatened
- Everyone has the right to say no You own your body
- Serious issues will be referred to the appropriate support personnel
- An expression of concern can be made if a Scout feels that another Scout's personal safety may be threatened

At the conclusion of this activity attempt to define harassment in a way that is shared and understood by the Unit.

The following activity is designed to explore how it feels to be harassed and excluded.

Activity: Feeling Out

Time: 15 minutes

Resources: Nil

Process: Discuss the meaning of "exclusion" or being "ostracised" as another form of harassment.

Explain that the following activity will allow the Unit to experience the feeling of ostracism and that it may be stressful. If at any time someone cannot cope with this stress they may pull out of the activity. Nobody should feel that there will be personal attacks made against him or her but that this is only a game.

Watch for Venturer Scouts who are known to be particularly sensitive.

Divide the Unit in groups of 4 or 5.

Each group sits in a circle.

Give each group a topic for discussion (as attached or select your own).

The group discusses the topic but eventually must completely exclude someone in the group. Do not listen to their ideas and don't answer them.

However the group should not decide beforehand who will be excluded as it must just happen in the course of the discussion.

At the end of the time bring everyone together and discuss the following:

How did it feel to be excluded?

When did you notice?

Were you surprised you were the one excluded?

When did the others realise who had been excluded?

How did the rest of the group feel?

Is there any issue of power in excluding people?

Make sure to congratulate people who were excluded and suggest that the group do something to make that person feel included again - to reinforce that the activity was not a "personal" attack on the excluded person. This might be as something fairly social such as time out to have refreshments.

Make sure that anyone who found the activity too difficult to participate is debriefed.

Discussion

Topics:

- Stolen children
- Violence in schools
- Guns in society
- Women with children and a career
- Australia as a republic
- Changing the Scout uniform

Activity: A venture into disadvantage

Time: 1 hour - depending on length of course

Resources: Compass and course instructions
Five activity envelopes
Signs for each station

Process: The aim of the activity is to experience some forms of disability in order to understand the powerlessness of the disadvantaged, and how they become highly vulnerable to harassment, abuse and exploitation.

Using the area surrounding the den set out a compass course, with four stations where a specified instruction will be given in an envelope.

Your course may be as you choose but a mud map has been included for illustration purposes only.

Each station should be a particular type of terrain and a sign should be placed at each station. The group must travel through to the next station as if travelling through that particular terrain.

For example:

Start - Station 1 Walk in an ordinary fashion

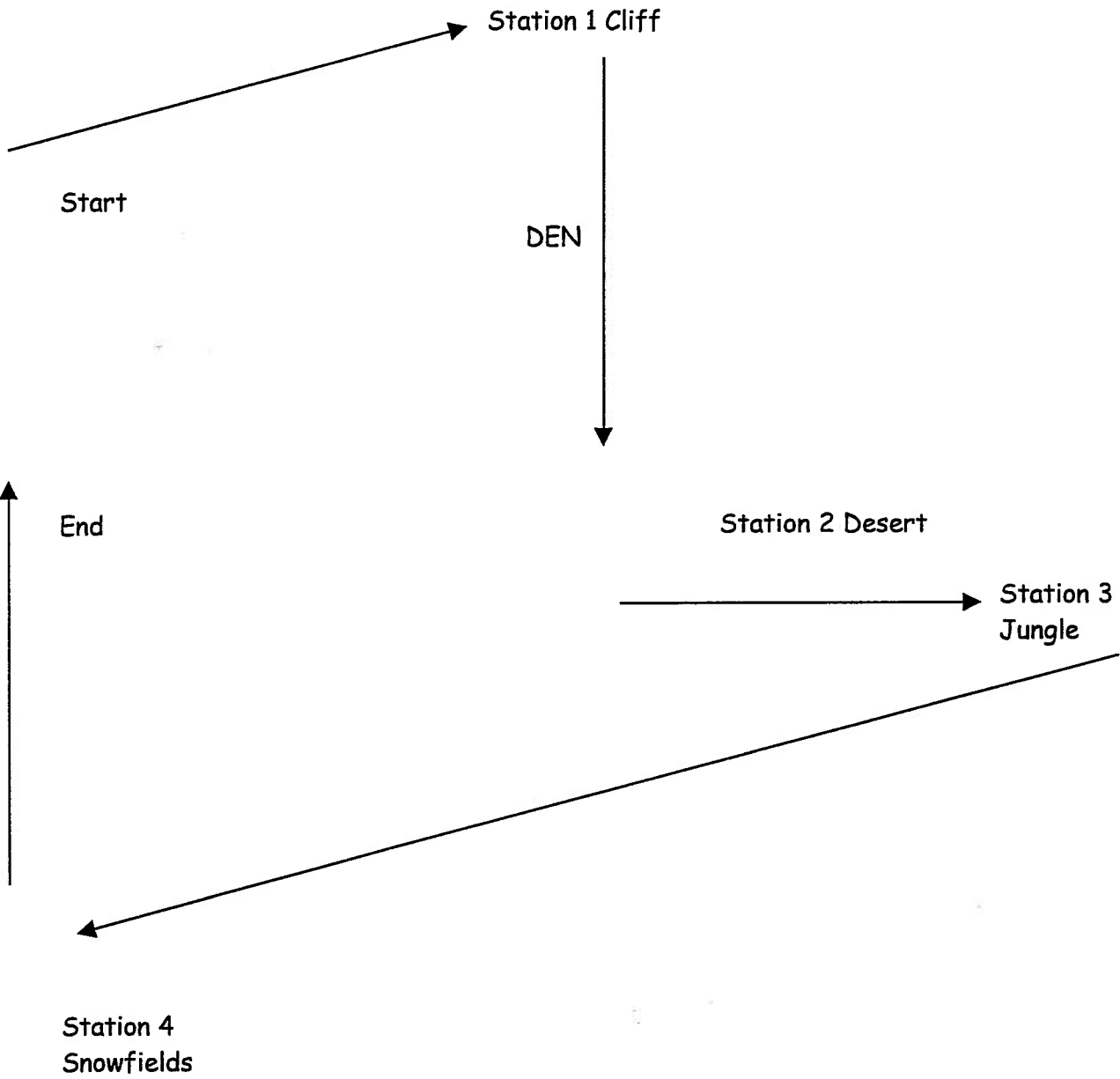
Station 1 - Station 2 Mountain climbing, abseiling

Station 2 - Station 3 Struggling through a severe sand storm

Station 3 - Station 4 Chopping down dense jungle

Station 4 - End Slipping and sliding or skating

Mud Map Suggestion



Rules: The rules for the activity are as follows:

The unit must be divided into groups of 5

No speaking at any time

The group must start and finish the course together

At each station an envelope will contain an instruction that must be followed

Only one person can read the envelope contents that they must then follow

The course must be finished as quickly as possible

Envelopes:

Station 1: You have broken both your arms and cannot use them for the rest of the venture.

Station 2: You are blind and cannot see at all. Keep wandering away on your own for the remainder of the venture.

Station 3: You have hurt your back and must walk very very slowly for the remainder of the venture.

Station 4: You have lost a leg and rely on other people to support you. For the remainder of the venture you cannot use one leg and must lean on others in the group.

Activity

Conclusion: When all groups have returned discuss the following points about feelings:

How everyone felt about their disability

How you felt when someone helped you

How you felt when another person slowed the group down

How you felt when you saw the group struggling because of you

What made the venture easier?

What would have made the venture even easier?

Have you ever witnessed the harassment of or discrimination against a disabled person? Share your experience with the Unit.

Often disabled people are harassed and discriminated against because of what people think they can't do rather than trying to find out what they can do.

Activity: Cultural Tolerance

Time: 20 minutes

Resources: Nil

Process: Divide the Unit into four groups. Each group decides that it will be a new culture and that they will have their own:

- Language including gestures
- Greetings and farewells
- Eating habits

After the groups have had time to work on their culture, allow group one to visit group two and stay for a meal. Groups three and four watch and report back their observations at the end of the role play.

Allow time for group three and four to undertake this activity with groups one and two observing and reporting back.

As a whole group discuss:

What changes have to be made when two different cultures come together to live in the one place?

Which culture is expected to make the changes? This discussion should focus on accommodating a new culture into an existing culture. Do not allow statements of racial intolerance to be made.

What often happens?

What is racial intolerance?

What can we do to overcome this intolerance or prejudice?

Racial intolerance can be another form of harassment. If Venturer Scouts have experienced racial harassment or know of it happening they must be aware of their rights and responsibilities and know how to access the Personal Safety Complaint process.

This is an excellent opportunity to discuss the informal options available to resolve Personal Safety issues. Refer to the policy for further information.

Extension Activities:

- Organise Personal Safety Training for the Unit. Ideally the training would be conducted over 2 X 2hr sessions
- Research the issue of Stolen Children or Aboriginal Deaths in Custody. Both these topics have been the subject of recent inquiries.
- Also refer to Sally Morgan's "My Place" on the issue of stolen children and the consequences

Activity	Drugs and Alcohol Awareness Visit a local authority or arrange for a visit by the authority to the den
Location	Dependant on the organisation
Cost	Nil
Time	As suits the organisation
Transport	Dependant on location
Dress	Uniform
Permission	Parents & G/L
Equipment	Paper and pen for notes
Planning	Booking the organisation well in advance
Leadership Role Youth Members	Plan the whole activity
Leadership Role Adult	Oversee program and support as necessary

Special Considerations

Refer to local telephone book to locate organisations and agencies dealing with drug and alcohol awareness.

The Australian Lions Drug Awareness Foundation Inc (ALDAF) conduct Drug education community workshops. Contact your local Lions, Lioness or Leo Club for further information.

Follow up the visit with discussion about what was learnt and how the unit may undertake its own anti drug and alcohol campaign.

It is very important to highlight that the Personal Safety Program can help to find the most appropriate support to Members who are affected by substance abuse.

As an activity, ask the entire Unit to go through the local telephone directory and list all relevant phone numbers for agencies which assist young people. These can be displayed on the Den wall.

Activity	Violence in relationships
Location	At the Den
Cost	Nil
Time	2 hours approx
Transport	None
Dress	Uniform or Unit shirts
Permission	None required
Equipment	As listed
Planning	Plan equipment beforehand
Leadership Role Youth Members	Organise activities
Leadership Role Adult	Oversee program

Violence in Relationships Program Ideas

Messages: Violence covers a range of behaviours including those which are physical, verbal, gestural, sexual, emotional, verbal and exclusionary

There is a direct relationship between power, violence and position

Everyone has the right to feel safe and should not feel guilty for the violent behaviours of others

There is a range of strategies which can be applied when responding to violence. These include aggression, assertion and submission, although aggression and submission are generally not recommended

If you feel that your personal safety is threatened always tell someone who will listen and help

Activity: Defining Violence

Time: 20 minutes

Resources: Paper & pen

Process: In groups list all the behaviours which can be identified as violent. Allow all ideas to be recorded and used for discussion purposes.

You may need to prompt the groups to include behaviours other than physical behaviours. These would include verbal, gestural and exclusion behaviours ie excluding someone from a group or activity, or receiving the silent treatment.

After 10 minutes ask the groups to attempt to place the listed behaviours on a continuum from least offensive to most offensive (as shown).

**Least
Offensive**

**Most
Offensive**

The aim of this activity is to demonstrate how any behaviour can be most offensive dependant on when or where it happens, who perpetrates it, how often it occurs etc

Bring the groups together and discuss this activity. Try to lead the group to establishing a shared definition of violence. It is not necessary to have a beautifully written definition. Dot points will suffice, outlining the major components such as:

- Physical
- Emotional
- Sexual
- Verbal
- Gestural
- Excludes
- Involves use of power
- Control
- Threatens the feeling of personal safety

Activity: Violence, Power and Position

Time: 15 minutes

Resources: Nil

Process: Following this activity ask "What causes violence?"

Responses may include:

Peer pressure, cheating, drugs, anger, frustration, arguments, family problems, ill health, tiredness, stress, alcohol, and racism.

Ask "Why do people allow others to exert power over them?"

To demonstrate the relationship between violence, power, and position ask for 2 volunteers to perform a role-play.

Person stands up and walks around if they desire, while person B sits on the floor.

A then instructs B to perform an item for A to make them laugh. B responds as they choose i.e. they may not feel compelled to comply.

Afterwards ask the group what they noticed about the relationship in the role-play?

How did B feel?

What made A seem more powerful? (position)

Explain that this is merely a demonstration about position but that some people do exert this type of positional power over others. However it is not always in a physical sense. It may be that the dominant group, or thought or ideology gives someone positional power over others. For example many people exert more power because they are white, middle classed people as opposed to poor, black people OR male versus female OR age versus youth. Unfortunately class, gender and race often form the basis of power struggles.

Ask " Who is responsible for the violence?" (perpetrator)

Revisit the definition from the "Defining violence" activity and include a dot point about the relationship between power and position. It is very important to recognise that there is a direct relationship between violence, power and position.

Activity: **Feeling Safe**

Time: 10 minutes

Resources: Nil

Process: This is a relaxation activity to help people identify what things make them feel safe.

Have all members of the Unit lie or sit down with their eyes closed.

Slowly give the following instructions:

Imagine yourself in a place where you feel safe and happy

Are you alone?

Are you doing something in particular?

How do you feel?

In your mind paint a colour that makes you think about the safe place.

Allow members to linger in this state for a couple of minutes.

At the end of this time invite them to share with two or three other Members and discuss how they felt?

Remind Members that our Personal Safety Policy aims to help them feel this same kind of security, and that if Members have issues which threaten their feeling of personal safety, they can access the complaint process.

Activity: Dealing with violence

Time: 30 minutes

Resources: Copies of the role-play

Process: When dealing with any form of violence there are four broad response strategies which people use. These are:

- Aggression
- Assertion
- Submission
- Flight

Ask the Unit if they understand the difference between the four strategies and identify situations when each strategy is most appropriate eg if a person is in physical danger then flight or getting as far away as possible would be the most appropriate strategy. Assertiveness is preferred in most situations because aggression and submission can often make things worse.

Divide the Unit into three groups and use the following to choose your own adventure type story for each group to role-play. The groups must be organized so that one role plays an aggressive response, one role plays an assertive response, and the other, a submissive response. Discuss whether flight would be an option.

Allow about 15 minutes for practice and then present the three different scenarios to the whole unit.

Following the role play activities discuss:

What threatening behaviours did Barry display?

How did each strategy help to resolve the issue?

Which would be the most appropriate strategy in most cases?

What is the most important thing for the victim to remember?

Follow up with discussion that will develop the understandings outlined on the next page.

Understandings to be developed:

- **Don't feel guilty. It's not your fault nor are you responsible for the violent actions of another person.**
- **It's okay to say no. Speak out.**
- **Always seek help. You don't have to go it alone. Tell someone who will listen and help.**
- **There is a direct relationship between violence, power and position.**
- **Be explicit. When being assertive make sure that the perpetrator is told exactly what they are doing that is upsetting you.**
- **Look the perpetrator straight in the eye and hold your body upright. This allows you to gain some positional power of your own.**

A Ruined Romance

Barry and Jenny had been together for two years - ever since they had met each other at the year 10 dance.

Now that they were ready to leave school things were changing between them, and Jenny had decided to go away to university. Barry was really unhappy about this because he wanted them to be together, forever, and he sensed Jenny now had other ideas. Barry kept pretending to himself that things would be okay if they did not talk about it.

Then it happened. On the way home from the movies Jenny told him that it was time to call it quits. Barry was furious and stormed off. Jenny let him go thinking he'd cool down and would see it was for the best.

The next day at school Barry past Jenny in the corridor and whispered,

"You're going to pay for what you've done!"

Jenny raced after Barry and said,"

Role play Jenny's response

That afternoon Jenny walked home alone but as she rounded the corner Barry appeared from behind a fence. He said nothing but followed her all the way home, and then stood outside her house staring for nearly an hour afterwards.

Late that evening Jenny's phone kept ringing but when she answered it hung up. She was sure it was Barry.

The next day at school, Jenny fronted Barry who denied everything.

Later that day Barry was called into the Headmaster's office. Jenny had complained that Barry had been stalking her, ringing her home and hanging up, just because she had decided to split up with him.

Barry was warned at how severe his behaviour was, and told to stop it immediately. Barry was so angry. He went straight to Jenny's home that afternoon and found her there alone.

As soon as she answered the door, Barry forced it open and ran inside after her.

Role play Jenny's response

The following day at Softball practice, Jenny's best friend Sharon spent all practice trying to hit Jenny with the ball. She knew there was something wrong. In the dressing shed Jenny asked Sharon what was going on.

"How could you do this to poor Barry? Just because he wanted to split up with you. You're crazy, accusing him of stalking you," Sharon yelled

Jenny knew all this had gone too far. She was going to stop this rot of Barry's once and for all.

Role play Jenny's response

Activity: True Stories

Time: 30 minutes

Resources: Copies of the True Stories

Process: Divide the Unit into three groups.
Give each group a copy of one the true stories, and ask them to take the time to read and discuss the story.

- No-one to tell - A poem about incest
- Too scared to breathe - An account of domestic violence
- I didn't realize it was rape - A short story on date rape

After 15 minutes bring the groups back together and ask each group to report on their story and discussion.

It is important to debrief members because these issues are very sensitive and may cause distress to some.

Stress that nobody has to suffer from any form of violence, and that victims need support.

The Personal Safety Program has a complaint process that is confidential and will support any member who feels that their personal safety is being threatened.

NO-ONE TO TELL

The years have passed
Since that tragic day,
When you entered my room
And took my innocence away

I asked myself why
How could this be,
You left me with scars
But you walk away free

I have no-one to trust
No-one to tell,
Recalling what happened
Is a living hell (nothing but)

Blocking it out
Denying the truth,
Is all just a part
Of my tortured youth

There is always a hope
That my tears will subside
I wish I could run
But there is no-where to hide

I have no-one to turn to
No-one to trust
All because of your
Act of lust

No-one will ever know
What I feel,
The pain I go through
Is nothing but real

The years have passed
Since that tragic day
And I never let on
I am far from okay.

For Discussion:

How could this person be helped?

What are the long term consequences for this person if they aren't helped?

What words illustrate the way this person is feeling?

What should happen to the perpetrator of this crime?

What if the crime was committed many years ago - is there any point in reporting it now? (The answer is yes. Cite cases of child abuse, exploitation, and incest where the victims have only just recently spoken out against their perpetrators.)

Additional Information:

According to information provided by the Department of Families, Youth and Community Care:

- 1:4 girls and 1:8 boys are likely to be sexually assaulted before they reach the age of 18 years
- Over 85% of abused children are harmed by someone they know and trust
- Child sexual abuse is often achieved through tricks, bribes, coercion or threats by a person in a care providing role
- When sexual abuse occurs within a family, it is likely to continue for a period of time, even years, until it is discovered and stopped
- Many children do not report sexual abuse out of fear that they will not be believed or that they will be punished. Some children simply do not know how to tell about it

Source: "For Parents: Concerning your child's personal safety" Dept Families, Youth and Community Care, Qld.

The Department may be able to support your programs through workshops and manuals on child abuse and exploitation, currently provided through the Queensland Council of the Prevention of Child Abuse (QCPCA).

For further information or support contact:

Department of Families, Youth and Community Care	07 3224 8045	Inquiries
	1800 811 810	Free
Brisbane Rape and Incest Crisis Centre	1800 242 526	Free
	07 3844 4008	24 hr
	07 3846 1206	Admin
Royal Brisbane Hospital	07 3253 5206	24 hr
Kids Help Line	1800 551 800	Free
Or your local Police		

TOO SCARED TO BREATHE

Hi! My name is Tracey. I am 18 years old and I have five brothers and sisters, and I'm number three - right in the middle. We all have something in common. We fear for our lives. For 18 years I have been surrounded by nothing but violence and it's not at school, and it's not from my brother and sisters fighting. It's from our father. He is so violent that it makes you too scared to breathe.

I grew up in a country town in North Queensland where our father was very well known. Everybody respected him as he was a hard worker who had his own business and many people looked up to him. As kids we also looked up to him but the difference was we could only ever see him holding a bottle.

That bottle held a lot of significance because we knew when he held it, he was in one of his moods. That's what Mum called them - his moods. Well I remember what he did to Mum when he was in one of his moods.

As long as I can remember Dad's moods included hitting Mum time and time again. He'd shout a lot too. Many times I would cry when I saw Dad do this but he assured me that my mummy had been a bad girl and deserved a smack, just like when I was naughty. Years later Dad started hitting my older brother and sister as well as my mother. He never touched me until my teenage years, and I'll never forget the day it first happened.

I helped Dad out with his hardware shop when I could. I was never paid but Dad told me it would teach me some responsibility. He was always touchy about me being late and I made a habit of being on time. However, one day I cut myself badly on a broken bottle outside the house. I had to go to hospital and I missed work. Mum was in such a panic that she forgot to phone Dad and tell him. Later in the afternoon I was lying in bed with my foot all bandaged when suddenly I heard Dad screaming at Mum. Then I heard the thumps. I hated when Dad hit Mum.

To my horror, I heard footsteps coming towards me and Dad flung the door open with a furious look in his eyes. My turn had arrived. I was too scared to breathe. I remember the room spinning and Dad's uncontrollable outburst of anger as he sent me flying across the room. As I lay on the floor crying Dad kicked me in the stomach. Then he picked me up and pinned me against the cupboard. He started swearing at me and saying some really horrible things, then he swiped me with the back of his fist again and again until I fell unconscious.

Ever since then Dad decided I was old enough to be punished when I did something wrong by his rules, which were always pathetic. For five years after that I was beaten on a regular basis. He went crazy when I got a B for an exam and the teacher said it was because I had missed a lot of school the week we covered that particular topic.

What he didn't take into account was that some days I was so bruised and battered that I felt sick when I looked at myself in the mirror. I couldn't go to school looking the way I did.

My brother and sister seemed to be worse off because they were older. When I was fifteen, Ryan who was 16, was beaten so badly by Dad, he was put into hospital. He had been caught smoking at school and when he came home Dad was waiting for him. I remember Dad holding Ryan by his throat, trying to choke him. When Mum and I screamed at Dad to let him go, he threw him on the ground and dug his boots into Ryan's ribs. He then started kicking Ryan in the head until he was covered in blood. Just as we thought he was going to kill Ryan, he turned around and punched Mum in the face, breaking her nose.

It was at this point that my sister Kelly and I begged Mum to leave Dad, but as usual she always had an excuse for him. "Your father is a good man underneath all that anger" and "I love him, he's my husband. Besides he's the breadwinner of the family - where would we go if I left him?"

Kelly, who was 17 at the time, told me of her plans to run away. I was scared of her leaving but deep down I didn't think she'd go. Then soon after she'd told me her plan, she had an argument with Dad. They said terrible things to each other. Then it was on. Glasses were thrown, abuse was shouted, a window was smashed, and bones were broken. But worst of all, hearts were broken. Dad told Kelly to get out and never come back. Mum started crying and Ryan disappeared down the street. I sat there stunned, unable to move. I locked myself in my room and cried and cried but I told myself that Kelly wouldn't leave. When I woke the next day Kelly had gone.

For two years after that day, I stayed and put up with Dad's abuse, Mum's sticking up for him, Ryan's drug dependency, and the twins fear of when Dad would strike at them. I did everything in my power to help the twins lead a normal and happy life, but you can't play happy families when you don't have anything that even resembles a family.

Dad continued to hit Ryan who stopped retaliating as he was often too wasted to care. It was all Dad's fault - Ryan had become an addict. Can you blame him? I believe his addiction is his cry for help but we all know that it will kill him.

My time soon came to leave. I didn't want to leave my little sisters and my drug dependant brother but I was too scared that one day Dad would kill me. My father ruined all of our lives.

Even though I don't live at home anymore I am scared that he's around somewhere. He deprived us of a childhood that everyone has a right to expect. We saw too much and it haunts us all. None of us are waiting for Mum to leave him anymore. She won't, she's too scared. I am just waiting for the day when I get a call from the police saying that he has beaten my mother to death or that Ryan was found dead from an overdose.

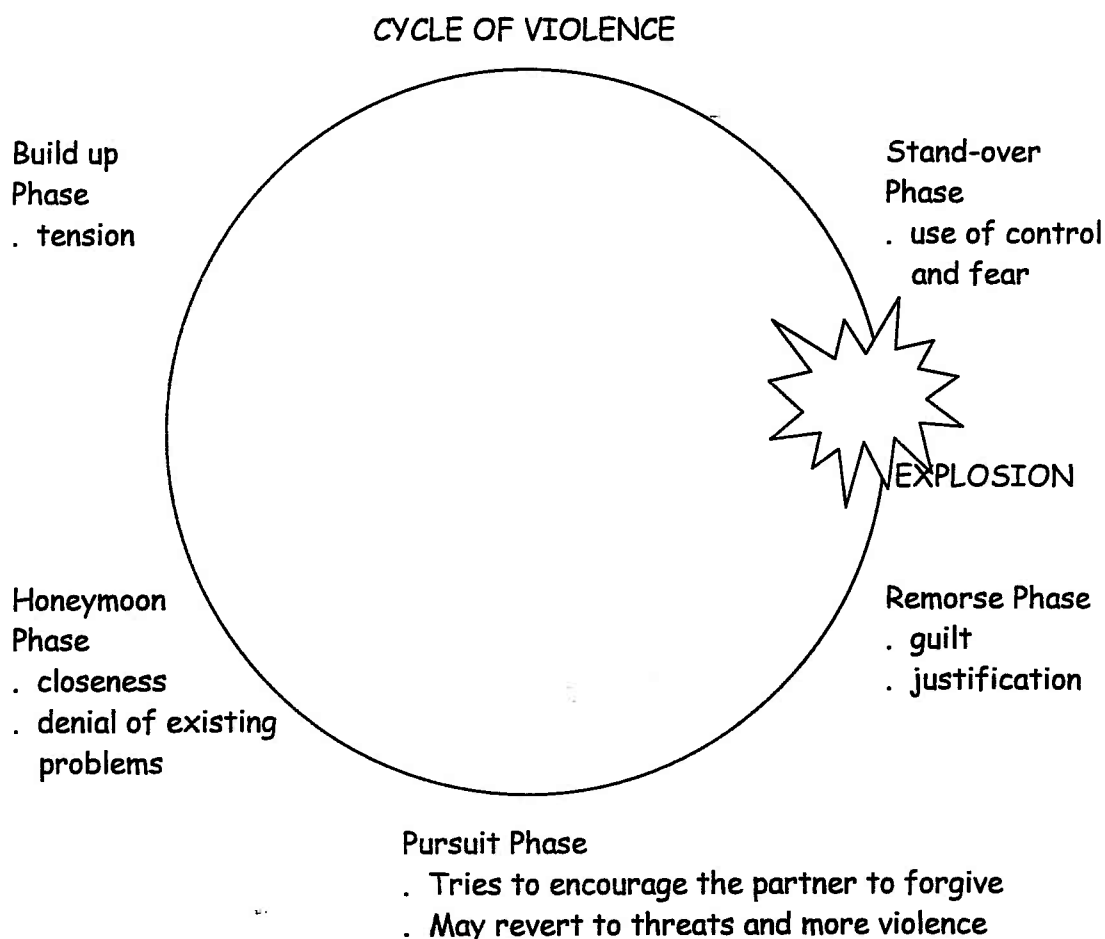
I will never speak to him again. I will never go to visit him. I will never love him and I will never forgive him. The best I can hope for is to be able to think of him without being too scared to breathe.

For Discussion:

The following cycle of domestic violence is recognised by all organisations dealing with victims and perpetrators.

Use this cycle on an overhead transparency for discussion purposes. Take care not to allow the victim to be blamed for the perpetration of violence because they won't take flight from the perpetrator. This is why it is so important to go through the cycle of domestic violence to understand how the victims become tricked and trapped into staying with the perpetrator.

Refer to the PAIR program from the Domestic Violence Resource Centre for further information on domestic violence and the support available to victims and perpetrators.



The cycle has six phases, beginning with the build up phase. After discussion about each phase, it becomes clear why abused partners find themselves trapped in a rollercoaster type relationship.

Source: "Preventing Abuse in Relationships" Domestic Violence Resource Centre, Qld, 1992 .

Extension Activity:

The Domestic Violence Resource Centre has for sale or loan *Preventing Abuse in Relationships (PAIR) Program for Adolescents* which is an excellent resource and training program. The purchase price is around \$85 per copy.

Contact the Domestic Violence Resource Centre for further information
07 3217 2311

I DIDN'T REALIZE IT WAS RAPE

My name is Kristy. I am a 19 year old university student. I am like many other normal teenagers. There are many things in my life that I have to deal with like everybody else. The hardest thing I've ever had to come to terms with was the fact that I was raped, only I didn't realize it. This is my story.

When I reached first year University I couldn't believe the freedom I had. There were always parties and I had plenty of friends, male and female. However, I began to drink a lot when I went out and would always end up with some guy as I couldn't control myself when I drank.

Many people labeled me a 'slut' and although I felt hurt, I started to believe that they were right about me. There were many times when guys expected me to have sex with them because they thought I was easy and a lot of times they would tell me that "I wanted it and that I was teasing them" if I resisted them. In the end I just gave in because I didn't want to upset them.

Then I met Jake. He was everything I had wanted. We ended up in a relationship and I couldn't have been happier. Then one day I overheard him telling his friends that he was only using me for sex. I refused to speak to him from then on. He kept phoning me and telling me he was sorry until I forgave him. Maybe he was only showing off to his friends, I thought.

So he started coming over again and staying the night. I started to resent him coming over as he always just wanted sex and there were many times that I gave into him. Eventually I broke up with him but he kept coming around and telling me how beautiful I was so that I would have sex with him.

Then it went too far. One night, he was very drunk and came bashing on my door. I awoke and let him in. He pushed me on the bed and started kissing and caressing me. I tried to push him off and told him 'no'. My reaction to his advances startled him and he became very angry with me.

He pinned me down to the bed and started to rip my clothes off. I became frightened of what he was about to do. Then he said to me " You wouldn't know the meaning of the word 'no' if you fell over it. You've never turned anyone down and you're not gonna start with me."

I couldn't believe what I was hearing. Jake, whom I trusted, was actually threatening me. I was so scared of what he was doing that I didn't dare stop him. I told myself that because I had not stopped him this wasn't rape.

This is what I told myself for the next six months until I saw a counsellor and told her what happened. She told me that it was rape not only because I said 'no' in the first place but because I had also given in just to please him even though I didn't want sex.

I, like many others, have been raped and didn't even know it. I used to think that rape only occurred in a dark alley way late at night by a complete stranger. The funny thing is, a lot of the time it's someone you know and trust.

I learnt that rape doesn't discriminate. You don't have to be pretty, ugly, smart, stupid, of a certain race, or financial status. I was not prepared because I took the attitude of "It won't happen to me." But it did and I'm sure many other rape victims held the same attitude.

To everyone out there reading my story, I hope that you are never faced with this crisis. However, if you're in a situation and you feel that it's not right, stand up for yourself. Kick, scream, punch if you can because by doing this, most of the time it can be enough to scare the attacker away. Don't deny that it is happening, because that is when the attacker gets the advantage. What is really, really important to remember is that if you cannot fight the attacker off, report it to someone who you know you can trust, someone who will listen, and someone who will act on your report.

For Discussion:

What do you think about Kristy's self image?

Why didn't she realise it was rape?

Who might have been able to help her with this problem?

What are some of the messages that young people like Tracey need to know?

It's okay to say no

You own your body

If you feel threatened tell someone who will listen and help

Make Venturer Scouts aware that rape happens to men and women. While the majority of reports are about female rape, an overwhelming percentage of male rape and abuse is perpetrated by men who identify themselves as heterosexual.

Extension Discussion:

Many young people in this age group raise the question:

What if a girl deliberately teases a boy ?

It is really important to discuss this issue and make the following points:

- No means no!!! Whatever time it is said. Even if a girl changes her mind from yes to no, in a court of law there is no defense in pleading that the girl may have meant yes. Neither is **being unable to control yourself**.
- People who deliberately tease other people are playing a very dangerous game. These sorts of people do not deserve to have a relationship with you. Recognise these people for what they are and don't have any thing further to do with them.

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