



FALSE FREEDOM

FACILITATORS' NOTES

SCENE 1

Identify

Brief for Facilitator:

This is the first stage of grooming when the groomer identifies their victim. This scene sets the background to the events that unfold for Natalie. When Davy enters the scene he appears non-threatening and doesn't appear to single out anyone. He keeps it all very relaxed.

Prompt Questions and Possible Responses:

How do you think Natalie was feeling in relation to the location, her friends, what they were doing? Did the girls really know Davy? What might the dangers have been?

Natalie is not happy; she is fed up; pressured; disappointed with her friends; she tried to protect some of the friends from having more alcohol; she tried to leave but her friends told her to stay. Natalie's friends thought Davy was a friend of her mum's which led the girls to have misplaced trust.

Why might Davy have bought alcohol for the girls? Do you think he just wanted to be nice to the girls or do you think he had another intention? What might he have thought about them sitting outside in the cold and drinking?

Davy wanted to appear as the 'good guy'. He identified a way that he could make contact with the girls/ start talking to them and providing alcohol and a place to hang out.

What were the risks of going to Davy's apartment? Why should they not have gone?

They didn't know who he really was or anything much about him; didn't know who would be there; what his intentions were; would he hurt them?; would they get out safely?



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SCENE 2

Gain Trust (and Sexualise)

Brief for Facilitator:

This scene shows how Davy was able to gain the trust of all of the girls and how he singled Natalie out for special attention.

Prompt Questions and Possible Responses:

What did Davy do in this second scene that might have made it easy for the girls to trust him?

There was a female friend of Davy's in the apartment when the girls arrived; he gave them more alcohol and use of a play station; he said "make yourselves at home"; gave Natalie use of a phone; Natalie said "he seemed really caring".

Is there a reason he chose Natalie rather than one of her friends?

Perhaps he sees that she is more likely to go along with what other people say/do/want (she did when she wanted pizza and her friends wanted alcohol; she did when she stayed outside when she wanted to leave).

What made Natalie feel she had to stay there rather than leave?

Her friends were staying. She felt she did not have a choice as she should have been staying with one of her friends. Davy had given them 'free' alcohol and given her a phone so he had gained her trust.

Why do you think Davy took Natalie's phone?

To make sure her mum couldn't contact her; so he could take control of her; so he could offer her a phone and make himself look generous; an excuse to ask her to take "sexy pics". If she took the picture then she would be committing an offence and he would have something else to 'hold' over her.

What was the first point when Davy started to sexualise the situation with Natalie?

In the bathroom when he asked her to send "sexy pics".

How long did it take before Davy sexually abused Natalie?

By the time her friends were asleep Davy had coerced Natalie into his bedroom where he abused her. She did not consent to this. (See section on General Questions in booklet.)



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SCENE 3

Fill A Need

Brief for Facilitator:

Throughout this scene Natalie recounts all of the things that Davy provides for her but shows her mixed feelings about this.

Prompt Questions and Possible Responses:

Throughout this scene Natalie recounted all of the things Davy provided for her – what were these?

Davy manipulated her by making her feel special and by telling her how great she was; he provided kudos in her peer group as he was her 'boyfriend' and he supplied everything the group needed including alcohol and a place to hang out.

Why could she not tell her friends what had happened?

She was embarrassed; she felt "disgusted", she wasn't sure what had happened herself (she had taken a lot of alcohol).

Why did she feel she needed to stay there?

She didn't want her friends to think she was a bore and she hadn't told her friends that Davy had abused her; she felt she had to keep going back as she had "no reason" not to. This meant that Natalie felt she 'owed' Davy.

What did Davy say to Natalie to make her feel special? How did this help him to control her?

Told her she was beautiful; "You're so hot"; "you could be a model"; "you're the only one". She liked hearing all the nice things he said to her as she had nobody else to give her any type of affection. Everybody needs to hear positive comments; she knew it wasn't a good relationship but she was trapped.

Natalie exhibited behaviour that was the opposite of what she was feeling – lots of mixed emotions – what were these?

Confusion, fear, embarrassment.

Do you think Natalie felt that she was able to express herself and talk about her feelings with Davy and her friends? Did Davy ask her what she wanted to do or how she was feeling at any point?

Natalie was unable to express her feelings to her friends because she felt ashamed and complicit in her abuse. Davy was not interested in how she felt. He totally disrespected her.



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SCENE 4

Isolate and Maintain Control

Brief for Facilitator:

This scene demonstrates how Davy isolated Natalie from her friends and family so that she had no-one else, only him to depend on. Her friends no longer hang out at the apartment and she is locked in. Any positive reasons about being there are now gone and she feels she has no alternative but to stay with Davy. It is the summer holidays so she can't be missed from school. (There are very similar dynamics between CSE and domestic abuse, particularly in how the perpetrator isolates and maintains control of their victim.)

Prompt Questions and Possible Responses:

How did Davy isolate Natalie? Do you think Natalie and Davy had equal power in their relationship?

Took her phone; cut her off from her family and friends; shouted at her and made her feel worthless; told her that no one else would want her.

Why did Natalie feel she could not break free from Davy, especially when he was horrible to her?

No contact with mum; kicked out of home; dependent on Davy; low self-esteem.
(By now he had made her feel worthless).

What was he like towards her now? How did Davy's behaviour towards Natalie change at this point in their relationship? Why do you think he did this?

He mixed violence and being horrible towards her with compliments. Forced himself into the room even when she said no. She is now dependent on alcohol and he provided this. This is a way of him controlling her. Told her what to drink; told her what to wear; she was afraid of him.

How did Natalie describe how she was feeling at this stage?

Worthless, no confidence.

How might she have felt about telling her friends what was happening now?

Ashamed; foolish; guilty; they won't want to know; they might want to help; they might want to tell her mum.

Who or what groups, helplines, charities etc. are available that would have been able to help Natalie?

Natalie's mum, Childline, the police, Barnardo's, someone who has proven to her they are trustworthy.



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SCENE 5

Breaking Free

Brief for Facilitator:

This scene shows Natalie having broken free from the situation and reflecting on how Davy came to exploit her.

Prompt Questions and Possible Responses:

The film doesn't show exactly how Natalie managed to get out of the situation, but how do you think she might have got out?

Perhaps she found the strength to walk out and get help, for example, talking to her mum, or a friend who then told her mum; calling a helpline for support and appropriate help.

What did Natalie say when reflecting on what happened?

It is important to listen to your instinct and not be pressured by friends or acquaintances. It is important to know who you can trust and who you can't.

General Questions and Possible Responses:

This story was about a female. Do you think this can happen to boys and young men too?

Yes, it can happen to any child/young person, male or female.

Who is to blame for this situation?

Davy. He is the one who groomed and abused Natalie. (Facilitator – make it clear that Natalie is in no way to blame). Perhaps Natalie and her friends could have made better choices but ultimately ONLY Davy is guilty.

Do you think Natalie was consenting to sexual activity at any stage?

No. She cannot consent in law because she is under the age of consent (16 years). Also consent can only be given where a person 'agrees by choice' and has **freedom** and **capacity** to make that choice. This would, therefore, not include situations where the person has been asleep, intoxicated through alcohol or drugs, coerced, threatened or exploited.

She is clearly showing at times that she doesn't want this to happen.



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FINISHING POINT/ HEALTHY RELATIONSHIPS

NOTE:

It is important that young people feel empowered after this session, therefore, they should be aware of strategies for avoiding or knowing how to get out of such situations.

Remember, everybody deserves a healthy relationship. There are a number of signs that can help you tell if you are in a healthy relationship.

1. Good Communication:

- It is important to ask if you're unsure about something.
- Speak honestly and openly so that miscommunication is avoided.
- Never keep a feeling bottled up because you're afraid it's not what your boyfriend/girlfriend or friend wants to hear or because you worry about sounding silly.

2. Mutual Respect:

- No one who you are in a relationship with should make you do something that makes you feel uncomfortable or humiliated.

3. Trust:

- Learn to understand the difference between sincerity and manipulation.
- Trust takes time to earn and to be given.

4. Honesty:

- Always remember you have the right to say how you feel and act in a way that is true to yourself.

5. Equality

- No one you are in a relationship with should have power over you. It is important that power in a relationship is shared equally. There are occasions when people may have authority over you such as a parent or a teacher but they cannot abuse that authority.

6. Separate Identities

- It is good to have similar interests with friends and family but it is also important to hold on to what makes you an individual. Keep up your hobbies and interests even if they are different to your friends. Be proud to have your own interests and also those which you can share.

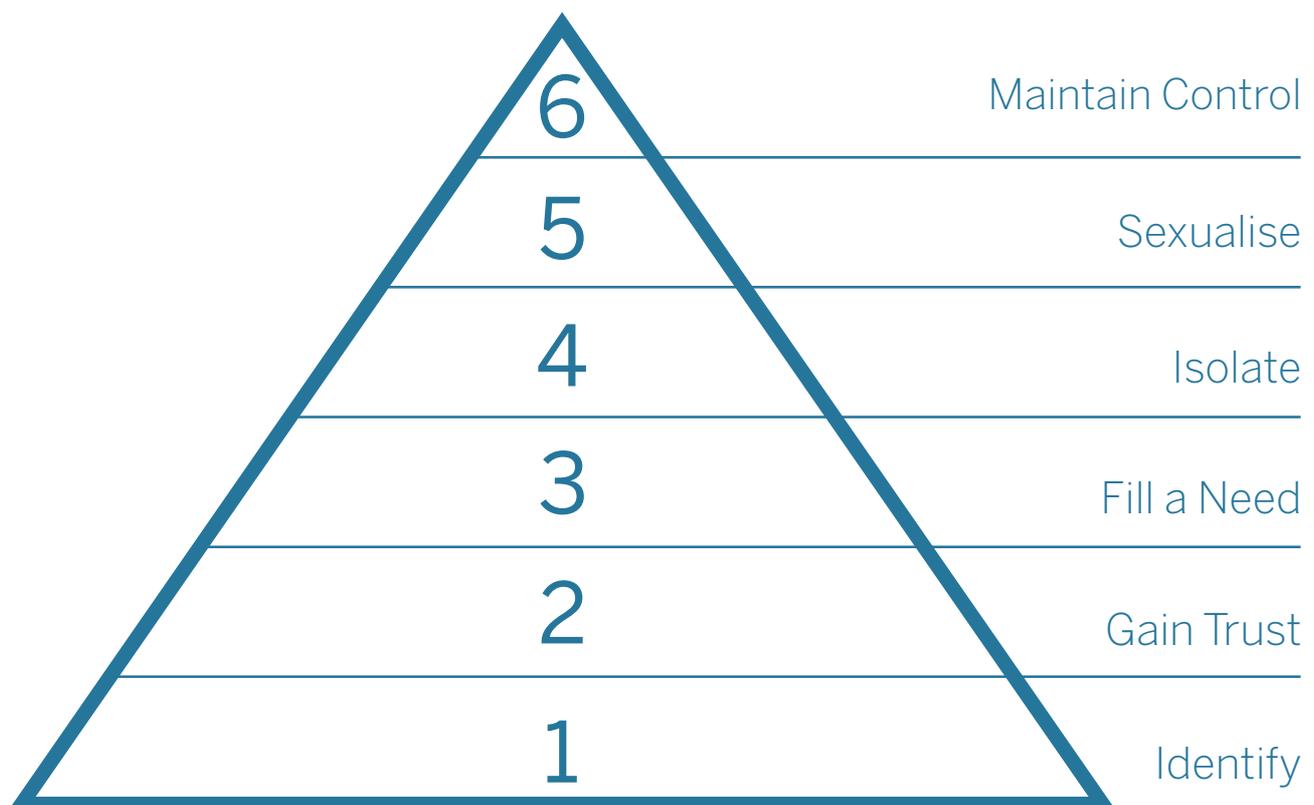
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'THE GROOMING PROCESS'

The DVD relates to the different components of the grooming process. This process is not linear or always clear cut, with some stages happening separately or in common with another. It can also be fluid with, for example, the sexualisation stage happening early in the process before the young person is isolated from family and friends.

The triangle may be used creatively in various ways to promote discussion and learning. For example: you may wish to make copies of the triangle (use downloadable version for ease), cut out the sections and ask the young people in your group to pick out what is happening in each scene of the DVD.



Adapted from Dr Michael Welner.