



the expect respect

healthy relationships

toolkit



women's aid

until women & children are safe

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Second edition

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Foreword

We know the value of preventative work and the real importance that early conversations can have on children and young people's lives. I am pleased that we have had the opportunity to re-engage with prevention work that offers professionals easy to use tools to address gender-based violence from its roots.

We have seen increasing evidence that both boys and girls are unsure about what is inappropriate controlling or abusive behaviour in relationships, let alone what to do about it if they experience behaviour that upsets, frightens or harms them.

For many years, local Women's Aid services have taken their expertise into schools in order to help prevent abuse in relationships while there is still time. This toolkit distils that expertise and provides support for this vital work that can be approached by professionals working directly with children and young people.

For children and young people, learning about healthy relationships and having the opportunity to discuss what a healthy relationship does and doesn't look like should not be a privilege or a matter of chance. It shouldn't depend on having parents who are themselves in healthy and happy relationships, or on the commitment of a particular teacher, in a particular school, at a particular time, or the commitment of other professionals doing this work. It should be a right, starting at a young age and continuing throughout a child's life into young adulthood.

At Women's Aid we see the severe and lasting impact of domestic violence and abuse on both adults and children. That's what motivates us to concentrate on prevention as well as support for survivors. If we as a society are serious about ending domestic violence and abuse, this toolkit is essential for that to happen.

Nicki Norman

Acting Chief Executive

Women's Aid Federation of England

Introduction to the healthy relationships toolkit

SECTION

I



Introduction

Domestic abuse is a widespread social problem that impacts children and young people's lives directly in many ways. One in seven (14.2%) children and young people under the age of 18 will have lived with domestic violence at some point in their childhood¹, with damaging impact on every area of children and young people's lives. In the financial year 2018-19, 64.1% of women in refuge services had children and 8.2% were pregnant².

There is a growing recognition of the importance of the need to have relationship education at an earlier age and more consistently to address many of the underlying issues that lead to abusive behaviour and the normalisation of abuse.

All professionals working with children and young people have a role to play in raising the issue of domestic abuse in a safe, open environment.

What you can do to help

- Challenge the myths that perpetuate domestic abuse.
- Support children to seek help and safety.
- Model and promote healthy, non-violent relationships.

This is particularly important for schools since PSHE became a compulsory part of the curriculum. Previously, the inclusion of domestic abuse within school lessons had been patchy and inconsistent. Women's Aid has updated The Expect Respect Toolkit to provide a range of session plans to explore the issue of domestic abuse in an age appropriate way.

Although originally this toolkit was aimed primarily at schools, we have streamlined the activities so that they can be used by a range of different professionals, as well as in schools to fit into the PSHE curriculum.

Each session plan is designed to stand alone, although they do build on knowledge and awareness from session to session. Supporting resources to deliver them are provided with each session plan and, once they have been downloaded, they can be used without any further access to technology.

¹ Radford, L., Aitken, R., Miller, P., Ellis, J., Roberts, J., and Firkic, A. (2011) *Meeting the needs of children living with domestic violence in London. Research report.* London: NSPCC and Refuge, p. 9.

² Women's Aid (2020) *The Domestic Abuse Report 2020: The Annual Audit*, Bristol: Women's Aid. Out of 21,351 service users who were supported by 64 organisations running domestic abuse services in England, using On Track during 2018-2019.

Each session is designed to be active, fun and engaging, but also challenging. Whilst not all of the session plans raise domestic abuse directly, they have been written using themes found to be effective in tackling domestic abuse, such as:

- challenging assumptions about gender, power and equality;
- changing beliefs and attitudes about men and women;
- managing feelings and accepting responsibility for one's own feelings and behaviours;
- helping to resolve conflict;
- knowing the difference between abusive and non-abusive relationships;
- understanding our digital footprints;
- promoting the consistent message that abuse is not acceptable;
- understanding that domestic abuse is a crime;
- highlighting the role of peers in providing support;
- understanding consent online and offline;
- knowing the impact of our actions online;
- giving information about where to get help.



Download

- ❑ The Expect Respect Healthy Relationships Toolkit is free and downloadable from the Women's Aid website: www.womensaid.org.uk

The government defines domestic abuse as ‘any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality.’

In Women’s Aid’s view, domestic abuse is a range of abusive behaviours, not all of which are in themselves inherently ‘violent’. Domestic abuse is rarely a one-off incident, but may include physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship and that forms a pattern of coercive and controlling behaviour. All forms of domestic abuse – physical, sexual, psychological and financial – come from the abuser’s desire for power and control over other family members or intimate partners.

Research shows that domestic abuse is most commonly experienced by women and perpetrated by men³, and affects every community regardless of race, ethnic or religious group, age, social class, sexuality, disability or lifestyle.

- There are no reliable data for the number of women who have been subjected to domestic abuse, but the Crime Survey of

England and Wales offers the best data available. According to this, an estimated 7.5% (1.6 million) of women experienced some form of domestic abuse in the year ending March 2019.⁴ An estimated 28.4% of women aged 16 to 59 years have experienced some form of domestic abuse since the age of 16.⁵

- Women often don’t report or disclose domestic abuse to the police. According to the Crime Survey for England and Wales data for the year ending March 2018, only 18% of women who had experienced partner abuse in the last 12 months reported the abuse to the police.⁶ On average the police in England and Wales receive over 100 calls relating to domestic abuse every hour.⁷
- The Crime Survey for England and Wales (for the three survey years ending March 2015 to March 2017) found that for the majority of female victims of rape or assault by penetration (including attempts), the offender was a partner or ex-partner (45%) or someone who was known to them other than as a partner or family member (38%).⁸
- Over the three-year period April 2016 to March 2019, a total of 222 women were killed by a partner or ex-partner. The

³ There are important differences between male violence against women and female violence against men, namely the amount, severity and impact. Women experience higher rates of repeated victimisation and are much more likely to be seriously hurt (Walby & Towers, 2017; Walby & Allen, 2004) or killed than male victims of domestic abuse (ONS, 2017). Further to that, women are more likely to experience higher levels of fear and are more likely to be subjected to coercive and controlling behaviours (Dobash & Dobash, 2004; Hester, 2013; Myhill, 2015; Myhill, 2017). See full references at www.womensaid.org.uk/domestic-abuse-is-a-gendered-crime/

⁴ Office for National Statistics (ONS). (2019) Domestic abuse in England and Wales: year ending March 2019. Published online: ONS.

⁵ Office for National Statistics (ONS). (2019) Domestic abuse prevalence and victim characteristics: Appendix tables. Published online: ONS.

⁶ Office for National Statistics (ONS). (2018) Domestic abuse: findings from the Crime Survey for England and Wales: year ending March 2018. Published online: ONS.

⁷ Her Majesty’s Inspectorate of Constabulary (HMIC). (2015) Increasingly everyone’s business: A progress report on the police response to domestic abuse. Published online: HMIC, p. 28.

⁸ Office for National Statistics (ONS). (2018) Sexual offences in England and Wales: year ending March 2017. Published online: ONS.

majority of suspects were male (92%). This means that during this time period, an average of three women every fortnight were murdered by their male partner or ex-partner.⁹

- In the financial year 2018-19, 8.2% of women in refuge services were pregnant.¹⁰

The impact on the abused person can be devastating and can include for example, physical injury, psychological injury, depression, living in constant fear, and self-harming behaviour. The impact, however, goes further for child survivors who live day to day in violent homes. Many children and young people who live with domestic abuse at home are also more likely to be abused themselves directly by the perpetrator.¹¹

Research has shown that there is wide acceptance of abuse among young people in the UK:

- According to Girlguiding's Girls' Attitudes Survey 2013, seven out of ten girls aged 13 and over have experienced intrusive forms of sexual harassment, such as jokes, taunts and unwanted sexual attention.¹²
- The Girls' Attitudes Survey 2020, revealed that eight out of ten girls and young women aged 11 to 21 (80%) have thought about changing their appearance.¹³
- In a study by the charity Brook and the student database Dig-In, conducted in

January 2019 with students at university, 56% of respondents said they had experienced unwanted sexual behaviours at university, but only 15% realised that these behaviours counted as sexual harassment. Most of the incidents were perpetrated by other students and only around 5% of survivors reported it.¹⁴

- One in three 16-18 year old girls say they have experienced unwanted sexual touching at school.¹⁵
- 59% of young women aged 13-21 say they had faced some form of sexual harassment at school or college in the past year (at the time of survey).¹⁶
- 600 rapes in schools were reported to police between 2012 and 2015 - an average of a rape every day of the school year.¹⁷
- Nearly three-quarters (71%) of all 16-18 year olds say they hear terms like 'slut' or 'slag' used towards girls at school on a regular basis.¹⁸

This tolerance of abuse is linked to gender inequality and sexual stereotyping and can be experienced at home, at school, in public, and at work. Preventative work with children in schools and other youth settings, in relation to gender equality from a young age, has understandably been identified as important in changing damaging attitudes before they harden in later years, and creating a safer society for everyone.

9 Office for National Statistics (ONS). (2020). Appendix tables: Homicide in England and Wales. Published online: ONS.

10 Women's Aid (2020) The Domestic Abuse Report 2020: The Annual Audit, Bristol: Women's Aid. Out of 21,351 service users who were supported by 64 organisations running domestic abuse services in England, using On Track during 2018-2019.

11 Radford, L., Sayer, S. and AMICA (1999). Unreasonable fears? Child Contact in the Context of Domestic Violence: A Survey of Mothers' Perceptions of Harm. (Women's Aid Federation of England: Bristol.) Humphreys, C. and Thiara, R. (2002). Routes to Safety: Protection issues facing abused women and children and the role of outreach services. Women's Aid Federation of England: Bristol; Radford, Lorraine and Hester, Marianne (2007) Mothering through domestic violence (London: Jessica Kingsley Publishers).

12 See www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2013.pdf

13 See www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2020.pdf

14 See http://legacy.brook.org.uk/data/Brook_DigIn_summary_report2.pdf

15 See www.endviolenceagainstawomen.org.uk/wp-content/uploads/YouGov_poll_for_EVAW_on_sexual_harassment_in_schools_2010-1.pdf

16 See www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2014.pdf

17 Freedom of Information (FOI) requests by the BBC: www.bbc.co.uk/news/education-34138287

18 See www.endviolenceagainstawomen.org.uk/wp-content/uploads/YouGov_poll_for_EVAW_on_sexual_harassment_in_schools_2010-1.pdf and Wales. Published online: ONS.

Different forms of violence against women

Because women are the primary victims of domestic abuse, it is important to set this within the wider global context of violence against women and as a violation of women's human rights.¹⁹ Violence against women encompasses rape and sexual assault, sexual abuse and exploitation, sexual harassment, trafficking and exploitation in the sex industry, female genital mutilation, forced marriage and so called 'honour crimes'. For example, in 2018, the majority of cases of forced marriage in the UK (1,129 - 75%) involved women, and most of those were young women under the age of 25.²⁰ Victims may experience several forms of abuse at one time and it is very possible that they are experiencing a range of these as part of the domestic abuse.

“Violence against women is perhaps the most shameful human rights violation and it is perhaps the most pervasive.”

Kofi Annan, former secretary-general of the UN

“Violence against women causes more deaths and disabilities among women aged 15 to 44 than cancer, malaria, traffic accidents or war.”

World Bank, Discussion Paper 225, 1994

“For many women and girls, the threat looms largest where they should be safest: in their own homes.”

António Guterres, secretary-general of the UN

¹⁹ See UN Declaration on the Elimination of Violence against Women (1993); see also Council of Europe Task Force to Combat Violence against Women, including Domestic Violence (2006) *Blueprint of the Council of Europe Campaign to Combat Violence Against Women, including Domestic Violence (Adopted by the Committee of Ministers 21st June 2006)* (p.2).

²⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/882532/Forced_Marriage_Unit_Statistics_2018_revised_final.pdf

Effects of domestic abuse on children and young people

SECTION 1.3

The impact of domestic abuse on the quality of a child's or a young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life.²¹

The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

Physical: Children and young people can be hurt, either by trying to intervene and stopping the violence, or by being injured themselves by the abuser. They may develop self-harming behaviour, or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

Sexual: There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops; this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

Economic: The mother or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

Emotional: Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

...

21 See for example: Kolbo, J.R., Blakeley, E.H. and Engelman, D. (1996) "Children who witness domestic violence: A review of the empirical literature" *Journal of Interpersonal Violence* Vol.11, No.2, p.281; Morley, R. and Mullender, A. (1994) "Domestic violence and children: what we know from research" in Mullender, A. and Morley, R. *Children living with domestic violence: Putting men's abuse of women on the childcare agenda* (London: Whiting and Birch Ltd.); Hester, M., Pearson, C. and Harwin, N. (2000; new ed. 2007) *Making an impact: Children and domestic violence: A reader* (London: Jessica Kingsley); Radford, L. and Hester, M. (2007) *Radford, Lorraine and Hester, Marianne (2007) Mothering through domestic violence* (London: Jessica Kingsley Publishers).

...

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home they are less likely to invite their friends round. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge, or other safe or temporary accommodation.

Threats: Children and young people are likely to have heard threats to harm their mother/ carer. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

What you might see

In a school setting:

- unexplained absences or lateness – either from staying at home to protect their mother or hide their injuries, or because they are prevented from attending the setting;
- children and young people attending the school or group when ill rather than staying at home;
- children and young people not completing their homework or home-based activities, or making constant excuses, because of what is happening at home;

Other things you might notice:

- children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;

- children and young people displaying difficulties in their cognitive performance;
- children and young people whose behaviour and personality changes dramatically;
- children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- children and young people who are no trouble at all.

This list is not exhaustive – it is intended to give you an idea of some of the types of behaviour that could be presented.

Resilience

It is important to note that children and young people are resilient and are able to develop coping mechanisms that allow them to progress and develop through life. It's important to remember that children and young people have agency and know the situations they are in better than us; they should have their views respected and should be listened to.

Many young people begin to think about, or enter into, intimate relationships during their teenage years. For many this would be part of building their understanding of themselves and others in a healthy way. However, we know that this isn't always the case. The age group with the highest risk of experiencing domestic abuse in their relationships are young women between the age of 16-24.²²

It is important for us to recognise the complexity of young people's relationships in the same way that we would for adult relationships, where couples may be in a long-term relationship, living together and so forth. These factors don't necessarily make it easier to understand when a relationship is abusive, or easier to leave it once you do know.

Early conversations are vital to begin addressing issues around relationships from an early age, not just at the moment when young people start getting involved in intimate relationships, be they online or face-to-face.

Creating spaces for young people to discuss relationships in a safe and non-judgemental way is a key way for young people to offer peer-to-peer support, challenge one another on worrying attitudes, and also to pick up on any concerns they may have.

Friends are often the first to know about issues and concerns, or see what might be happening in their friends' relationships. Understanding the role that peers can have as a trusting support network, and equipping friends with the tools to help each other, is really important.

Research by Women's Aid and Cosmopolitan found that a third of teenage girls knew they had been in an abusive relationship (<https://www.cosmopolitan.com/uk/reports/a20072270/domestic-abuse-relationships-cosmopolitan-uk-womens-aid-research>). However, when the remaining two-thirds were asked more detailed questions about their relationships, it became clear that 64% of them had in fact experienced abusive behaviour, but they did not recognise it as such.

Women's Aid created the website www.loverespect.co.uk to help young people think about the health of their relationship. It features a relationship health check, survivor stories, and practical advice.

²² Office for National Statistics (ONS). (2019) Domestic abuse prevalence and victim characteristics: Appendix tables. Published online: ONS.

All professionals working with children and young people can create an environment which promotes both their belief in and commitment to the fact that domestic abuse is not acceptable, and that they are willing to discuss and challenge it.

If your organisation is a space in which women are able to come to physically to drop off, stay with or pick up their children, then there are easy ways to display clear support information about

domestic abuse and contact details for useful agencies. A useful list is provided in Section 4.

The use of coercive control, and the repeated use of physical, sexual, psychological and economic abuse are some of the ways in which male power is used to control women. The underlying attitudes which legitimise and perpetuate violence against women should be challenged by organisations as part of a whole organisational ethos.

Organisations can support individual children and young people by:

- introducing a whole organisational philosophy such as a Whole School Approach (<https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf>);
- responding to disclosures and potential child protection concerns; organisations working with children and young people should have their child protection policies and procedures displayed where all children and young people can see them and know about them; the policies and procedures must include domestic abuse;
- giving emotional support – the child or young person might need referral to a more specialist service or need additional support to participate in activities;
- facilitating a peer support network – children and young people can become isolated but often welcome talking to friends about their problems;
- offering practical support – depending on your organisation this could be things like connecting them with a buddy to show them around, for example;
- providing somewhere safe and quiet for children and young people to sit and think and have time to themselves;
- improving the self esteem and confidence of children and young people by:
 - offering them opportunities to take on new roles and responsibilities;
 - offering tasks which are achievable and giving praise and encouragement;

- monitoring their behaviour and setting clear limits;
 - criticising the action, not the person;
 - helping them to feel a sense of control within the environment they're in;
 - involving them in decision making;
 - helping them to be more assertive;
 - respecting them as individuals;
 - encouraging involvement in extra activities.
- supporting the non-abusive parent and ensuring they know that support is available without judgement or blame;
 - challenging their own organisational structure and developing strong training for staff to understand the gendered nature of domestic abuse, and its impact on children and young people;
 - providing safe spaces for children and young people to disclose any abuse they may be experiencing or worries they have;
 - creating an environment that is supportive and non-judgemental; and
 - creating trauma-informed responses that meet the needs of children and young people.

Each child is different, and their experiences are different, and the way they cope is different. Finding out what children and young people may need from us is an important first step, as it may be very different to what we think they might need. Giving children and young people this agency to share what they want and need from us is, in itself, a way in which they can regain some power, at a very difficult point in their life. It's vital that a one size fits all approach is not used when trying to support children and young people experiencing domestic abuse at home or in their own relationships.

The Expect Respect Healthy Relationships Toolkit consists of core session plans for the age range 4-18. Each session plan is written in an easy-to-follow format, with the resources needed to carry it out. Extension activities are also provided for many of the activities, to give you the opportunity to explore the subject further and provide ideas for further sessions.

Being prepared

Before carrying out each session, it is recommended that professionals working with children and young people on this issue ensure that they themselves understand domestic abuse and its impact. This could be achieved by:

- ❑ attending a training course that specifically tackles domestic abuse, preferably run by a specialist service;
- ❑ reading materials about domestic abuse;
- ❑ visiting the Women's Aid website for further information;
- ❑ reaching out for support from specialist local Women's Aid members locally.

If you feel that you are unable to deliver these sessions yourself, then do reach out to specialist domestic abuse services locally, who can provide you with the support to run the sessions, or deliver sessions themselves utilising the toolkit. In some instances having an external provider

who can deliver this subject area can help children and young people to open up during sessions.

It is possible that a child or young person might disclose that they themselves are experiencing domestic abuse at home. It is vital that this is not dismissed; every professional needs to be prepared beforehand in how to respond to disclosures (see the section on dealing with disclosures). It is important to have an understanding of the types of services that exist locally to provide support to those impacted by domestic abuse.

Many professionals working with children and young people may themselves be affected by domestic abuse, whether this is their current situation, or an experience in childhood or in adulthood. These experiences can give a depth of empathy and bring an understanding of the issues that could help young people to

get the most from these sessions. We want to encourage you to think about the value and strengths this lived experience will give you. It's worth thinking in advance about how much of your experience you are willing to share to protect your boundaries, and also reflect on

the possible impact of doing this work from a place of personal experience. It might be worth discussing with your line manager to think about the additional support you might need and requesting the opportunity to take a step back if the need arises.

Setting the scene in the session

It is important to establish the right climate in the room when delivering the Expect Respect session plans. Domestic abuse is a sensitive subject and can be difficult for the facilitator and the children and young people alike. It is important to remember and acknowledge that it is highly likely that someone in the session will have experienced domestic abuse, is currently impacted by it, or knows someone who has.

Ground rules should always be established with the group you are working with to enable the subject to be dealt with sensibly and in a mature manner. We understand that sometimes this is difficult to do, especially if you are providing a one-off session, or don't regularly work with the same group. However, even if you set ground rules yourself for the start of a session, always seek consent from the group and include anything they may want to add to the ground rules.

This is a prevention toolkit, it is not necessarily aimed at work with children who have experienced or are experiencing domestic abuse. It is important that no child feels stigmatised by how professionals choose to utilise this toolkit and that it is used to educate all children and young people.

Some children or young people may have personal experience of domestic abuse. It is essential that they feel as safe as possible in discussing this issue with their peers. A set of suggested ground rules is provided in Section 4: Supporting resources.

After the session some children or young people may feel the need to talk to someone. Remind them of who they can talk to if they need someone. A suggested list of external contacts is provided in Section 4: Supporting resources.

A child may disclose that domestic abuse is occurring in their home, maybe that it is happening to their mother/carer or another family member. It is possible that they may also be experiencing abuse directly.

Either way, what they are experiencing can be harmful to them. Any disclosure of domestic abuse should, therefore, be treated as a potential child protection concern, and appropriate steps should be taken in line with the organisation's procedures.

A three-step approach: Receive, Reassure, Respond

If a child or young person starts to tell you about something that might indicate potential child abuse, listen but **do not ask for detail**. You need to let them know as soon as possible that if they tell you something that might cause concern, you will have to tell someone else, usually the organisation's designated child protection officer.

Under no circumstances agree to keep it a secret. Remember child abuse thrives on secrecy. Make sure you are aware of your organisation's child protection policy and associated procedures, and follow them, even if they are different from the information given below.

Do not ask probing questions. It may undermine any investigation by the police or children and family services if it looked as though the child was led to give their answers. The police, child and family services and the NSPCC are the only organisations that have legal powers to investigate allegations of child abuse.

When listening, try to make sense of what you are being told:

- Are they being harmed?
- Are they **currently** at risk?
- Is anyone else at risk?
- Do they need medical attention?
- What are their overall needs?
- What is important to them?

It can help to keep in mind the three steps of behaviour outlined on the next page – but as mentioned, follow your organisation's child protection policy and procedures.

Receive

- Listen, do not look shocked or disbelieving.
- Do not be judgemental.
- Take what they are saying seriously and believe them.
- Don't make the child or young person feel bad, for example by saying things like, "You should have told me earlier".

Reassure

- Stay calm, tell them that they have done the right thing in telling you.
- Acknowledge how hard it must have been to tell you.
- Tell them that they are not to blame.
- Empathise – but don't tell them how they should be feeling.
- Don't promise confidentiality – explain that only those that need to know will be told (i.e. the designated person for child protection).
- Be honest about what you can and can't do.

Respond

- Don't interrogate – let them tell you as far as possible.
- Don't ask probing questions – it's not your job to find out "who, where, when?" etc.
- Refer your concern on to your organisation's designated child protection officer – in line with your child protection policy and procedures.
- Record the date and time and any information given to you; always use the words said to you; never interpret what was said and put it in your own words (this information could be used as evidence).
- Make a note of any injuries you have seen or been shown; this is very important as bruises, cuts, marks, etc. tend to heal, and this could be used as evidence.
- Record what you did next and with whom you shared the information – ensure that all this is in line with your organisation's policies and procedures.
- Sign and date everything that you record.
- Don't criticise or judge the abuser – the child or young person may have feelings for him or her; remember abuse often happens by someone known and trusted by the child or young person.

- Try to follow things through yourself so they don't need to repeat their story to other staff – again, only if this is in line with your child protection policy and procedure.
- Explain what will happen next – for example, the designated officer will be informed, and they may want to speak to the child/young person further; if it is safe, the non-abusing parent or carer might also

be informed (but always take great care where there is domestic abuse) – the police and social services might also be informed.

- Get support for yourself. It can be distressing dealing with disclosure.

Adapted from 'Heartstrings'²³

Whatever you do, make sure it is in line with your organisation's policies and procedures. They may differ from what is written above. If in doubt speak to your designated child protection officer, local child and family services or the NSPCC.

²³ Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships. Cheshire County Council Community and Education Service Secondary Schools Project.

The session
plans

SECTION
2



AGES 4-11

Looking at and challenging gender expectations using toys

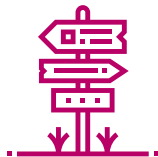
AGES
4-5

Resources



40 MIN

- ❑ Space for walking round.
- ❑ Toys brought in from home by the children (with plenty of spares for children who forget) or enough toys for at least one per child provided from the setting.
- ❑ Three hoops for sorting toys.



A. Warm up



5 MIN

Walking game

First make no eye contact, just walk round.

Then, walk round and catch each other's eyes and smile - try to smile at everyone in the room.

Finally, walk round and gently shake hands with everyone and say, 'Hello, how are you?' and smile at each other.



B. Main activity



30 MIN

1. Explain that today we are all thinking about toys. First, let the children get out the toys they have brought in (or the toys you have provided) and simply share them with each other and play with them for ten minutes or so.
2. When they have had enough playing, ask the children to try and get into a perfect circle and sit down, bringing the toys with them.
3. Briefly go round the circle and let the children show everyone what toys they have brought; then explain you want them to think about sorting them out – how could we sort them? Get some ideas from the children and select an idea that might lead to some discussion about gender (e.g. materials/colour/type of toys): aim for three piles – girls', boys' and neutral toys.
4. Lead a discussion about the gender issues with the toys – get the children to think about:
 - Did girls and boys mix (or not) when we were playing just now? What (if anything) did you play with together?
 - How might you distinguish girls' and boys' toys? Or can they all be for anyone?
 - If they are different, how are they different? Why do you think they are different?
 - Are there any boys' toys here that any of the girls ever like to play with (or – think about the female characters in what might be seen as boys and girls)?
5. Each time there is a suitable point made, move some toys between piles (e.g. if someone says boys can play with dolls, move all doll type toys into a middle neutral pile). Aim to get as many toys as possible into the middle neutral pile.
 - Do any of the boys ever play with any of the girls' toys (or – think about times that men might look after babies or children, and so on)?
 - Can you think of what grown-ups do? Discuss the role of some grown-ups that you know. (e.g. do women drive cars? Do men look after babies?)

Think of lots of relevant examples personal to the children in the room – who has a cuddly toy at night? Whose mummy is a police officer? Who likes playing Power Rangers?
6. After about twenty minutes sum up the discussion by looking at the new piles and remind the children how the discussion led to toys being moved from girls' or boys' piles into the middle pile for anyone. Although boys and girls are different in some ways they can still share and enjoy the same things – try to move the children away from too rigid a view of gender roles. Finally, ask if any of the children have changed their minds at all about what is a girls' or boys' toy.



C. End game



5 MIN

Get the children to take it in turns to name the next child to leave to go to play (or snack time, or whatever will follow the session). Ask girls to name boys and vice versa.



Suggested extension activities

Read one of the following books to the group:

- 'Amazing Grace' Mary Hoffman and Caroline Binch
- 'A Very Unusual Day' Sandy Toksvig
- 'Give a Dog a Name' Barry Wade
- 'Stephanie's Pony Tail' Robert Munsch
- 'Prince Cinders' Babette Cole
- 'Princess Smartypants' Babette Cole
- 'Giraffes Can't Dance' Giles Andreae
- 'Drum, Chavi, Drum!' Mayra Dole
- 'Princess Backwards' Jane Gray
- 'Oliver Button is a Sissy' Tomie de Paola

Friends, secrets and people who can help us

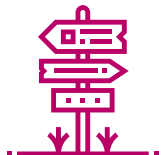
AGES
5-6

Resources



50 MIN

- ❑ Space to move around and to sit in a circle.
- ❑ Appendix 1 and Appendix 2 for the agree/disagree game and the final Say "No!" game.
- ❑ A big sheet of paper saying 'agree' and another saying 'disagree' (or you could draw a smile and a frown to represent these).



A. Warm up



5 MIN

Mates/no mates game

First, walk around the room as if you have no friends and are surrounded by children you don't know. How do you feel? How do you move? Where do you look? Next, walk around as if you have just seen some friends – how do you feel/

move, where do you look? If there is time, divide the group into two halves: first, one half of the children watch the other half, who decide in their heads how they are moving (friends or no friends), and then the observers guess which they are by their behaviour. Swap over.



B. Main activity



40 MIN

1. Read a story about starting a new school (for instance 'I Am Too Absolutely Small for School' by Lauren Child, or 'Sumi's First Day of School Ever' by Soyung Pak). Get the children to imagine that they are starting in a new school and they have no friends. Have a brief whole group discussion about how they would choose their new friends – what would they look for in a friend? Collect ideas verbally for the group to consider (e.g. looks nice, is friendly, makes me feel happy, has good ideas, and so on).
2. Then play the agree/disagree game with a selection of the statements in Appendix 1 (these are things that children might say to a new child to get them to be their friend). After you read out each statement, ask if the children think this might be someone who will be a good choice of friend. The children show their choices by moving to the 'agree' or 'disagree' parts of the room. Ask some children to explain their reasons. Discuss both sides of the arguments (if there are any). Encourage children to think critically and carefully about their choices. Keep it pacy and fun; only use all the statements if there is time and the discussion is going well, otherwise move on to the next activity.
3. Return to/focus on the statement about keeping a secret. Discuss what the word 'secret' means and agree on a definition. Put the children into small groups and ask them to think of some ideas of good secrets (e.g. birthday presents). Allow about five minutes for discussion at most, then get back into a circle and ask a spokesperson from each group to feedback ideas for happy secrets. Make a list on the board and encourage debate if some of the ideas are ambiguous.
4. Introduce the idea that there might sometimes be bad secrets and give a couple of examples (e.g. a bully stole their sweets and made them promise not to tell; a friend broke someone's favourite toy and made them promise not to tell). Introduce the idea of saying "No!" to something we are not happy with; discuss the idea that it might be better not to keep a secret if it is going to make us unhappy.
5. Finally, talk about the people who might help us if we were worried about a secret that someone asked us to keep. Go round the circle asking children to think of who is special to them, who keeps them safe or who they might go to if they were worried about a secret.
6. Conclude the session by making a big list on the board of who they could tell, and add any they might have missed out (for instance, their teacher, extended family members, and so on). Perhaps this could later be made into a permanent display.



C. End game



5 MIN

The Say "No!" game

Ask the whole group to respond to some funny/unreasonable/mean demands from you by saying "No!" (a list of possible demands is in Appendix 2). Experiment with different demands and a variety of response voices – friendly, cross,

unfriendly, kind etc. You could encourage the children to take turns to make demands and to decide on the style of voice. Make sure you end on a happy voice so the children go out feeling positive.



Suggested extension activities

Have a circle time all about friends and discuss questions such as:

- What do you feel/look like when you are with your friends?
- How do you decide who will be your friend?
- Are your friends always perfect?
- Can you ever say no to your friends?
- Can you have more than one really good friend?
- Do you always have to be with your friends?
- Do you sometimes like to be on your own?
- Do friends share things with each other? Why?
- How can you tell if someone is your friend?
- Can you tell if someone is not your friend?

Appendix 1

Statements for agree/disagree game

Come and play in our game

Give me your sweets and I'll be your friend

I like your hair

I want you to just be friends with me

If you come round to my house we can play on my new computer game

If I tell you a secret you have to tell me one back and then I'll be your friend

Do you want to share my lunch?

Can I try some of your crisps?

Have you got any pets?

Where did you get those trainers?

Would you like to play with us?

If you want to play you have to use our rules

Can I sit with you at lunch time?

How much pocket money do you get?

If you want to be friends with me you can't talk to Sam (any neutral name will do)

Appendix 2

Ideas for demands in the say "No!" game

Let me have all your money

Give me your cat/dog/
brother/sister

Give me your sweets

Hop instead of walk

Give me your bike/scooter/
tv/smartwatch/tablet

Carry me everywhere

Tidy the room for me

Do all the washing up when it's my
turn

Always let me win

Let me have your best/new toy

Let me say who we can be friends
with today

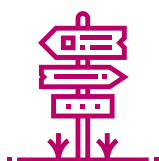
Always let me decide what games
we play

Resources



40 MIN

- ❑ Room for children to move round.
- ❑ One envelope with one career or job in it for each child (for a list of careers see Appendix 1), with some jobs repeated.
- ❑ A long physical (or imaginary) concept line on the floor to move along.
- ❑ A set of statements about men/women, boys/girls (in Appendix 2).
- ❑ Two signs on the wall, one saying 'agree', the other 'disagree'.
- ❑ A magic wand, or something to use which is pretending to be a magic wand.



A. Warm up



5 MIN

Touching walls

First ask the children to touch the walls in a random continuous pattern; as soon as one has been touched they must move immediately to another. Then introduce the idea of freezing on the teacher's clap and moving on the next clap. Continue for a few turns. On the last turn, freeze "from the tips of your eyebrows to the end of your toes", and then relax.

Please note that this activity needs a hall or large space; if this is not available, play a circle game such as Zip zap boing (See information on circle games in Section 4).



B. Main activity



30 MIN

1. Explain that we are thinking about jobs. Give each child an envelope with a job/career in it (you could cut up and use the ideas in Appendix 1, or make up your own).
2. Ask the children to open the envelopes and then physically place themselves along the concept line on the floor according to whether they think the person doing this job would be a man (one end), a woman (opposite end) or either (in the middle). Make sure some of the jobs are repeated to see if different children place themselves in different places for the same career. If there is not room for a concept line, you could choose three points in the room and get children to stand nearer the point they think is most appropriate.
3. When the children are in position, look at the children who have gone to the male/female ends of the line and, beginning with children you know will be able to cope with a bit of debate, ask them what the job was and why they put themselves where they are. Would they like this job themselves? Why? Why not? Encourage the rest of the group to join in with ideas and think if they have ever seen anyone in this job who was the opposite (e.g. a female fire fighter) or perhaps they know someone in real life, in a story, on TV – help them to think of examples; would it be physically possible for either a man or woman to do this job? Encourage children to move now they have had a chance to think about it. Would anyone else like to move?
4. Keep it pacy and fun; aim to get as many children as possible into the central neutral section by the end of this part of the session.
5. After about twenty minutes, when this discussion is exhausted, go on to say we're going to think about other ways we look at men/women, girls/boys, adults/children by playing the 'agree/disagree' game.
6. Read out a selection from a series of challenging statements (ideas in Appendix 2); ask the children to move to the 'agree' or 'disagree' signs as appropriate. Ask some children to explain their choice. Keep the pace up, asking, discussing and moving until everyone who wants to has had a chance to talk, discuss or move. As soon as all the children have made a final choice for position, read out the next statement and repeat the whole process.
7. As you go through this part of the session, ask if any of the children have changed their minds about any of the statements – focus on children who move and get them to explain their reasons for doing so.
8. When you think the children have had enough of this game, ask the children to sit in a circle. Briefly summarise the main points which have been discussed. Remind the children to think about anything that has been said which may have changed some of the beliefs they had before about men and women, and what jobs they can or can't do or how they should behave.



C. End game



5 MIN

With the children still sitting in a circle, pass round a magic wand – get them to wave it and say what kind of job they wish they could do when they are grown-ups (or mime it if there is enough time left).



Suggested extension activities

- Make a collage of photos showing people doing jobs which challenge stereotypes (such as male nurses, male primary school teachers, female mountaineers and so on).

Appendix 1

Careers and jobs for the concept line game



dancer	sailor
nurse	soldier
astronaut	traffic warden
explorer	librarian
pop star	builder
designer	shop keeper
inventor	lawyer
teacher	head teacher
jet pilot	plumber
fire fighter	mechanic
boat captain	cleaner

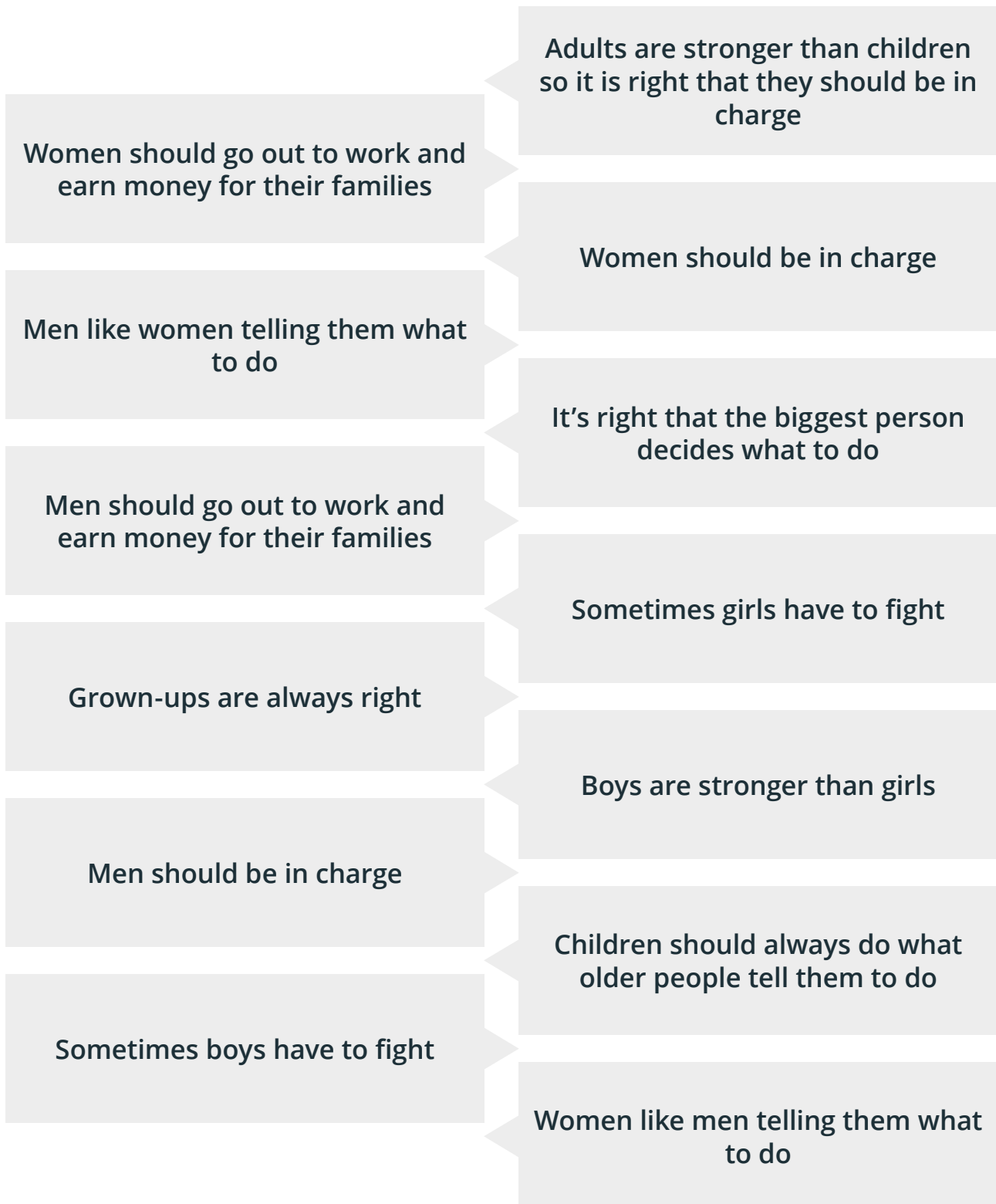


police officer	electrician
gardener	childminder
crane driver	surgeon
taxi driver	accountant
bus driver	prime minister
train driver	window cleaner
hairdresser	company director
dressmaker	cook
chef	nursery nurse
pilot	teaching assistant
vet	doctor

Appendix 2

Ideas for the 'agree/disagree' game

Choose a few which seem appropriate given the preceding discussion about jobs, or make up your own



Resolving conflict and where to get help

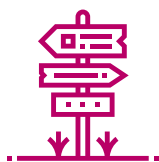
AGES
7-8

Resources



50 MIN

- ❑ Room for warm up game.
- ❑ Sticky notes and pens for each child.
- ❑ White board/flip chart.
- ❑ Large sheets of paper and marker pens for each small group.
- ❑ Copies of Appendix 1 for each small group.



A. Warm up



5 MIN

Grandmother's footsteps

Ask a volunteer to be grandma, standing with her back to the group who creep up and touch him/her. Explain that grandma can swing round at any moment and anyone moving has to go back to the start. Play a few times with different 'grandmas'. Keep it fast and fun but not noisy.



B. Main activity



40 MIN

- 1.** Explain that this session is about resolving arguments without hurting someone and how to get help if someone might get hurt.
- 2.** Start off with a discussion about how children felt in the game of grandmother's footsteps. Did it seem fair? Was anyone getting a bit cross about being sent back? Use this discussion to move on to looking at what counts as an argument? What kinds of arguments are there (e.g. in families, between friends, between parents, between different groups of children, between other adults, between countries)? Is an argument always bad? Can it ever be good? Is it ever useful to be angry?

3. Then ask the children to write/draw on sticky notes some of the reasons why people might argue (for example 'Who is the best band/singer?') Ask the children to think about what kind of arguments these are – are they ones where:
 - people could agree to differ (such as which is the best football team);
 - people need to sort things out but it's not urgent (such as what to do at the weekend);
 - it needs sorting out right now (such as who's turn is it to choose what to watch on TV)?
4. Ask the children to stick the sticky notes into these three groups on the board.
5. Discuss whether there are any common themes or arguments which many children have shared. Encourage the children to talk about how these were resolved (if they were).
6. Then, focusing on the urgent arguments, talk about signs of an argument getting out of hand – ask children to explain or mime/act how they feel, what they or others might feel/ do (breathing fast, clenched hands, raised voice, getting hot).
7. Talk about how it is sometimes not easy to resolve an argument peacefully. Discuss where children can go for help if an argument they are involved with or observe is getting violent and they are worried about someone getting hurt. Ask the children to make as many suggestions as they can and then extend this by talking about all the people the children might know; include information about Childline, the Hideout and other possible outside agencies (use Appendix 1) and make a list on the white board. Remind them that in a real emergency they can always ring 999.
8. Put children into small groups and give out the marker pens and large sheets of paper, and give each group a copy of Appendix 1. Ask them to design and display information posters about when and where to go for help if a conflict has got out of hand.
9. To conclude, ask each group to show their poster and comment on anything new they have learnt in today's session about where to go for help. These posters could then be used for a display, or perhaps displayed around the setting.

Please note that this activity may lead to disclosure – please refer to the accompanying guidance 'Dealing with disclosure' provided in Section 1.



C. End game



5 MIN

All the children sit in a circle. Each takes a turn to say 'If I was worried about something I would...'
End by passing a handshake and smile round the circle. Appendix 1 Where to go for help



Suggested extension activities

- ❑ Visit the websites for organisations such as The Hideout, Childline and the NSPCC: give the children a chance to explore them.

Appendix 1

Where to go for help

- Close family
- Extended family
- Friends
- Friends' families
- Teachers and others at school
- Faith leaders
- Leaders from clubs or other groups that children might go to
- Doctors or people at hospital
- Childline **0800 1111** (24 hours)
www.childline.org.uk
- The Hideout www.thehideout.org.uk
- NSPCC **0808 800 5000** (for adults)
www.nspcc.org.uk

REMEMBER IN AN EMERGENCY DIAL 999

Examining violence, excuses and responsibility

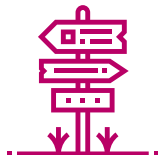
AGES
8-9

Resources



50 MIN

- ❑ Room for warm up game.
- ❑ Set of writing frames (Appendix 1), one per child.
- ❑ Two 'hot seats'.



A. Warm up

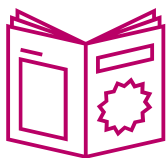


5 MIN

Friend or foe

Ask for two volunteers to leave the room; tell them one will be a friend and one an enemy of the rest of the group, but they will not know which they are. When they are out of the room, tell the rest of the group which is which, but that it is a secret. Ask the volunteers to come in. Everyone walk round the room, no touching, reacting silently to the friend/enemy characters.

After a few seconds, ask the two volunteers to guess if they are the friend or enemy. What made them think that? How could they tell by the other children's behaviour? How did they feel? Was it a good feeling or a bad feeling? What did it make them want to act like? Ask for some new volunteers. Keep playing and debriefing, keeping up the pace, for five minutes.

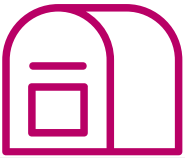


B. Main activity



40 MIN

- 1.** Explain that this session is about whether it is ever OK to use violence to resolve arguments.
- 2.** Start off with the story frame. Give each child a copy of the writing frame and read out the first part; all the children have fifteen minutes to draw/write brief answers to each section. Ask the children not to use the names of real friends but to make them up.
- 3.** When the stories are finished, divide the group into small groups and ask them to tell each other their versions of the story. Explain that you want them to think about what has happened to the children and what the reasons for their behaviour might be. Is it their fault that they are fighting?
- 4.** After about five minutes, get back into a whole group and gather all the ideas the children have come up with for stopping the fight. List them on the white board. Ask the children to remember these ideas if this ever happens in the future and how they could respond safely to help stop a fight.
- 5.** Talk about whether the children fighting may have acted differently with differing responses from other children in the playground. What about if all the children watching started to shout 'fight, fight!' and encourage them? If all the children looking on asked them to stop would that help? Again, ask the children to think about how they could react in future if they saw a fight.
- 6.** Make a quick imaginary concept line down the room. Briefly ask the children to stand at one end if they think any use of violence is ever acceptable, those who think it never is to go to the other end, and those who are uncertain to go in the middle.
- 7.** Have two chairs in the room as hot seats; ask someone (who is confident) to volunteer to argue in favour of the use of violence in some situations and someone else to argue that it is never acceptable. The rest of the children ask questions or make suggestions about when they think violence is acceptable and when they think it isn't. The children in the hot seats respond back giving reasons for why or why not violence is acceptable. Repeat the concept line after a ten minute discussion. Has anyone changed their minds?
- 8.** When concluding the session stress that legally the use of violence to resolve a dispute or settle an argument is not acceptable, even if the person feels like they were right to use violence. Discuss how we have to take responsibility for our own actions and feelings and must not react violently, even if we are very angry. Point out that if adults used violence against someone else for any reason, even someone in their own family, it would be against the law and that they could be arrested.



C. End game



5 MIN

At the end of the session put a 'post box' in the room and ask all the children to put a note in it with a comment about the session or a worry that they have. Explain that the teacher will read all of these comments and that if there are any worries or problems that need sorting out someone will try to help them.

Please note that this activity may lead to disclosure – please refer to the accompanying guidance 'Dealing with disclosure' provided in Section 1.



Suggested extension activities

- ❑ Make a list of all the excuses the children can think of (or have ever used or seen used) for the use of violence. Divide them into real reasons which make violence unavoidable (for instance self defence), and all the rest.

Appendix 1

Writing frame

1. Draw a boy or girl below. Give your character a name.

2. Draw his/her two friends below. Give them names.

3. Your character sees his/her two friends fighting in the playground. As he/she walks over to them she/he realises that they are really hurting each other. Draw them here.

4. What could they be fighting about?

5. What do you want your friends to do?

6. What do you say to them?

7. Can you think of any other reasons why people sometimes fight?

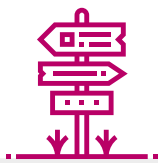
8. What things can you do to help stop a fight without getting hurt yourself?

Resources



50 MIN

- ❑ Room for warm up game.
- ❑ Copies of the first two parts of the stories (see Appendix 1 and Appendix 2) in separate envelopes (enough for three or six groups).
- ❑ Conclusions to the stories (Appendix 3).



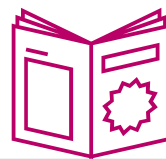
A. Warm up

Fruit bowl

Ask the children to sit in a circle. Tell them you are going to ask a question and that they have to move to a different place in the circle if the answer is “yes”, stay put if “no”. Then ask a series of questions (e.g. Have you got a pet? Should you always keep a secret? Are you wearing a black top?). Remind the children this is a non-contact game. Keep it pacy and fun.



5 MIN



B. Main activity



40 MIN

- 1.** Explain that this session is about secrets and what to do when you are worried about a secret.
- 2.** Use the stories in Appendix 1. There are three distinct stories (Amarjeet, Alex and Jack) so the group could be split into in three large groups (or six smaller ones with two groups using each story). First, give out the envelopes containing Part 1 of the stories, one story per group. Ask the children to read these and then allow five minutes to discuss what might have happened or be happening to the main character. Ask them to think about why the children in the stories are acting this way and why they are being so

secretive. What might be happening to them? Do these seem like good secrets or not? Why?

3. After this discussion give the children the envelopes containing Part 2 of their stories. When they have had time to read them, again allow time for discussion within the groups. Ask the children to consider how they themselves might feel and act if these things were happening to them. Then ask them to think of as many possible solutions for the friends of the main characters as possible – what could they do to help? Should the secrets be kept? Who else might be able to help?
4. After five to ten minutes, when discussions are complete, share the first two parts of all three stories with the whole group so everyone has heard about Amarjeet, Alex and Jack. Then gather the ideas from each group about how the children’s friends could help them, or what they could do to help themselves. Encourage all the children to think of as many ideas as possible. List the ideas on the board.
5. Finally, read the conclusions of each story (Part 3) to the whole group. Have a brief discussion about the ends of the stories – are they a surprise? Remind the children that some secrets should not be kept, even if you have been asked to keep them by a friend. It is OK to ask for help and to keep asking for help until you get some; there are many different people who can help. Emphasise how in these stories the children’s strong actions helped solve the problems.



C. End game



5 MIN

Sit the children in a circle and ask them to say ‘I am strong because...’ Encourage a range of answers, not just physical (‘I am good at working things out’, ‘I know where to get help’, ‘I have lots of friends’ etc).



Suggested extension activities

- ❑ Make a list with the children of all the places they can think of where they could ask for help; perhaps also look on the internet and show them the websites for The Hideout, NSPCC, and Childline;
- ❑ Ask the children to use the internet to find out as much as they can about living in a refuge, for instance by looking at the online refuge in The Hideout;
- ❑ Ask them to produce a poster which could be displayed in the setting showing what they have learnt about where to get help.

Appendix 1

Stories, Part 1



1. Amarjeet is a new girl at school in year five. She always gets dropped off by car and often comes in late. The children in her new class want to be friendly but she doesn't talk much and she won't tell anyone where she lives. She says it's a secret. She goes to after-school club and leaves after everyone else, so no one has met her mum or dad. Some of the children in Amarjeet's class want to make friends with her but don't know how to talk to her. Some of the others start to make jokes about her and call her names behind her back. Amarjeet is a bit moody and this makes it easy to wind her up and hard to be friendly with her.



2. Alex has been to this school since reception. He comes to school early every day. He is suddenly very neat and tidy and works extra hard, which is not how he was last year. He had lots of friends in year four, and would often invite them around to his house after school. But some of his friends and their parents are beginning to wonder why he has stopped inviting them back to his house since starting in year five. When they ask him what's going on he just says he can't tell them. His friends don't know what to do. They wonder if he doesn't like them any more.



3. Jack comes into school looking really tired. His eyes look sore like he might have been crying, which is really unlike him. He has a bruised arm but he asks his friends not to tell anyone. He won't say what has happened and at the end of the day he rushes away from school and walks home on his own. His friends are really worried about him and don't know what to do.

Appendix 1

Stories, Part 2



1. Amarjeet has had to move with her mother into a refuge because her father was violent to her mother. She has had to move school and leave most of her clothes and possessions behind because they had to leave in a hurry in case her dad came back and caught them. She can't tell the others in her class where she lives because she is scared her father might come and hurt her mother if he finds out where they are living now. Amarjeet wants to make new friends but she really misses her old ones and her own house. Before the trouble started with her dad, Amarjeet had lots of friends and was one of the most popular girls in her old school. Although the refuge is friendly and safe, it is all new and strange to her at the moment. She is angry with her dad for hurting her mum and at her mum for making her move.



2. In the summer holidays Alex's mum met a new boyfriend on holiday. At first everything seemed really good. The new boyfriend bought Alex lots of new stuff and wanted to move in with him and his mum. She was really happy and Alex thought it might be good for both of them to have a new man in the house. But when the new boyfriend moved in he started to get very angry if there was any noise or mess anywhere. He would shout and throw things if Alex left any of his things out in the hall or living room. He started to tell Alex's mum what to wear, what to cook, when she could go out. Gradually, both Alex and his mum have stopped seeing friends or family outside the house because the boyfriend says they should all be happy just the three of them. Alex is very worried that his mum is scared of her boyfriend now and he doesn't know what to do.



3. Jack loves his dad and he can be really good fun, playing football and computer games and having a laugh. Sometimes, though, he comes home late and shouts, or punches the walls, but afterwards he always says he's really sorry and that he loves everyone in the family and he won't do it again. Last night Jack's dad didn't get back until really late and Jack's mum shouted at him. He threatened to hit her. Jack ran out of his room and tried to stop him but he was pushed aside. In the end a neighbour rang the police and they came and arrested Jack's dad. Jack is very upset but he says he doesn't want any of his friends to tell anyone else about what has happened.

Appendix 1

Stories, Part 3



1. Amarjeet is seen crying one day by her teacher, who knows that she is living at the refuge. Her teacher decides she needs some friends and sets up a small group of girls to be friends with her. Amarjeet talks to her mum about how she feels and the children's worker at the refuge helps too. When her mum realises how lonely Amarjeet is feeling she says she can tell her new group of friends about the refuge (but not where it is) so they understand why she can't bring them home. With help from the refuge, Amarjeet's mum starts to look for a flat for the two of them near the school and she promises that when they find a place of their own Amarjeet can choose a pet. Amarjeet's friends all bicker so much about what would be the best pet that at last Amarjeet laughs. She starts to feel better. Perhaps life in this new town will be OK after all.



2. Alex thinks for ages about what to do. In the end he phones Childline one day when his mum is cooking tea and the boyfriend is at work. He whispers on the phone so no one can hear. The person on the end of the phone takes the situation very seriously, listens carefully to Alex and suggests that he talk to someone in his family. He decides to tell his grandmother. Although she lives a long way away, as soon as she hears what is going on she gets in the car and drives down to see his mum. After lots of talk Alex's mum realises just how much the new boyfriend is upsetting Alex and controlling her life. She gathers her brother, sisters and her mother and together they ask the boyfriend to leave. Alex's grandma says she will come and visit more often. Alex's mum is much happier, like her old self. Alex is so glad he talked to someone and so is she.



3. Jack's best friend Yinka stays awake all night worrying about Jack. In the morning his mum asks him what's upsetting him and he tells her about Jack's problems. She tells him not to worry and she goes round to talk to Jack's mum when the children have gone to school. When Yinka sees Jack the next day he looks much happier. He says his mum has asked his dad to move out. He will still see Jack at weekends in the day. Jack isn't sure how it will all end but he's glad Yinka got his mum involved because she knew how to get his mum to find some help.

Court room game¹

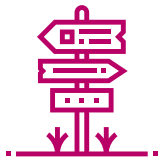
AGES
10-11

Resources



50 MIN

- ❑ The attitude statements in Appendix 1, cut up into single statements.
- ❑ Some props e.g. wigs/hats for the judges (not vital).



A. Introduction



5 MIN

- 1.** Tell the group that for this session the room will become a series of small 'courtrooms' looking at the attitudes and beliefs held by some people about the roles played by men and women in our society. Encourage the children to share their ideas and knowledge of how the courts work.

(who argue against the defendant); the defending lawyers (who argue in favour of the defendant); and lastly, the jury (who are twelve members of the public who have to make the final decision). Explain that in this game instead of a defendant there are a series of statements.
- 2.** Give a brief description of how a court works: describe the roles of the judge (who sums up arguments, keeps order and passes sentences); the prosecuting lawyers

¹ This activity has been adapted from Spiralling toolkit for safer, healthier relationships – Bristol Domestic Abuse Prevention Programme (Domestic Violence Responses for Safer Bristol).



B. Main activity



40 MIN

Method 1 (for groups which enjoy role play):

1. Split the group into smaller groups of four, each consisting of two 'prosecuting lawyers' and two 'defence lawyers'.
2. Give each small group one of the attitude statements in Appendix 1 so that every group has a different statement. Alternatively, focus on a few statements so that more than one group is discussing the same one.
3. After they have had a chance to read and think about the statement for a couple of minutes, ask the 'prosecuting lawyers' to think of some ways to argue against it, and the 'defending lawyers' to argue in favour of it.
4. Give the groups ten minutes to come up with their arguments. Remind the children that they have to ignore their own personal feelings for this part of the game.
5. After ten minutes, gather the whole group back together and explain that one group at a time will have the opportunity to explain their statements and the arguments they have come up with for or against the statement to the rest of the group, who will then act as a large 'jury' and vote on whether they agree or disagree with that particular statement. Each group will be given about three minutes to explain their arguments.
6. Before the first group starts, nominate another child from the rest of the group as a 'judge' who can keep the group to the point, ask clarifying questions, keep it fair and so on (the teacher may wish to role play the part of 'judge' for the first group).
7. Then allow the first group their three minutes, during which the 'prosecuting' and 'defence lawyers' present their arguments, with the 'judge' questioning, keeping order and time keeping as necessary. When the first group has finished, ask the rest of the group to vote for or against the statement they were discussing.
8. Allow the children to put forward their views, but challenge where necessary. There are some things which are not just a matter of opinion but are totally unacceptable or against the law. DO NOT allow opinions to stand which need to be challenged.
9. After the first group has finished and the vote been taken, nominate a new 'judge' for the next group, so several different children have a turn at being judge.
10. Continue until each small group has had a chance to present their arguments and the whole group has voted on all the statements used.

Method 2 (for groups that are less confident about using role play methods)

1. Split the group into two smaller groups, A and B.
2. Explain that you are going to read out some statements and that team A are going to have to argue for the statement and team B will argue against.
3. Read out the first statement that you want the group to consider and give the teams a few minutes to discuss all the things they might say FOR or AGAINST the statement. Explain that it does not matter what their personal opinion is.
4. Now ask team A to make a circle facing outwards and team B to make a circle facing inwards, standing opposite someone in the A circle.
5. Read out the statement again and give them a couple of minutes to argue their point with the person standing in front of them.
6. Stop the discussion and ask the 'Bs' to move round the circle so they are now opposite someone new. Repeat the process.
7. After one more move, bring this to a close and ask people to sit down. Begin a discussion with the groups by asking questions such as:
 - What did that feel like?
 - Did anyone have a really good argument that made you change your mind?
8. Now swap roles. The 'As' now argue against the statement and the 'Bs' argue for. Repeat the process as above with a different statement.
9. Take feedback from the groups. Allow the children to put forward their views, but challenge where necessary. There are some things which are not just a matter of opinion but are totally unacceptable or against the law. DO NOT allow opinions to stand which need to be challenged.



C. End discussion



5 MIN

Ask the children to get into a circle and pass round a prop (such as a judge's gavel or wig). Ask each child to share something they found surprising or shocking today; or ask the children to share how they feel personally about some of these statements. Did any of them find they changed their minds when listening to other people's arguments? Which of the statements

did they agree most with (if any)? Which did they disagree most with? Why?

Go round the circle and ask all the children to tell the rest of the group one thing they found out today which surprised them, or that they didn't know before.



Suggested extension activities

- ❑ Use a range of resources such as newspapers, magazines and the internet to investigate news stories and statistics about domestic violence, and to make a group newspaper or poster using this information.
- ❑ Carry out the method not used in this session (court room game or carousel).
- ❑ Write a news bulletin about domestic violence in small groups.

Appendix 1

Attitude statements for the court room game



Men who stay at home to look after the kids aren't real men

If a boyfriend gets really jealous it must mean they love their partner

Women should not bother to train to be pilots or doctors as they'll only go off and get pregnant after a few years

Men are stronger than women



Women should stay at home and look after the family

Men should be able to see their wife/partner or children whenever they like

It's OK for someone to hurt or threaten their boyfriend or girlfriend if they have been annoyed

Men should always have the final say in a family

If a man pays for things on a date he can expect the woman to do what he wants

Sometimes people can't help hitting out

It's OK for a man to decide where his partner/wife can go and who she can see

If a girl's family tells her to marry someone she should



It's okay for a boy to have had a lot of girlfriends, but wrong if a girl does the same

Girls don't like sports

It's okay to give personal details about yourself to someone you met online and feel you know well

It's okay for a boyfriend to demand to see his girlfriend's text messages

My online identity

AGES
10-11

Make yourself aware of your organisation's e-safety policy before doing this activity.

Resources



1 HR 15 MIN

- Paper.
- Paints.
- Art materials.
- Copies of Appendix 1.



A. Introduction



5 MIN

Life for many children starts online very early. This activity attempts to allow children to teach us as adults about their online lives.



B. Main activity



40 MIN

- 1.** Explain that each of us has an identity that is made up by lots of different things, such as our families, our personalities, what we like or don't like etc. Explain that these are often displayed online too.
- 2.** Set some paper, paints and other art materials on a table.

3. Each child should be given a piece of A4 paper and asked to paint, draw or write what their identities are like online. What do people see you post? What/who do you follow? What kinds of things do you share? etc.
4. Give time for each child to complete their images and then bring the group back together. Ask those who are comfortable to do so to share what they think makes up their online identity with the rest of the group.



5. Ask the following questions as prompts after everyone has had the opportunity to share. They don't have to answer but it might be something they want to reflect on after the session.

- What did they like about doing the activity?
- What aspects of their identity did they feel was most important?
- Did they find anything they didn't like?
- Was there anything they'd like to change? Why?

C. Activity: My digital footprint



25 MIN

1. Introduce the idea of a digital footprint being what we leave behind based on the things we like, share, and write online, and all the social media apps and searches we make.
2. Using the footprints sheet in Appendix 1, get children to think about what their digital footprint might look like. What do they search

for online? What social media apps are they using? Who are they following? What kinds of things are they sharing?

3. Explain the importance of always being safe online and not sharing too much information, as well as being kind to others online, especially other children.



D. End game

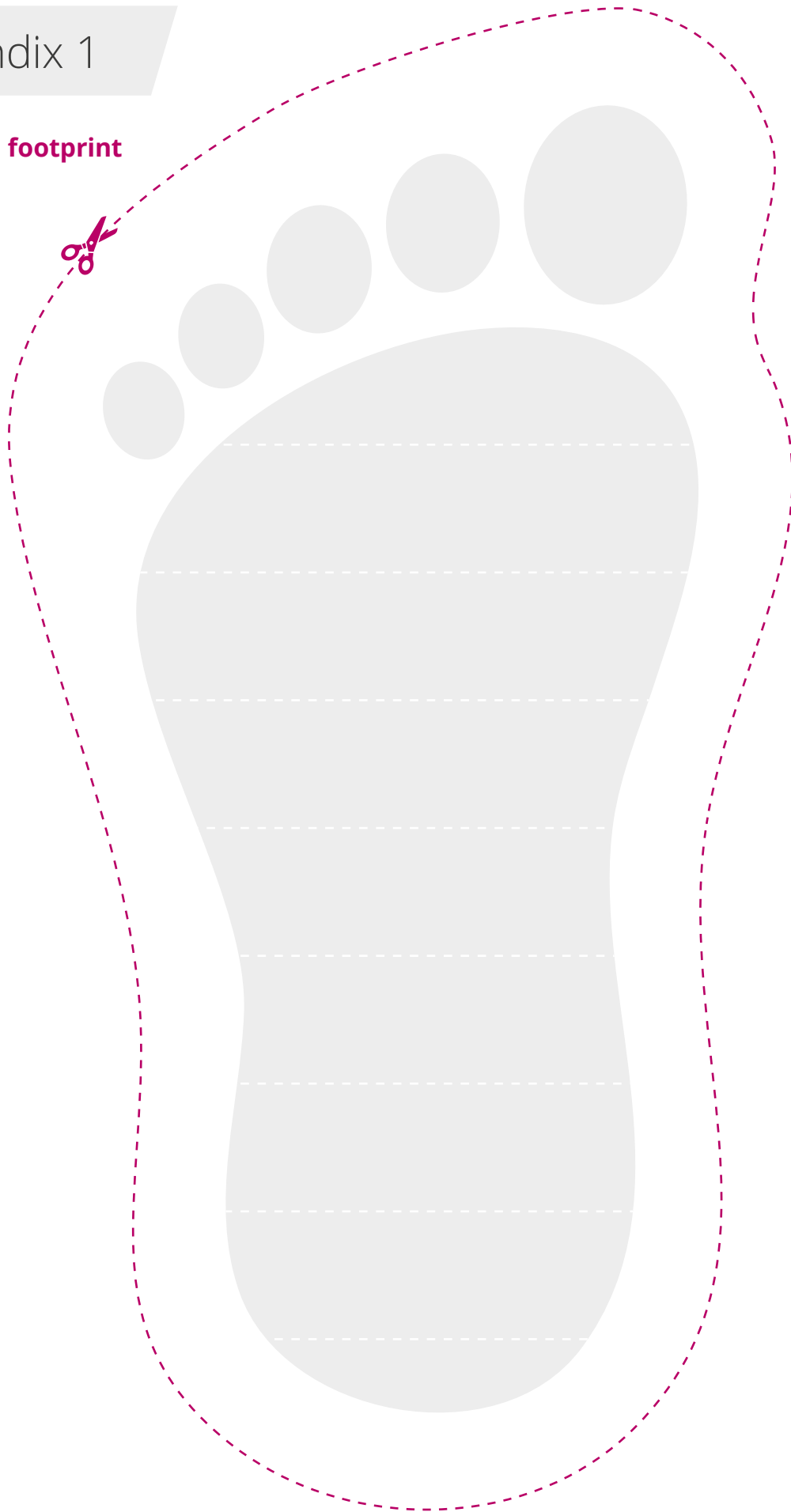


5 MIN

Focusing on being kind to each other, ask the children to walk around the room and say something kind to someone else in the group. It could be as simple as 'I like your hairstyle today', 'You are funny', etc.

Appendix 1

My digital footprint



The session plans

SECTION 3



AGES 11-18

Unwritten rules and managing conflict

AGES
11-12

Resources



60 MIN

- ❑ Suggested ground rules (provided in Section 4).
- ❑ Information on sources of help (provided in Section 4).
- ❑ Flip chart paper and pens.
- ❑ Examples of unwritten rules – Appendix 1.
- ❑ Healthy relationships – Appendix 2.
- ❑ Managing conflict scenarios – Appendix 3.



A. Activity: Unwritten rules



30 MIN

- 1.** Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in Section 1 prior to the session).
- 2.** Explain that in society we have laws which dictate how people should behave, but we also have a set of 'unwritten rules' as well. Examples of unwritten rules might be: not speaking with your mouth full; if you bump into somebody, say sorry; if somebody gives you something, say thank you; wait your turn in the queue; etc.
- 3.** Ask: "Can anybody think of any other unwritten rules?" Discuss ideas.
- 4.** Discuss – who makes these unwritten rules, how are they enforced and how are offenders punished?
- 5.** Some rules may relate to whether we are male or female. Different things may be expected of different genders. This can start very early with the kind of toys boys and girls 'should' play with; the colour of clothes they 'ought' to wear etc. Ask: "Can anybody give me any examples of 'rules for boys' and 'rules for girls'." Discuss ideas.

6. Take the group into a large space, if possible, and create an imaginary line on the floor. Label one end of the line 'HELPFUL', the other end 'UNHELPFUL', and 'DEPENDS' in the middle.

7. Read out a selection of the unwritten rules from Appendix 1 and ask the group to stand on the line at a point that reflects their opinion. Ask for volunteers standing at different points to explain their views.

NB. If you do not have the space to do this method, you could read out the statements to the group and ask them to put thumbs up for 'helpful', thumbs down for 'unhelpful', and arms folded for 'depends'.

8. How might these rules make some people feel or behave? Do we have choices about whether we follow the rules? What happens if we don't follow the rules?



B. Activity: Managing conflict



20 MIN

1. Explain that all relationships will experience conflict at some time, and so we are going to look at some scenes where people disagree and see if we can find a way to solve the conflict without the use of aggression, power or insult.

2. Stress to the group that it is possible to resolve conflict by negotiating or reaching a compromise – it is always best to try to resolve conflict in a friendly way without losing your temper.

9. Ask the group for ideas about how some of these unwritten rules might affect relationships, and discuss.

10. Explain how rules about men being 'macho' and women 'soft' are often to do with who has the power, and can make unhealthy or abusive relationships more likely. For example, some men believe they should be the dominant partner, and some women feel that they are expected to put up with bad behaviour because they care about their partner or think they might be able to change him.

11. Ask the young people for ideas about what kinds of behaviour will help to make a good or healthy relationship and discuss. Write these on the board. See Appendix 2 for prompts.

3. Working in small groups again, distribute one of the scenarios from Appendix 3 to each group. You can choose which ones to use. It can be useful to have two groups looking at the same scenario so that suggested resolutions can be compared.

4. Ask them to consider the questions from each scenario and think about and discuss how the conflict could be resolved.

5. Take feedback from groups and ask other groups to comment on the suggested resolutions.



C. Plenary



10 MIN

1. Ask the young people for ideas of what you should not do when trying to manage a conflict situation. Ideas might include: don't interrupt or shout; don't do all the talking; don't call names or put people down.
2. Explain that there are different styles of managing conflict, such as:
 - **Avoidance**; this might be useful if you are feeling under threat – however, the problem may not go away and you might have to face it some time.
 - **Diffusion**; this means being calm and trying to sort out the problem by giving you time to think about things.
 - **Negotiation**; (both people can win) – this means you will have to compromise, nobody gets everything they want, but all will get something.
 - **Confrontation**; this means tackling something head on, which may result
- in one person using power over the other person in order to win. This might be physical force, using threats or another type of abuse. This is not the way to deal with conflict and certain types of confrontation can actually be a criminal offence.
3. Ask the young people what kinds of skills are necessary for effective negotiation. Their answers should include: good communication skills; assertiveness skills and problem-solving skills.
4. Ask the young people how knowing strategies to manage their anger and resolve conflict now might help them in their adult relationships.
5. Remind the young people of what help is available (see 'Sources of help' in Section 4) and who they can talk to if there is anything that concerns them.

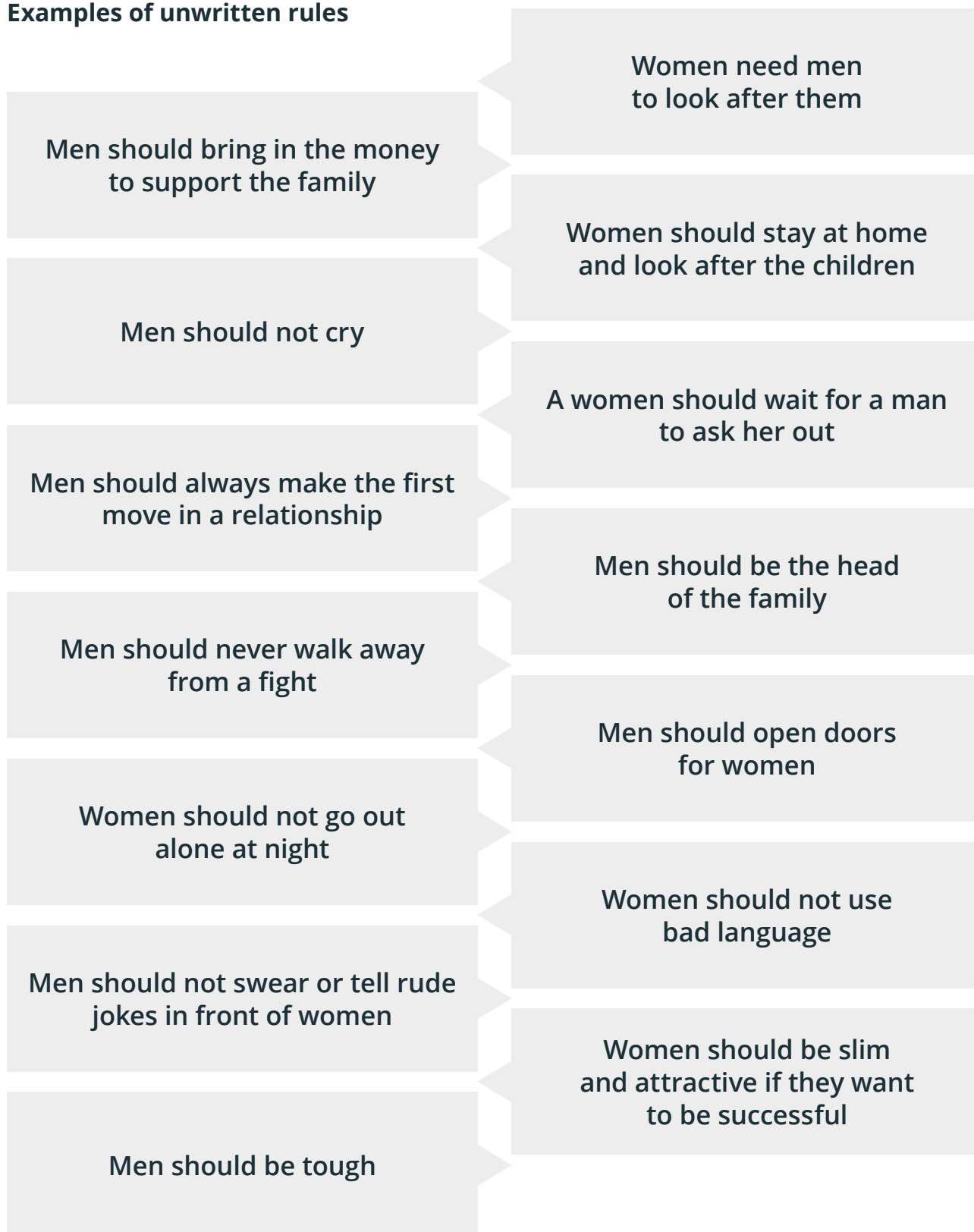


Suggested extension activities

- ❑ Develop a role play based on the scenarios in Appendix 3.
- ❑ Prepare a presentation/assembly on the theme of managing conflict.
- ❑ Prepare a poster or leaflet for other young people on tips for managing conflict.
- ❑ Prepare a poster or leaflet for other young people on what a healthy relationship should look like, using Appendix 2 for ideas.

Appendix 1¹

Examples of unwritten rules



¹ This activity has been adapted from Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships. Cheshire County Council Community and Education Service Secondary Schools Project.

Men should know
how to fix things

Women should not go
to the pub on their own

Men should be sporty

Women should keep a nice home
for their family

Men should not talk
about their feelings

Appendix 2

Healthy relationships

A healthy relationship is when two people treat each other as equals, they trust each other and treat each other with respect, whether that relationship is online or offline.

In a healthy relationship, people should:

- support each other;
- listen to each other's feelings;
- when they have a disagreement, talk about it;
- spend quality time together;
- encourage each other;
- take responsibility for their own actions;
- respect women and men equally.

Healthy relationships consist of:

Equality – making decisions together, not expecting you to do more or give more to the relationship.

Respect – listening, being non-judgemental, understanding and valuing each other's opinions.

Trust – respecting your right to your own opinions, friends and activities.

Support – supporting you in your goals and ambitions, believing in you.

Safety – respecting your personal space, non-threatening behaviour, non-manipulative or intimidating behaviour.

Honesty – clear, open and truthful communication, being able to say if you're feeling scared or insecure.

Responsibility – acknowledging one's own behaviours and attitudes, asking not expecting.

Freedom – being able to live your life free from violence, intimidation or threatening behaviour and make choices for yourself.

Negotiation and compromise – accepting that there isn't always a 'right' way to do things, accepting change, willingness to see the other side.

Healthy relationships are possible and everyone deserves to be in one!

Appendix 3

Managing conflict – scenarios

Your brother/sister has borrowed your new trainers without asking. You bought them especially for a PE competition at school and when you look in your wardrobe they are not there. You get them back later, covered in mud. What do you do?

Somebody tells you that they have seen your boy/girlfriend flirting with somebody else at the youth club. What do you do?

You are out with your brother who is disabled and walks with a limp. Some kids come up to you both and start making fun of him. What do you do?

One of the boys in your class at school is being picked on because he is quiet and shy. He hates sport but loves dancing and he has just joined the after school dance club. Now everyone is calling him a 'wimp'. Even some of the girls don't want him in their dancing class. On the way home, he is confronted by a group of lads who call him names and push him into the mud. What can he do?

You want to go to a party that finishes at midnight. Your friends have got permission to stay but your parents/carers say you have to be in by 10 o'clock at the latest. What do you say to them?

Your parents/carers find out that you have been seeing a boy/girl in your year. They come to your school and drag you out of the lesson. They really embarrass you, take you home and stop you from going out. Your dad starts dropping you off and picking you up from school. What do you do?

One of the girls in your class is really good at football and wants to join the all-boys year 7 team. The boys won't let her. They say girls are rubbish at football and it is a boys' game. They also say all the other teams would laugh at them. What should she do?

My online identity and footprint

AGES
12-18

Make yourself aware of your organisation's e-safety policy before starting this activity.

Resources



1 HR 50 MIN

- ☐ Coloured A4 paper.
- ☐ Flip chart paper.
- ☐ Copies of Appendix 1 and Appendix 2.



A. Main activity



40 MIN

1. Allow the group to spend some time on their phones (if they are allowed to have them) or by thinking about the content they are sharing online, ask them to individually think about these questions.
 - What do I post?
 - Who do I follow?
 - What do I comment on?
 - What do I like or share?
 - What is my profile picture?
 - What do I subscribe to?
2. Provide young people with a selection of coloured A4 paper for them to write down the answers to those questions. Explain that they don't have to share this with anyone, but will use it as a reflection activity for their online footprint.
3. Ask the group if anyone would like to share anything they were reflecting on.
4. Explain to young people that their digital footprint is a combination of things they search for, the videos they watch, the things

they share, their profile pictures, comments and so on.

5. As a whole group ask the following questions and encourage young people to share, from their own experiences.

- Can you be yourself online?
- What pressures do you feel online?
- Are online spaces inclusive? Specifically think about gender, sexuality, race, faith, disability.

6. Explain to the group that what we share and post online can be there forever, and can have an impact not only on the lives of others, but also on their own lives.

7. Split young people into small groups, and ask them to think about the case studies in Appendix 1, thinking about the following questions:

- What online footprint do you think they are leaving behind?
- What impact do you think this will have on them or others?

8. It's important for young people to understand that there are often consequences to what they share or say online. Some of these can have legal consequences, others might affect their job prospects, or their place at college or university. But it can also have an impact on others' emotional and mental wellbeing.



B. Activity: Think before you post



30 MIN

1. It is important for young people to reflect on what they do post and the impact it has by asking themselves a set of questions that can help them decide whether they should or shouldn't post a comment online.

2. Ask the group to collate a list of question that they should think about before posting something online, and put them up on flip chart paper. These can include:

- Does it hurt someone's feelings?
- Is it a comment that targets someone's identity negatively? These can include: gender, race, age, disability, sexuality, and religion.
- Does it reflect you in a positive way?
- Is it necessary?
- Is it helpful to someone?
- Would you be proud to read that in the future?



C. Activity: Online campaign

**40 MIN**

PLANNING & DISCUSSION

Campaign implementation could be run as a longer piece of work with young people.

- 1.** In today's social media environment, anyone - of any age - can have significant influence. Online campaigning is just one of the ways to reach a wide audience of people.
 - 2.** Allow young people to choose a group to work with to design an online campaign to create online spaces that are kinder and more inclusive.
- Use the information in Appendix 2 to help plan the campaign.
- 3.** Once they have a plan for the campaign they should be encouraged to share it with the rest of the group. The others should listen to the plans, ask questions, make suggestions and provide feedback to support the different campaigns presented.
 - 4.** Groups should come back once they have started their campaigns and share what they did, their successes, the challenges, and anything they would do differently to evaluate their campaigns.

Appendix 1

Case Study 1:

James is a student at university. He was at a party one night and was drinking a bit too much. That night he went on to Twitter and started making racist comments towards other users.

Case Study 2:

Kobi has a YouTube channel with a few thousand subscribers. His video content is normally positive, but he started to comment on a disability rights activist's YouTube video by making nasty remarks about how she looks.

Case Study 3:

Kam posts a lot. They also comment a lot on other people's posts. A lot of their posts make fun out of other people, particularly people who go to their school, which they think is really funny.

Appendix 2

Planning sheet - online campaign

Think about what social media platform to use, and why?

Come up with a catchy title for your campaign

What are you trying to address?

What age group is it targeted at?

What is your goal?

When will you know it's been successful?

Do you need any support outside of your group?

Introduction to domestic violence and abuse

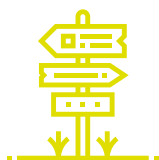
AGES
12-13

Resources



60 MIN

- ❑ Suggested ground rules (provided in Section 4).
- ❑ Information on sources of help (provided in Section 4).
- ❑ Flip chart and pens.
- ❑ 'Domestic violence and abuse matching cards', photocopied and cut up – one set per group ('Types of abuse' – Appendix 1 and 'Examples of abusive behaviour' – Appendix 2).
- ❑ 'Is this domestic abuse?' sheet – Appendix 3.
- ❑ 'Is this domestic abuse?' answers – Appendix 4.



A. Introductory activity



15 MIN

1. Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in Section 1 prior to the session).
2. Ask the young people what they think the term domestic abuse means. Write suggestions on a flip chart or board.
 - or bullies another person who is or was their partner, or who is in the same family.
3. Read out the following statements about domestic abuse:
 - It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
 - Domestic abuse can also happen after a relationship has finished.
 - Usually (but not always) it is the man who is the abuser and the woman who gets hurt.

- Although domestic abuse happens mostly between adults, children and young people can be affected by the abuse that they experience by living in a home where domestic abuse is taking place, and can be impacted directly or harmed.
 - Young people may also experience abuse in their own relationships.
 - Domestic abuse is a repeated pattern of behaviour.
 - It often includes several different types of abusive behaviour, including coercive control, physical, emotional, sexual and economic abuse.
 - People use domestic abuse to control other people they have a relationship with.
4. Explain and reinforce that domestic abuse is always wrong and, depending on the type of abuse, can be against the law.
 5. Working in groups, hand out one mixed up set of 'Domestic violence and abuse matching cards' (Appendix 1 and 2) to each group. Invite young people to spend a few minutes discussing the different categories of abuse, trying to match up the definitions with the categories. Alternatively, this could be done on a board.
 6. Check that everyone has matched the cards correctly and allow time for questions and clarification. (The correct answers are: 1E; 2F; 3B; 4A; 5C; 6D; 7G). Were there any behaviours that surprised the group? Are there any that they would not have really considered as abuse?

B. Main activity



25 MIN

Method 1 – interactive (favoured method)

1. Explain to the young people that you are going to give them some statements and you want them to think about whether each is domestic abuse or not.
2. Take the young people into a large space and create an imaginary line on the floor with YES at one end, DEPENDS in the middle and NO at the other end.
3. Using the 'Is this domestic abuse?' sheet (Appendix 3), read out the statements and ask the young people to stand at a point that reflects their opinion. Ask for volunteers standing at different points to explain their views.
4. Encourage the young people to try and persuade those in different positions to change their opinion.
5. Allow the young people to be controversial with their opinions, not just stand where they think you want them to stand. There are however, some things that are not just a matter of opinion but are totally unacceptable and, in some cases, against the law. DO NOT allow opinions to stand which need to be challenged.
6. Highlight the correct answer before moving onto the next statement (provided in Appendix 4).

Method 2 – if no space available to do Method 1

1. Using the same statements, print out Appendix 3 for young people to complete as a worksheet individually, in pairs or small groups.
2. Take feedback and discuss and challenge as above, using the answer sheet to clarify (Appendix 4).

C. Plenary

**10 MIN**

1. Ask the young people for ideas about what a person experiencing domestic abuse could do to make themselves safer. What help is available? What might be the barriers to seeking help or leaving an abusive relationship?
2. Highlight the role of the police and local helping agencies (see information on 'Sources of help' provided in Section 4), including what help is available in your setting.
3. Remind the young people of who they can talk to if there is anything that concerns them.

NB. If your setting has a 'Worry Box' or some other system for listening to and supporting young people, this is a good time to remind them about it and let them know what will happen to the information/worries. Young people should know about and understand your organisation's confidentiality policy and child protection policy.



Suggested extension activities

- Make a list with the young people of all the places they can think of where someone experiencing domestic abuse could ask for help.
- Look at websites for Women's Aid, NSPCC, and Childline.
- Produce posters about sources of help and advice.
- Do a Google search on 'domestic abuse services' (or other themes associated with this session) and report findings.

Appendix 1

Domestic violence and abuse matching cards

Types of abuse



<p>1 Economic abuse</p>	<p>2 Threats</p>	<p>3 Sexual abuse</p>
<p>4 Physical abuse</p>	<p>5 Emotional abuse</p>	<p>6 Isolation</p>
<p>7 Coercive control</p>		

Appendix 2

Domestic violence and abuse matching cards

Examples of abusive behaviour



- Hitting, pushing, punching, kicking.
- Biting, slapping, hair pulling.
- Throwing or smashing things.
- Punching the wall, smashing the windows.
- Burning, strangling, stabbing, murder.

- Making someone do sexual things that they don't want to do, rape.
- Calling the person a slag, slut.
- Not allowing the person to dress in the way they want to or only in the way the abuser wants them to.

- Constantly putting a person down, making the person feel bad about themselves – insulting them by calling them fat, ugly, stupid, a bad parent, undermining them.
- Checking up on where they are and what they are doing, timing a person when they go out, making them explain every movement.
- Always lying to them, ignoring them, withholding affection.
- Threatening to leave, threatening to throw them out, threatening to commit suicide if they leave.

- Stopping someone from seeing friends and family, not allowing the person to have visitors.
- Stopping them from having a job, not allowing the person to learn to drive.
- Going everywhere with them.
- Locking them in the house, not allowing phone calls.
- Not allowing the person to learn the native language and always speaking for them.



- Taking a person's money, making a person ask for money.
- Making a person say how they spend every single penny.
- Not allowing them to work and earn money.
- Having all the bills (debts) in the person's name, having all bank accounts/benefits in the abusers name.
- Making all the decisions when deciding what to buy and when to buy.
- Giving the person a small amount of money to manage and then criticising them for not managing to buy essentials with it.
- Making the person afraid by using looks and gestures.
- Saying they will hurt or kill them or someone precious to them or the family pet.
- Threatening to smash things.
- Threatening to tell other people how bad/stupid they are.
- Checking where someone is all the time.
- Telling someone how they should dress.
- Getting jealous when someone sees their friends.
- Tells someone who they can or can't talk to.
- Checks what someone is doing on social media.

Appendix 3

Is this domestic abuse?

Is this domestic abuse? Read the following statements and decide if you think the answer is YES, NO or DEPENDS

- | | Y | N | D |
|--|--------------------------|--------------------------|--------------------------|
| 1. A grown-up calls another grown-up names | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A husband won't give his wife money or let her go to work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A man sends his girlfriend a text to say he loves her | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A man sends his girlfriend hundreds of texts to find out where she is and who she's with | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A woman always threatens her girlfriend but never actually hits her | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A grown-up often pushes, kicks or hits another grown-up..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. One partner tells the other that they are putting on weight | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. One partner always gets moody when the other wants to see their own friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A man calls his ex-girlfriend all the time and asks her to go back to him..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. A boy gets jealous when his girlfriend speaks to other boys..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. A man constantly tells his disabled partner that she is stupid and useless..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. A brother and sister argue about what to watch on TV..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. One partner tells the other that they must share all their passwords for their email and social media accounts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. A man tells his boyfriend that if he leaves him he will tell his friends and family that he is gay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix 4

Is this domestic abuse? Answers

- | | Y | N | D |
|---|---|---|---|
| <p>1. A grown-up calls another grown-up names <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p><i>DEPENDS, if this happens regularly in a close or family type relationship and if it upsets the person being called names, then this is domestic abuse.</i></p> | | | |
| <p>2. A husband won't give his wife money or let her go to work <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>YES, economic abuse can be part of domestic abuse and is used to assert control over the person.</i></p> | | | |
| <p>3. A man sends his girlfriend a text to say he loves her <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p><i>NO, so long as this is in a fair and equal relationship, then this is not domestic abuse.</i></p> | | | |
| <p>4. A man sends his girlfriend hundreds of texts to find out where she is and who she's with <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>YES, this is domestic abuse. This kind of behaviour is aimed at controlling the other person.</i></p> | | | |
| <p>5. A woman always threatens her girlfriend but never actually hits her <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>YES, this is domestic abuse. The constant threat of violence is used to scare and control the other person and is not ok. Domestic abuse can happen in same-sex relationships too.</i></p> | | | |
| <p>6. A grown-up often pushes, kicks or hits another grown-up <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>YES, this is domestic abuse. The use of physical violence within a relationship is never acceptable.</i></p> | | | |
| <p>7. One partner tells the other that they are putting on weight <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p><i>DEPENDS, it is good to be honest with each other in relationships, but if one partner always says things to make the other feel bad then this is domestic abuse.</i></p> | | | |
| <p>8. One partner always gets moody when the other wants to see their own friends <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>YES, this is domestic abuse. One partner is trying to scare and manipulate the other into doing what they want. Being in a relationship should not stop you having friends of your own and one partner does not have the right to tell the other what to do.</i></p> | | | |
| <p>9. A man calls his ex-girlfriend all the time and asks her to go back to him <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p><i>DEPENDS, if the girlfriend does not want him to be calling her and he does not respect her wishes then this may be harassment, which can be part of domestic abuse. Domestic abuse can often continue after a relationship has ended.</i></p> | | | |
| <p>10. A boy gets jealous when his girlfriend speaks to other boys <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p><i>DEPENDS, everyone feels jealous sometimes and that is ok if they take responsibility for those feelings and don't try to put them onto someone else. If however, they try to stop the other person doing things or make them feel bad because of the jealous feelings then this can be abusive.</i></p> | | | |

Y N D

11. A man constantly tells his disabled partner that she is stupid and useless.....
YES, this is emotional abuse which is often part of domestic abuse. Disabled women are in fact more likely to experience domestic abuse than non-disabled women.

12. A brother and sister argue about what to watch on TV.....
NO, this is not domestic abuse. All families argue sometimes, but so long as they are equal and no one gets hurt then that is ok.

13. One partner tells the other that they must share all their passwords for their email and social media accounts
DEPENDS. If this is part of an ongoing set of behaviours of control against a partner, then it is domestic abuse.

14. A man tells his boyfriend that if he leaves him he will tell his friends and family that he is gay
YES. Threatening, intimidating or scaring someone in order to stay with you is a form of domestic abuse.

Online behaviours

AGES
11-18

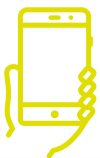
Make yourself aware of your organisation's e-safety policy before starting this activity.

Resources



45 MIN

- ❑ Images of most recent social media platforms used by young people.
- ❑ Small pieces of paper/sticky notes.
- ❑ Display wall materials.
- ❑ A4 paper.



A. Introduction



5 MIN

- 1.** Life for many of us is dictated by digital media, and this is very much the case for children and young people. These activities are created to discuss how children and young people behave online and why. Many children and young people understand clearly some aspects of online safety, however, many children are still engaging in harmful and unsafe behaviour online. These activities aim to allow young people to teach us about their online lives.



B. Main activity



40 MIN

How do we act on here?

1. Show a picture of the latest social media platforms that young people may be using that you're aware of.
2. Provide small pieces of paper for each young person. Ask them to work individually, writing down each social media platform they use. This doesn't have to be just the ones they use regularly, but any they have signed up to or may have used in the past. They should write one social media platform per small piece of paper.
3. Once they have done this, allow them to count how many they use, and share with the group. Pick out five of the most common social media platforms that were mentioned with the support from the group, and write them up for everyone to see.
4. Allow the group to split off into pairs and think about the following questions:
 - Why do we use these social media platforms?
 - How do we behave on them?
 - How do others behave?
 - Do we behave differently, depending on which social media platform we're on?
5. Bring the group together, and open up discussion by allowing them all to contribute to answering those four questions.
6. Pick out any key things which were mentioned that were important to the group, including anything that needs coming back to. Ensure that the positive comments made about why they are using those platforms are valued and respected.
7. Set a design activity where one display wall can be used for young people to share their positive experiences online. It could be examples of people who helped them, social media influencers who they connected with on an issue, an online community that reflected their identity, their ability to connect with their friends, or learn new things. Display these examples as reminders of the kind of online communities we want to create and can engage in.

Positive and negative online interactions

- 8.** Our online interactions are very much like our offline ones. They come with positive interactions and negative ones.
- 9.** Thinking about the social media platforms that the young people have recognised and spoke about, get them to think about and write examples of:
 - **Positive interaction they have had or seen.**

This could include: being able to chat to their friends easily, to talk to family who live abroad, to be creative, etc.
 - **Negative interactions they have had or seen.**

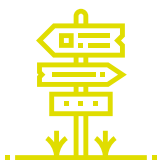
This could be: getting unsolicited messages from strangers, incidents of bullying or harassment targeted at them or others, etc.
- 10.** Where possible get them to think of real examples rather than generic answers as suggested above, but be sure that it isn't triggering, or that they are sharing anything that may be uncomfortable for that young person.
- 11.** Write POSITIVE on a sheet of A4 paper, and NEGATIVE on another. Stick them up on each side of the room.
- 12.** Using the examples they have written down, ask the group to roughly place their examples along a line in the room, from most positive to most negative examples they have experienced, with some things maybe falling between the two.
- 13.** Allow the group to share what they have written and why they have placed them where they have.
- 14.** End the discussion with focusing on the many positive elements of young people's lives online, and clearly stating that both their online and offline lives are connected.

Resources



55 MIN

- ❑ Suggested ground rules (provided in Section 4).
- ❑ Information on 'Sources of help' (provided in Section 4).
- ❑ Copies of 'Common myths' worksheets – Appendix 1.
- ❑ 'Types of abuse' worksheet – Appendix 2.
- ❑ Copies of 'Stories' – Appendix 3.
- ❑ Copies of 'Solutions' – Appendix 4.



A. Introductory activity



15 MIN

- 1.** Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in Section 1 prior to the session).
- 2.** Explain that, in today's session, we are going to explore some of the myths and facts about domestic violence and abuse. We are also going to look at some different types of abuse.
- 3.** Read out the following statements about domestic abuse:
 - Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner, or who is in the same family.
 - It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
 - Domestic abuse can also happen after a relationship has finished.
 - Usually (but not always) it is the man who is the abuser and the woman who gets hurt.

- Although domestic abuse happens mostly between adults, children and young people can be affected by the abuse that they experience by living in a home where domestic abuse is taking place, and can be impacted directly or harmed.
 - Young people may also experience abuse in their own relationships.
 - Domestic abuse is a repeated pattern of behaviour.
 - It often includes several different types of abusive behaviour, including coercive control, physical, emotional, sexual and economic abuse.
 - People use domestic abuse to control other people they have a relationship with.
- 4.** Head up four pieces of flip chart as follows:
- a.** Why does domestic abuse occur?
 - b.** What type of person commits domestic abuse?
 - c.** What type of person is a victim of domestic abuse?
 - d.** Why might people stay in abusive relationships?
- 5.** Divide the group into four groups and hand each group one piece of flip chart paper and a marker pen at random.
 - 6.** Ask them to consider the question at the top of the sheet and give them about a minute to write down their ideas on the flip chart.
 - 7.** After a minute or so, ask groups to swap sheets and add any responses that have been missed by the previous group. Repeat until each group has had the opportunity to write on all four sheets.
 - 8.** Take feedback. Allow the children to put forward their views, but challenge where necessary. There are some things which are not just a matter of opinion but are totally unacceptable or, in some cases, against the law. DO NOT allow opinions to stand which need to be challenged.
 - 9.** Use the 'Common myths' response sheet (Appendix 1) to clarify the facts and allow time for discussion.



B. Main activity



30 MIN

- 1.** Split the group into six groups and hand out the 'Types of abuse' sheet (Appendix 2) and the three stories (Appendix 3) so that there are two groups looking at each story.
- 2.** Spend a few minutes looking at the 'Types of abuse' sheet together, explaining the different types of power and control and answering any questions.

3. Ask the groups to read the story they have been given and try to decide which different kinds of abuse are happening in the story.
4. Take feedback and compare with the other group that had the same story – do they agree?
5. Ask groups to develop a role play based on their scenario, focusing on how the person involved could get out of the situation.
6. Groups perform the role plays if time allows. Otherwise, ask for a summary response about how the person could get out of the situation from each group. Invite comments from other groups.
7. Share the solutions sheet (Appendix 4).
8. Stress the importance of support for people who are in an abusive relationship.



C. Plenary



10 MIN

1. Ask the group for some ideas about where people can go for support and advice if they or someone they know are affected by domestic violence and abuse.
2. Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate adult about making themselves safer.
3. Remind young people about sources of help that are available and talk about specialist domestic abuse support services – information is available in Section 4.
4. Tell young people about '**The Hideout**', the Women's Aid website which is designed specifically for young people who may be affected by domestic violence.
www.thehideout.org.uk

Also share the '**Love Respect**' website, the Women's Aid website aimed at young people understanding healthy relationships and specifically coercive control.
www.loverespect.co.uk



Suggested extension activities

- ❑ Read the survivor stories on the Love Respect website at loverspect.co.uk/stories. Discuss their experiences, and think about strategies that can be used to escape the violence and abuse.
- ❑ Research 'forced marriage' and discuss the findings.
- ❑ Use the internet to research the websites for:
Women's Aid, www.womensaid.org.uk
NSPCC, www.nspcc.org.uk
Childline, www.childline.com
Barnardo's, www.barnardos.org.uk
- ❑ Find out about the different sources of support available to victims of domestic abuse and make a presentation to other members of the group.
- ❑ Produce a poster about one of the different types of abuse and what people could do to get help. Display it in your setting.

Appendix 1

Common myths – domestic abuse

“Domestic abuse only happens in certain types of problem families.”

Domestic abuse occurs in families of every class, race and culture. It occurs in families with children and without, in first marriages, second marriages, arranged marriages and between unmarried partners. It happens in both heterosexual and same sex relationships. It happens to council tenants, people who own their own homes, professional, working class and unemployed people. It is no higher in one particular type of relationship or family than another.

“A woman would never stay with a man who was abusing her.”

Women stay in abusive relationships for lots of reasons ranging from love to terror. They may be afraid of further abuse if they try to leave or get help. They may be worried about money to support themselves and their children. They may be worried about losing their home or possessions and worry that their children may be taken away from them. They may be afraid of being alone, especially if they have to move away from friends and family. There may be feelings of guilt or shame which prevent her from leaving. They may have few friends or family and feel they have nowhere to go. They don't want to move the children away from their school.

“Domestic abuse happens equally to men and women.”

While both men and women may experience incidents of interpersonal violence, the vast majority of the victims of domestic violence are women and children; women are considerably more likely to experience repeated and severe forms of violence, including sexual violence. They are also more likely to have experienced sustained physical, psychological or emotional abuse, or violence which results in injury or death. However, controlling and abusive behavior can also occur in lesbian and gay relationships and by women against men. Domestic abuse is not acceptable and should not be tolerated whether the victim is male or female. Every person has the right to live a life free from violence. Support services for victims, by necessity and for safety reasons, are best provided separately for women and for men. There are separate men's advice lines for these reasons.

“It’s only drunks who are violent to their partners.”

Domestic abuse cannot be blamed on alcohol. Some men may have been drinking when they are abusive, but drink cannot provide them with an excuse. Some men who are abusive do not drink. There is no one particular type of man who abuses women.

“Some religions justify forced marriage.”

Forced marriages cannot be justified on religious grounds. Every major faith condemns forced marriage and freely given consent is required of Christian, Jewish, Hindu, Muslim and Sikh Marriages.

“Domestic abuse between adults does not affect the children.”

The majority of children experience violence that is occurring in their home, and in 90% of cases they are in the same or next room.¹ Children can experience domestic violence in a many different ways. For example, they may get caught in the middle of an incident in an effort to make the violence stop. They live with the abuser day to day, which means they are directly impacted by the coercive nature of the control that abusers will implement in the home, that impacts everyone in it. In 40 – 70% of cases where women are being abused, the children are also being directly abused themselves.² All children living with domestic violence are being emotionally abused.³

“It’s only illegal if they hit you.”

In late 2015, a new law came into force which criminalises patterns of coercive and controlling behaviour, including using psychological abuse to control someone’s day-to-day activities or to make them fearful that violence will be used against them.

“Forced marriage is legal.”

Forcing someone to marry became a criminal offence in England and Wales in June 2014 and the maximum sentence was set at seven years. The law applies to UK nationals overseas who are at risk of becoming the victim of a forced marriage. Law enforcement agencies are also now able to pursue perpetrators in other countries where a UK national is involved.

¹ Hughes, 1992.

² Stark and Flitcraft, 1996; Bowker et al., 1998.

³ From 31 January 2005, Section 120 of the Adoption and Children Act 2002 came into force, which extends the legal definition of harming children to include harm suffered by seeing or hearing ill treatment of others, especially in the home.

Appendix 2

Types of domestic abuse

PHYSICAL

- Hitting, pushing, punching, kicking.
- Biting, slapping, hair pulling.
- Throwing or smashing things.
- Punching the wall, smashing the windows.
- Burning, strangling, stabbing, murder.

SEXUAL

- Making someone do sexual things that they don't want to do, rape.
- Calling the person a slag, slut.
- Not allowing the person to dress in the way they want to or only in the way the abuser wants them to.

EMOTIONAL

- Constantly putting a person down, making the person feel bad about themselves – insulting them by calling them fat, ugly, stupid, a bad parent, undermining them.
- Checking up on where they are and what they are doing, timing a person when they go out, making them explain every movement.
- Lying to them, ignoring them, withholding affection.
- Threatening to leave, threatening to throw partner out, threatening to commit suicide if they leave.

ISOLATION

- Stopping someone from seeing friends and family, not allowing the person to have visitors.
- Stopping them from having a job, not allowing the person to learn to drive.
- Going everywhere with them.
- Locking them in the house, not allowing phone calls.
- Not allowing the person to learn the native language and always speaking for them.

ECONOMIC

- Taking a person's money, making a person ask for money.
- Making a person say how they spend every single penny.
- Not allowing them to work and earn money.
- Having all the bills (debts) in the person's name, having all bank accounts/benefits in the abuser's name.
- Making all the decisions when deciding what to buy and when to buy.
- Giving the person a small amount of money to manage and then criticising them for not managing to buy essentials with it.

THREATS

- Making the person afraid by using looks and gestures.
- Saying they will hurt or kill them or someone precious to them or the family pet.
- Threatening to smash things.
- Threatening to tell other people how bad/stupid they are.

COERCIVE CONTROL

- Checking where you are all the time.
- Telling you how you should dress.
- Getting jealous when you're with your friends.
- Telling you who you can and can't talk with.
- Checking what you're doing on social media. (For more check <https://loversrespect.co.uk/advice/is-it-abuse-im-not-so-sure/>)

Appendix 3

Stories

Ayisha's story

I am quite a scatterbrained person and my boyfriend always told me that he was the only one who would put up with it. He told me he loved me and that he was the only person I needed in my life.

He was really possessive and jealous. I couldn't go anywhere without him. He would kick up a fuss even when I was meeting up with my friends from school. I lost all my confidence and I lost most of my friends as well – they couldn't put up with his temper and they couldn't understand why I put up with him. I wanted to finish with him, but he said he would hurt me or kill himself if I ever left him.

He would get really angry and sometimes hit me if I got dressed up to go anywhere, saying I had too much make-up on or my skirt was too short. One day he snatched my phone off me and threw it at me because he overheard me telling a friend that I had walked home from school with a couple of lads from year 10. Just little things would set him off. I learnt to see the warning signs and how to say the right things to get around him and his temper. I never tried to wind him up or fight back. I shut myself off from everybody and tried to pretend that everything was OK.

Naomi's story

My boyfriend wanted to spend all of his free time with me. He said he loved me. I thought I loved him too and so I did spend most of my time with him.

All he wanted to do was stay at home and watch movies so we never went out. I hadn't seen my friends for weeks and they asked me to go out with them for a pizza and to the pictures one night. I told him he could come too. He didn't want to go and he didn't want me to go either, but I did. He followed me to the pizza place and he saw a couple of lads come over and start chatting up a couple of my mates. He went absolutely mad; he came storming over saying I was trying to pick this lad up and he called me a slag. He yelled at

me to leave and began swearing at me. I was really embarrassed and, when I asked him not to swear at me, he stormed off outside saying I would be sorry later.

I followed him outside and saw him punching the wall and I just knew that if I went off with him I would get hit next. I was really shocked and frightened but I told him that I was staying with my friends. He began swearing at me again calling me "a lying bitch" and lots of other horrible names. That's when I knew that he never really loved me, so I finished with him right then and there and went back to my friends. I was scared and crying but I knew that he would have hurt me either that night or some other time in the future if I stayed with him.

Stories (next)**Bongani's story**

We were due to go abroad for a long summer break to see my mum's family, I was really excited and looking forward to spending time with my extended family. Shortly before our holiday, I overheard my aunt and mother discussing some arrangements they had made for my two younger sisters for when we would arrive. They were talking about plans my grandmother had made for my sisters to join other young girls from our town to have a procedure that will 'make them clean,' so

they will be 'made ready for marriage'. I am really beginning to dread the holiday now – I know they are talking about female genital mutilation. My sisters and my cousin are really excited, but they have no idea what this 'planning' means for them - they are just too young. Every time they speak about it, I feel guilty because I want them to be excited to be going away but I'm really worried for them.

Story contributed
by Integrate Bristol

Poonam's story

My parents have always been quite strict, but I always felt that they just wanted what was best for me. I've been going to an art group after school, which I really enjoy, and I recently met a boy there who I like. We've been spending quite a lot of time together. My parents found out about this and got quite angry at me, telling me that I could not see him anymore because his family are different to ours. I tried to argue with them and tell them how nice he is, but they threatened to stop me from going to my art group if I continued to see him, so I had to stop.

I was upset, but I thought that was the end of it. However, now my parents are telling me that they have chosen a man for me to marry. I told them that I think I am too young to get married yet and, anyway, I might not like him.

My parents got very angry with me and said I didn't have any choice and that if I brought shame on the family there would be serious consequences. I tried to speak to my mum about it but she just told me I had to obey my father. Now I feel like they are watching every move I make. The other night, my dad slapped me hard across the face, just because I was late home from school. I locked myself in my room and cried all night.

The next day at school, my tutor noticed that my eyes were red and swollen from crying and asked if everything was ok. I broke down and told her what had been going on at home. She was very sympathetic and just let me ramble on for ages. Later that day, she gave me a telephone number of a support service that helps girls in my situation. I thanked her, but I was too scared to contact them for a long time.

Appendix 4

Solutions

Ayisha's story continued...

I told him that I was finishing it because I could not put up with his anger and jealousy any longer. He was really angry and said I must be seeing somebody else. I kept repeating that there was nobody else and it was his behaviour that had ruined our relationship. He said all sorts of things and tried to make me believe it was my fault that he got angry. But I still finished it. At first he would ring and text me at all times of the day and night but after a couple of months that stopped and I haven't heard from him since.

What helped me

My friends (that I thought I had lost because of him) were all really great. They were really

supportive and helped me to see that it was not my fault, I wasn't the bad person. Eventually I told my mum. She helped me to see that I had been both physically and emotionally abused and that it was wrong.

What I would say to someone who is being abused

Tell someone in your family, a friend or a teacher/support worker who you trust. If you don't feel that you can, contact Women's Aid ('Sources of help' in Section 4) and you will be able to speak to someone in confidence who will give you advice. Remember – it's not your fault – you haven't done anything to cause this. It's the person that is abusing you that is in the wrong.

**Naomi's story continued...**

We have been split up for about a year now. I am much happier and I am much more sure of what I want in a relationship. He still sends me texts saying he loves me and he has changed and that he wants me back. I just tell him that we are never getting back together again.

What helped me

My friends and my mum were great. They helped me through the rough times and now I know that I am strong and powerful.

What I would say to someone that is being abused

I know that I could have got hurt that night. I knew in my heart of hearts that things were not right long before that awful night. I have learned to listen to and trust my instincts. The most important thing that I would say to someone being abused is to trust yourself; if something doesn't feel right, it probably isn't.

Solutions (next)

Bongani's story continued...

I saw some posters about female genital mutilation by the nurse's room in school and then again in the local GP surgery. I picked up a leaflet with some information about a helpline that you can ring – you don't have to give your name, you can just ask questions and get some information or advice. It's also a free number. I found out that female genital mutilation is illegal in this country.

This gave me the confidence to speak to the school nurse and tell her about what I had overheard. She took it really seriously and completely understood why I was worried and why I felt really guilty about the situation I was in. A senior teacher from my sister's school rang my mum and invited her and my aunt into school for a meeting – after that my mum spoke to my grandmother and told her that our family would not be sending the girls for this procedure when we were visiting in the summer. Now when my sisters or my cousin talk about going on holiday, I don't feel guilty and can chat to them about all the great things we can do. I haven't spoken to them about it,

they are still too young to understand, when they are older and can understand, I am sure they will be glad I did what I did.

What helped me

Seeing the posters at school and in the GP surgery were a great help, it gave me information about the helpline that I didn't even know existed. Not having to give my name when I rang up was good too, I just asked some questions and they gave me some answers and made suggestions about what I could do next.

What I would say to someone in that situation

Speak to someone you trust about what is worrying you. There is help out there and people will take your concerns seriously. You can protect yourself, your sisters and cousins from female genital mutilation and it's the right thing to do because it's really bad for women's health and is a form of child abuse.

Story contributed by Integrate Bristol

Solutions (next)**Poonam's story continued...**

One night I overheard my dad and my uncle discussing a trip abroad. I don't know why, but I instinctively knew that it would involve me and that if I went with them, that would be the end of me having any control over my own life. The next day I rang the support service and told them what was happening. They arranged for me to go and stay somewhere safe while we worked out what to do next.

What helped me

The support service helped me to see that what was happening to me was wrong and

helped me to explore how I could get safe. Speaking to other girls who had been through similar experiences to me showed me that I was not alone.

What I would say to others

Arranged marriage is not the same as a forced marriage and no one should be forced to do something they don't want to. Trust your instincts and ask for help if you think something is wrong.

Resources



60 MIN

- ❑ Suggested ground rules (provided in Section 4).
- ❑ Information on 'Sources of help' (provided in Section 4).
- ❑ Advice letters – Appendix 1.
- ❑ Pens and paper.
- ❑ Behaviour cards, photocopied and cut up beforehand – Appendix 2.



A. Activity: Giving advice



25 MIN

- 1.** Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in Section 1 prior to the session).
- 2.** Explain that in today's session we are going to think about the behaviours within relationships and when behaviours can become abusive.
- 3.** Explain to the group that they are going to be giving advice, looking at some letters which have been sent in.
- 4.** Split the group into 4 or 8 smaller groups and allocate the letters – one per group (letter A, B, C or D – Appendix 1). The young people will not know that they are, in fact, looking at letters from two people in the same relationship. If there are 8 groups there will be two groups looking at each problem.
- 5.** Ask the groups to spend a few minutes discussing the problem and composing a reply, letting the writer know what they could do to improve their situation.

6. Take feedback from the group that was looking at problem A. Read out the problem to the whole group. If more than one group was looking at the same problem, compare and discuss. Ask the rest of the group for their comments on the advice given.
7. Now do the same with the groups that were looking at problem B.
8. The young people will probably realise that they are looking at two sides of the same relationship. If not, point this out and see if anyone wants to change their advice now they have heard both sides of the story.
9. Repeat with problems C and D.
10. Read out the following statements about domestic abuse:
 - Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
 - It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
 - Domestic abuse can also happen after a relationship has finished.
 - Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
 - Although domestic abuse happens mostly between adults, children and young people can be affected by the abuse that they experience by living in a home where domestic abuse is taking place, and can be impacted directly or harmed.
 - Young people may also experience abuse in their own relationships.
 - Domestic abuse is a repeated pattern of behaviour.
 - It often includes several different types of abusive behaviour, including coercive control, physical, emotional, sexual and economic abuse.
 - People use domestic abuse to control other people they have a relationship with.



B. Activity: Abusive or not?¹



25 MIN

Method 1 (Interactive – needs space)

1. Take the young people into a large space.
2. Label one side of the room 'ABUSIVE', another side 'SUPPORTIVE', and a third side 'DEPENDS'.
3. Using the behaviour statements from Appendix 2 ask the group to decide if they feel the behaviour is abusive, supportive or depends, and to move to the appropriate side of the room.
4. Using the statements from Appendix 2, invite comments from young people standing in different places. (If it looks as if everyone is going to the same place, encourage some young people to be provocative to get a debate going OR you could play devil's advocate yourself!)
5. Discuss together how unacceptable behaviours could be challenged in a safe way.
6. Ask the group to suggest how someone could get help if they felt they were experiencing some of the abusive behaviours.

Method 2

1. Split the group into small groups and hand out one set of behaviour cards (Appendix 2) per group.
 - Who would have the power/no power?
 - Is the relationship equal and fair?
2. Ask each group to sort out the cards into types of behaviour – 'Abusive', 'Supportive' or 'Depends'. Encourage discussion about how an apparently supportive behaviour could become an abusive one.
3. When the groups have finished ask them to discuss what the relationship would be like in the 'Abusive' group of behaviours.
 - Who would feel good/bad?
4. Discuss the 'Supportive' list using the same questions.
5. Ask the groups to consider the behaviours in the 'Depends' list. What does it depend on?
 - Is it about how much/how often?
 - Is it the way that it is done?
 - Is it the reason behind the behaviour?

¹ This activity has been adapted from Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships. Cheshire County Council Community and Education Service Secondary Schools Project.

6. Compare: did everyone agree what behaviours went on each pile?
7. Discuss together how unacceptable behaviours could be challenged in a safe way.
8. Ask the group to suggest how someone could get help if they felt they were experiencing some of the abusive behaviours. Refer to the 'Sources of help' information in Section 4.



C. Plenary



5 MIN

1. Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate person.
2. Remind young people about sources of help (see information in Section 4) that are available and talk about Women's Aid and the range of domestic abuse services available.
3. Ask the group for ideas on what they could do to help and support someone who is being abused.



Suggested extension activities

- Role play the situations in the letters, or get the young people to develop role plays of their own, focusing on solutions and getting help and support.
- Use the internet to research the various sources of help that are available locally and nationally.
- Prepare a presentation/assembly on the theme of conflict resolution.
- Arrange for a visiting speaker to talk to the young people about conflict resolution.

Appendix 1

Advice letters

Letter A

Please can you help me? I have been going out with this boy for about six months and I really do love him. When we first started going out everything was great, he was really kind and considerate, buying me little gifts and sending me lovely text messages all the time. But just recently he seems to have changed. He still sends messages, but he wants to know where I am, what I am doing and who I am with. He says he loves me so much he doesn't want to let me out of his sight, but he is beginning to frighten me. He gets really angry and aggressive if I am late meeting him and last week when I went bowling with my mates he was ringing me all the time. He was waiting outside the bowling alley when I came out and he grabbed me by the hair and said he didn't want me seeing anyone else but him. The next day he bought me a huge box of chocolates and said he was really sorry, that it's just because he loves me so much. He said he wouldn't do it again, but I am frightened and don't know what to do.

Yours

Worried girl

Letter B

I have been going out with this great girl for about six months. She is fantastic looking and I can't believe that she would want to go out with someone like me. The problem is that I get really jealous when she goes out with her mates. I am just happy being with her and I don't see why she wants to go out without me – she says she loves me so surely she should want to be with me all the time. I can't bear it when she is out of sight. I want to know where she is and who she is with. Last week I really lost it. She went bowling with her mates and I was bubbling inside, so I went to meet her when she came out. I don't know what happened, but I just saw red and grabbed her hair. I was really sorry after and I bought her a big box of chocolates. I don't want it to happen again. I love her so much. What can I do?

Yours

Concerned guy

Letter C

I am 19 and gay. I have been with my boyfriend for about a year and we do love each other. However, he has a really bad temper. I don't know what triggers it off – just little things. If I am late he goes mad at me. If we are out together, I am not allowed to look at anybody else. He is always putting me down – even in front of other people. If I get a text message from anybody when I am with him he wants to know who is texting me. Last week he snatched my phone and threw it at me. He has hit me a few times and each time it seems to get worse. He is always sorry after but he says it's my fault – I just wind him up. I don't know what to do. I can't tell anybody, I would be too ashamed. Everyone thinks it's only women who get beaten – surely I should be able to stand up for myself. I know there are places where women can get help, but what about men? I don't know what to do.

Yours

Worried guy

Letter D

I am a 19 year old gay man and have been in a relationship with this guy for a year. I do love him and I think he loves me, but he really winds me up. He's got a lousy job – he could do better – and he just doesn't make the best of himself. When we are out together I notice him looking at other guys. Why does he do it? He knows this really makes me mad. He gets text messages and he won't tell me who is sending them. Last week when he got a text he was being so secretive I snatched his phone and threw it at him. I have hit him a few times – I know I shouldn't but he is such a wimp and I get so frustrated with him. He knows what winds me up so why does he do it? How can I make him see that it is him that is spoiling things?

Yours

Fuming guy

Appendix 2

Behaviour cards – abusive/supportive/depends



Holding my hand and cuddling me all the time	Putting me down, especially in public	Giving me a hug when I'm upset	Taking me out somewhere I really want to go
Telling me I'm loved	Having to do what he/she wants to avoid arguments	Phoning and texting me all the time	Telling me I look nice
Smiling at me	Ignoring me when we're out with his/her friends	Expecting me to wait in for calls	Turning up to surprise me
Helping me to choose clothes when I go shopping	Telling me I am putting on weight	Buying me a present after an argument	Making me feel really special



Treating me as an equal	Questioning what I wear when I go out	Expecting me to pay for everything when we are out	Cooking my favourite food for me
Making me feel nervous when we are together	Asking where I am going or where I have been	Making fun of everything I say	Looking after me when I am ill
Shouting at me when I do things wrong	Always interrupting and correcting me	Doing things that he/she doesn't really like just to please me	Having pet names for me
Sulking when I have a night out with my mates	Asking me what I want	Getting angry over something small because he/she has been drinking	Texting me little love messages all the time
Checking my text and social media messages	Ignoring me when I don't do what they ask me to do	Asking me to send intimate pictures of myself	Sharing messages and/or pictures without telling me with their friends

This activity has been adapted from the 'Heartstrings' resource²

² Heartstrings: A PSHCE pack for secondary schools to challenge domestic abuse and build healthy relationships. Cheshire County Council Community and Education Service Secondary Schools Project.

Verbal and non-verbal consent

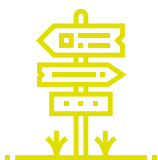
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14-18

Resources



1 HR 25 MIN

- ☐ Sticky notes.
- ☐ Flip chart paper.
- ☐ Markers/pens.



A. Introductory activity



5 MIN

- 1.** Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosures in Section 1 prior to the session).
- 2.** Introduce the topic on consent. Consent is a vital part of any relationship that young people may engage in, and it's important for them to understand and be clear about what it means.
- 3.** For consent to be given, there needs to be an agreement that is willingly and freely given by someone with the capacity to make that decision. What this means is that any agreement which is acquired through the use of coercion, exploitation, threat, or fear, is not consensual. The person seeking consent to take part in an activity is the one responsible for ensuring consent is given.



B. Activity: Saying yes - how does it feel?



15 MIN

1. This starter activity asks young people to work on their own for a few minutes to think about two scenarios.

Scenario 1: is a time they may have said yes to something that they really wanted to do. This could be a trip with their family, or something they wanted to do with friends.

Scenario 2: is a time they said yes to something but didn't really want to do it. This could be being asked to clear up their room when they really didn't want to, or having to visit family they don't like.

2. Thinking about each of these scenarios on their own, ask them to write down the first words that come to mind with Scenario 1 and stick them on the wall, and then repeat for Scenario 2.

3. Reassure young people that they don't have to reveal the scenario they were thinking about, or share it with the group, unless they want to. They can also choose not to stick up their comments on the wall.
4. For those wanting to share their scenarios and speak about the words they have written, open up the discussion about the difference between the two scenarios (e.g. why Scenario 1 felt more positive and Scenario 2 perhaps didn't; thinking about why sometimes we might do things that we don't really want to do). This will help guide the thinking for the next activities covering consent.



C. Activity: What is consent?



20 MIN

1. Use five minutes for discussion to take place in twos and threes, and write some words on what consent is on paper.
2. Provide the definition of consent, and unpick what it means to consent willingly and freely with the ability/capacity to decide something.

¹ From *Disrespect NoBody Discussion Guide*, PSHE Association: www.pshe-association.org.uk/system/files/Disrespect%20NoBody%20Guide%20Session%202%20-%20Consent.pdf

Definition¹

'Consent is defined as an agreement made by someone with the freedom and ability to decide something. Under the law, it is the person seeking consent who is responsible for ensuring that these conditions are met. Consent has to be given freely and no one can be made to consent

to something. It's not consent if someone does something because they feel they have to.'

3. Open up for a group discussion and allow young people to challenge one another, only interjecting when needed to ensure that young people have understood the definition clearly.



D. Activity: Verbal and non-verbal consent


20 MIN

1. Split the group into small groups of three or four and allow them to brainstorm different ways in which someone can give verbal or non-verbal consent. What does saying yes look and sound like? What does saying no look or sound like?

These could include the following:

Yes:

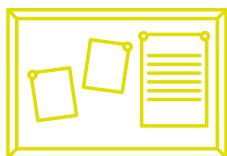
- Making eye contact
- Responding to contact
- Smiling
- Saying yes

No:

- Pushing away
- Crossing arms around body
- Turning away
- No eye contact
- Verbally uncertain, and unsure even if no wasn't said; 'I don't know'

2. Using those verbal and non-verbal examples, ask the groups to create two storyboards.

- 1: Create a storyboard that reflects a scene where consent is given positively.
- 2: Create a storyboard that reflects a scene where consent isn't being given.



E. Activity: Not freely giving consent



20 MIN

- 1.** There are many situations in which someone may be unable to give consent freely, and it is important for young people to understand that not seeking consent for sex is rape.
- 2.** Stick some large sheets of paper on the wall, and ask young people to get into pairs, each with a marker/pen. Allow them to walk around the room (where it's possible) and talk in their pairs about this question:
 - Can you think of any situations where someone might not be able to freely give consent?
 - Give them a few minutes and allow them to jot down their ideas and thoughts on the sheets of paper.
- 3.** Once everyone has written something, ask them all to wander around and read what others have put. If they agree with it, they can put a tick mark, and if they don't they can put a cross near the comment.
- 4.** Come back as a large group and discuss what they put up and any agreement/disagreement they had with what others put up.
- 5.** It is important to remind young people about respectfully disagreeing with others. Some examples of how someone may not be free to give consent:
 - Someone unable to understand what is being asked due to communication/language difficulties.
 - Someone under the influence of drugs or alcohol.
 - Someone facing threat or pressure from someone else.
 - Someone who has been exploited or is in fear.
 - Someone who is asleep or unconscious.
 - Someone who has a condition which means their capacity to consent maybe limited.



F. Plenary



5 MIN

1. Stress the importance of consent and that nobody has a right to force you to do anything you don't feel comfortable doing, even if you can't explain why it doesn't feel right for you.
2. Remind young people that their feelings are valid and what they go through in their lives is important, and there are many people and organisations that can help. (Use the information in Section 4 for services that can support them, as well as providing information of support within your own organisation).
3. Ask the group for any ideas they have on what they could do to help and support other young people struggling with issues around consent.



Suggested extension activities

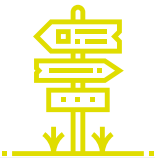
- Prepare a presentation on consent that the young people could share with other young people.
- Search online for other sources to explore the issue of consent.

Resources



1 HR 35 MIN

- ❑ Suggested ground rules (provided in Section 4).
- ❑ Information on 'Sources of help' (provided in Section 4).
- ❑ True/false quiz – Appendix 1.
- ❑ Answers to true/false quiz – Appendix 2.
- ❑ Flip chart paper and sticky tack.
- ❑ Possible criminal behaviour cards – Appendix 3 (one set per group, photocopied and cut up beforehand).
- ❑ Crimes answer sheet – Appendix 4.
- ❑ Additional legal information – Appendix 5.



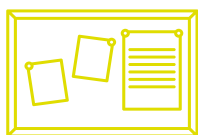
A. Introductory activity



10 MIN

- 1.** Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in Section 1 prior to the session).
- 2.** Explain that in today's session we are going to explore some of the issues surrounding domestic violence and abuse.
 - or bullies another person who is or was their partner or who is in the same family.
- 3.** Read out the following statements about domestic abuse:
 - It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
 - Domestic abuse can also happen after a relationship has finished.
 - Usually (but not always) it is the man who is the abuser and the woman who gets hurt.

- Although domestic abuse happens mostly between adults, children and young people can be affected by the abuse that they see and hear living in a home where domestic abuse is taking place, and can be impacted directly or harmed.
 - Young people may also experience abuse in their own relationships.
 - Domestic abuse is a repeated pattern of behaviour.
 - It often includes several different types of abusive behaviour, including coercive control, physical, emotional, sexual and economic abuse.
 - People use domestic abuse to control other people they have a relationship with.
4. Hand out copies of the true/false quiz (Appendix 1) for the young people to fill in individually or in small groups. Alternatively, read out the statements and ask for thumbs up for true, thumbs down for false and arms folded for not sure. Alternatively, if you have time, label three sides of the room True/ False/Not sure and ask the young people to move to the appropriate place after you have read out the questions.
 5. Give correct answers (Appendix 2) – allow time for clarification and discussion.



B. Main activity



30 MIN

NB. Before doing this exercise, it is advisable to familiarise yourself with the material to avoid any confusion.

1. Head up four pieces of flip chart paper with the following:
 - a. Physical abuse, e.g. murder, manslaughter, GBH (grievous bodily harm, ABH (actual bodily harm), common assault, false imprisonment.
 - b. Sexual abuse, e.g. rape, sexual harassment, disclosing private sexual images, upskirting.
 - c. Repeated patterns, e.g. coercive controlling behaviour, stalking, harassment.
 - d. Other forms of violence against women and girls, e.g. FGM (female genital mutilation), forced marriage.
2. Stick the posters up on the walls of the room at different points.
3. Split the group into small groups and hand out the criminal behaviour cards (Appendix 3), one set per group. Explain that these are types of behaviour that may lead to a person committing a crime.
4. Ask the young people to look at their behaviour cards and think about what crime may be being committed. Allow a few minutes for them to decide.
5. Read out the behaviours one at a time and ask a representative from each group to

come up and stick their card onto what they believe to be the appropriate crime sheet. Does everybody agree? Could the card belong in more than one category? Repeat until all the cards have been placed.

6. Allow time for discussion and clear up any misunderstandings using the answer sheet

(Appendix 4). Ensure that all young people are clear about the behaviours within relationships which can lead to someone being charged with and possibly convicted of a crime. Make sure that the young people understand that certain cards can go in more than one place depending on the severity of the behaviour.



C. Activity: Guess the time



30 MIN

1. Relating back to the main activity, explain that different crimes have different sentences. Often it is surprising to see the sentences for the different crimes.
2. Write on the board or flip chart paper the different crimes identified previously, and allow young people to guess the maximum sentence for each.
3. Allow young people in their groups to discuss what they feel the maximum sentence should be for each of the offences.
4. Share this with the wider group and take feedback on whether they agree, and if not, why not?
5. Ask the group if they think offences committed within relationships are now considered more serious than those committed outside of relationships? Respond to their answers and reflect back on the violation of trust and security that normally exists between people in an intimate or family relationship; that abuse is often repeated and doesn't just happen once; that there may be a continuation of threat to the victims safety; as well as in worst cases a threat to the victims life and those around them.¹
6. Give the correct answers to the group (Appendix 4) and hold a discussion. Were there any sentences that surprised them? Do they feel the sentences are fair?
7. Refer to additional legal information in Appendix 5 for further discussion possibilities if there's time.

¹ <https://www.sentencingcouncil.org.uk/wp-content/uploads/Overarching-Principles-Domestic-Abuse-definitive-guideline-Web.pdf>



D. Activity: Reflection



20 MIN

1. Reflect with the group on everything they have worked on so far and the types of behaviours which can lead to a criminal conviction. Provide time for young people to reflect on the repercussions for perpetrators from having a criminal record, such as limitations of career options.
2. Importantly, allow the group to reflect on what impact these criminal acts have on a victim or survivor and those around them, including friends and family. This could include impact on mental health, feeling safe, physical impact of harm etc.
3. Young people play a crucial role in raising awareness of these issues and ensuring that we are always protecting, supporting and believing victims and survivors. Allow young people to brainstorm ideas for how they can share the information they have learnt in these sessions in order to educate other young people.



E. Plenary



5 MIN

1. Highlight the fact that protection under criminal law is only one way that victims can get legal help. There are also ways of seeking protection without involving the police under civil law. The civil law is primarily aimed at protection (or in some cases compensation). A victim of domestic abuse can make an application for an injunction (a court order) either to the family proceedings court or the county court (usually through her solicitor). Other family proceedings – such as child contact or divorce – also take place in the county court.
2. Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate adult about making themselves safer.
3. Remind young people about sources of help that are available (see information on ‘Sources of help’ in Section 4).
4. Remind young people that domestic abuse is unacceptable and in many cases criminal. The police do take this seriously and have specially trained officers to deal with this.



Suggested extension activities

- ❑ Research and discussion on other forms of protection for victims of domestic abuse under civil law (see information on civil law on www.womensaid.org.uk).
- ❑ Further exploratory work and discussion on the issue of consent to sexual intercourse and the role that alcohol plays in decision making.
- ❑ Mock trials, including 'hot seating' of perpetrators and victims (see information on hot seating in section 4).
- ❑ Research local crime data on domestic violence and abuse.
- ❑ Invite a visiting speaker from the police or a local agency that helps victims of abuse.
- ❑ Take a look at The Sentencing Council guidelines on domestic abuse, which were revised in 2018 to classify domestic abuse as 'more serious' offences. www.sentencingcouncil.org.uk/wp-content/uploads/Overarching-Principles-Domestic-Abuse-definitive-guideline-Web.pdf

Appendix 1

True/false quiz

Think about each of the following statements and tick 'True', 'False' or 'Not sure' next to each.

- | | T | F | NS |
|--|--------------------------|--------------------------|--------------------------|
| 1. A quarter of all violent crimes in the UK are domestic violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If the police are called to a house to deal with a domestic.....
violence incident, they cannot do anything | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. One in seven children have lived in a home with domestic
violence at some point in their lifetime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Children living with domestic violence are much more likely
to become violent or abusive to their own partners when they grow up,
than someone who had no experience of domestic violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A man can be prosecuted for having sex with his wife against her will | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Women over 40 are at the greatest risk of domestic abuse..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If a woman reports domestic violence to the police and
then changes her mind, the case cannot go to court | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Regularly following someone to and from their work
and sitting outside their house when they are at home is against the law | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If someone regularly threatens to hurt someone, but does
not do anything, that is against the law | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Approximately two women are killed each year by their
partner or ex-partner in England and Wales | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix 2

True/false quiz answers

	T	F	NS
<p>1. A quarter of all violent crimes in the UK are domestic violence <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>False – it is just over one third. However, not all cases are reported to the police.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>2. If the police are called to a house to deal with a domestic..... <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>violence incident, they cannot do anything</p> <p>False – assault is a crime wherever it happens. The police receive on average 1440 calls per day for assistance with domestic violence.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>3. One in seven children have lived in a home with domestic <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>violence at some point in their lifetime</p> <p>True – one in seven (14.2%) children and young people under the age of 18 will have lived with domestic violence at some point in their childhood.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Children living with domestic violence are much more likely <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>to become violent or abusive to their own partners when they grow up, than someone who had no experience of domestic violence</p> <p>False – in fact some research has shown the opposite.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>5. A man can be prosecuted for having sex with his wife against her will <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>True – rape within marriage is a crime. The law was however only changed in the 1990s!</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. Women over 40 are at the greatest risk of domestic abuse..... <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>False – Home Office statistics show that the group most at risk is young women aged 16-24.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>7. If a woman reports domestic violence to the police and <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>then changes her mind, the case cannot go to court</p> <p>False – the case may still go to court. It is up to the police and Crown Prosecution Service to make the decision, based on the evidence available.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>8. Regularly following someone to and from their work <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>and sitting outside their house when they are at home is against the law</p> <p>True – if that person is an adult and this is causing them distress or fear. This is called harassment.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. If someone regularly threatens to hurt someone, but does <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>not do anything, that is against the law</p> <p>True – this is called coercive and controlling behaviour.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Approximately two women are killed each year by their <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>partner or ex-partner in England and Wales</p> <p>False – over the three-year period April 2016 to March 2019, a total of 222 women were killed by a partner or ex-partner. The majority of suspects were male (92%). This means that during this time period, an average of three women every fortnight were murdered by their male partner or ex-partners.</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>

For further background reading and the sources for these statistics, please refer to the Women's Aid website: www.womensaid.org.uk/information-support/what-is-domestic-abuse/

Appendix 3

Possible criminal behaviour cards



1
Physical violence with or without weapons (including punching, slapping, pushing, kicking, head butting, hair pulling) resulting in permanent damage

2
Violence resulting in death

3
Choking, strangling, suffocating

4
Throwing things at someone, e.g. plates, even if they miss the person

5
Repeated threats to cause injury

6
Physical violence with or without weapons (including punching, slapping, pushing, kicking, head butting, hair pulling) requiring medical treatment but not resulting in permanent damage

7
Physical violence including spitting or hitting without leaving a mark

8
Preventing someone from visiting relatives or friends

9
Excessive contact e.g. persistent phone calls

10
Sending someone offensive or obscene texts or emails



11

Persistent verbal abuse

12

Locking someone in a room or a house or preventing them from leaving

13

Monitoring your activities and your movements

14

Uploading sexually intimate images to shame, intimidate, embarrass or humiliate someone

15

Taking photographs in public spaces under people's skirts

16

Forcing sex (penetration) or sexual acts without consent

17

Fear of violence and harm (stalking)

18

Forcing someone into a marriage without consent

19

Assisting someone to mutilate any part of a girl's vagina for non-medical reasons

20

Sharing a sexualised image of someone under 18 with others

Appendix 4

Crimes – answer sheet

Action (numbers link to action cards)	Crime	Maximum Sentence
Killing someone without any legal defence for doing so (2)	Murder	Life (mandatory)
Killing someone but not intending to or with valid legal defence (provocation, diminished responsibility) (2)	Manslaughter	Life
Physical violence causing long term damage (serious scars, disability) (1, 3 or 4)	GBH	Life
Physical violence or emotional abuse requiring medical or psychiatric treatment (1, 3, 4 or 6)	ABH	5 years
Physical violence including spitting or hitting without leaving a mark (4 or 7)	Common assault	6 months
Conduct likely to cause fear or distress in victim (similar behaviour on two or more occasions) (4, 5 or 11)	Harassment	6 months
Using phones or email to cause fear, offence, anxiety etc (9, 10)	Improper or malicious use of telecommunications	6 months and/or fine up to £5000
Illegally preventing someone from leaving a place, even with threats rather than actual physical violence (8, 12)	False imprisonment	Life

Action (numbers link to action cards)	Crime	Maximum Sentence
Someone you are connected with in a personal relationship who controls, isolates, and repeatedly behaves in ways that creates fear. This often includes forms of online abuse such as monitoring online activity (13, 14, 16, 17)	Coercive control	5 years
When an individual's actions create fear that violence may happen or cause distress due to the impact on your day to day activities (17)	Stalking	10 years
The showing or sharing of private sexual images or videos to others without consent with the intention to cause harm and distress (14, 15)	Image-based abuse (revenge porn)	2 years
The act of taking images under someone's clothing without their consent (15)	Upskirting	2 years
The cutting and injury of the female genitals without any medical reason (19)	Female genital mutilation	14 years
A marriage where one or both those getting married have not consented (18)	Forced marriage	7 years
The act of forcible penetration without consent (16)	Rape	Life
Possession and sharing of sexual images of a child under 18. This includes self-produced images by children and young people under 18 (20)	Indecent and prohibited images of children	5 years

Appendix 5

Additional legal information and support links

Domestic abuse bill

The domestic abuse bill is currently progressing through parliament, and children and young people will be included in the statutory definition of domestic abuse, in recognition of the real impact and harm that living in a home where domestic abuse is occurring has on children's lives.

Coercive control

The Serious Crime Act 2015 received royal assent on 3rd March 2015. The Act creates a new offence of controlling or coercive behaviour in intimate or familial relationships (section 76). This offence is constituted by behaviour on the part of the perpetrator which takes place "repeatedly or continuously". The victim and alleged perpetrator must be "personally connected" at the time the behaviour takes place. The behaviour must have caused the victim to fear violence will be used against them on at least two occasions, or had a substantial effect on the victims' day to day activities."



Links for support:

Revenge porn, online abuse and the law

- <https://rightsofwomen.org.uk/get-information/violence-against-women-and-international-law/revenge-porn-online-abuse-and-the-law/#What%20is%20online%20abuse?>

Image based sexual abuse: More than just 'revenge porn'

- <https://claremcglynn.files.wordpress.com/2015/10/imagebasedsexualabuse-mcglynnrackley-briefing.pdf>

Coercive control

- <https://www.womensaid.org.uk/womens-aid-launches-coercive-control-toolkit-supported-by-avon/>
- <https://loverespect.co.uk/>

Online abuse

- <https://1q7dqy2unor827bjls0c4rn-wpengine.netdna-ssl.com/wp-content/uploads/2015/11/Womens-Aid-Facebook-Safety-Guide-2017.pdf>
- <https://www.womensaid.org.uk/womens-aid-and-privacy-international-launch-digital-information-cards-to-help-women-stay-safe-on-valentines-day/>

Upskirting

- <https://www.cps.gov.uk/cps/news/ten-men-prosecuted-first-year-upskirting-legislation>

Understanding consent

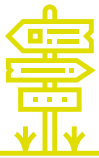
AGES
15-18

Resources



1 HR 40 MIN

- Appendix 1 and Appendix 2.
- Paper and pens.



A. Introduction



20 MIN

- 1.** Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in Section 1 prior to the session).
- 2.** Introduce the topic on consent. Consent is a vital part of any relationship that young people may engage in and it's important for them to understand and be clear about what it means.
- 3.** For consent to be given, there needs to be an agreement that is willingly and freely given by someone with the capacity to make that decision. What this means is that any agreement which is acquired through the use of coercion, exploitation, threat, or fear, is not consensual. The person seeking consent to take part in an activity is the one responsible for ensuring consent is given.



B. Activity: Saying yes - how does it feel?



30 MIN

- 1.** If this is the first session you are engaging in with this group of young people, we recommend ensuring the setting of ground rules (ground rules can be found in Section 4).
- 2.** Ask the group to work on their own for a few minutes, and to think about two scenarios.
 - **Scenario 1:** is a time they may have said yes to something that they really wanted to do. This could be a trip with their family, or something they wanted to do with friends.
 - **Scenario 2:** is a time they said yes to something but didn't really want to do it. This could be being asked to clear up their room when they really didn't want to, or having to visit family they don't like.
- 3.** Thinking about each of these scenarios on their own, ask them to write down the first words that come to mind with Scenario 1 and stick them on the wall, and then repeat for Scenario 2.
- 4.** Reassure young people that they don't have to reveal the scenario they were thinking about, or share with the group, unless they want to. They can also choose not to stick their comments on the wall.
- 5.** For those wanting to share their scenarios and speak about the words they have written, open up the discussion about the difference between the two scenarios (e.g. why Scenario 1 felt more positive and Scenario 2 perhaps didn't; thinking about why sometimes we might do things that we don't really want to do). This will help guide the thinking for the next activities covering consent.



C. Activity: What is consent?



1. Use five minutes for discussion to take place in twos and threes, and write some words to describe what consent is on paper.
2. Provide the definition of consent, and unpick what it means to consent willingly and freely with the ability/capacity to decide something.

Definition¹

'Consent is defined as an agreement made by someone with the freedom and ability to decide



D. Activity: Is it consent?



1. Verbal and non-verbal cues are important when giving consent. Share the list of verbal and non-verbal cues in Appendix 1 and allow young people to work through the list and decide when consent was given or not.
2. Can they add other verbal or non-verbal forms of consent, or not giving consent? Some are provided in Appendix 1.

True or false?

3. Split the group up into six individual groups, and give each one of the groups one of the statements in Appendix 2, 'True or false?'

something. Under the law, it is the person seeking consent who is responsible for ensuring that these conditions are met. Consent has to be given freely and no one can be made to consent to something. It's not consent if someone does something because they feel they have to.'

3. Open up for a group discussion and allow young people to challenge one another, only interjecting when needed to ensure that young people have understood the definition clearly.

4. Allow the groups to discuss their statement and decide whether it is true or false, and why they have come up with that answer. Allow the groups to discuss these statements and share their thoughts on them, ensuring to challenge any problematic opinions that do not display an understanding of consent.

¹ From *Disrespect NoBody Discussion Guide*, PSHE Association: www.pshe-association.org.uk/system/files/Disrespect%20NoBody%20Guide%20Session%2020-%20Consent.pdf



E. Plenary



5 MIN

1. Stress the importance of consent and that nobody has a right to force you to do anything you don't feel comfortable doing, even if you can't explain why it doesn't feel right for you.
2. Remind young people that their feelings are valid and what they go through in their lives is important. There are many people and organisations that can help. Use the information in Section 4 for services that can offer support, as well as providing information of support within your own organisation.
3. Ask the group for any ideas they have on what they could do to help and support other young people struggling with issues around consent.



Suggested extension activities

- ❑ Prepare a presentation you can share on consent to other young people.
- ❑ Search online for other sources to explore the issue of consent.

Appendix 1

Verbal and non-verbal consent



Appendix 2

True or false



<p>1</p> <p>Saying yes once means you're giving consent forever</p>	<p>2</p> <p>Consent isn't just about sex</p>
<p>3</p> <p>If you say no to someone you are dating, you should explain why</p>	<p>4</p> <p>Wearing someone down until they say yes is consent</p>
<p>5</p> <p>Someone who is drunk can't give consent</p>	<p>6</p> <p>If they didn't say no, then it's ok</p>

Appendix 2 (answers)

True or false

1. Saying yes once means you're giving consent forever

False. Consent needs to be provided for each activity you engage in with another person, and should be sought during the activity itself. This can be done by asking simple questions such as 'Is this ok?', 'Are you ok?', 'Do you want to do this?' etc, and by reading their non-verbal cues: are they responding positively, are they maintaining eye contact etc? Consent should never be assumed and anyone can remove consent for an activity they are engaged in at any time.

2. Consent isn't just about sex

True. Consent is a much broader issue about respect, and the boundaries between what we're comfortable with and what we're not comfortable with in any relationship or interactions we have with others.

3. If you say no to someone you are dating, you should explain why

False. You should never feel like you have to justify or explain why you do not want to do something. Your decision should be respected and no pressure should be placed on you to change your mind.

4. Wearing someone down until they say yes is consent

False. Any consent which was gained through pressure and coercion is not consent even if they verbally agreed.

5. Someone who is drunk can't give consent

True. A person needs to have the capacity to make an informed decision, which is hindered when someone is too drunk to know what they may be consenting to. Engaging in sexual contact with someone without the capacity to consent is rape.

6. If they didn't say no, then it's ok

False. There are many ways to say no without actually saying those words, and there are many reasons why someone may not say those words directly. Non-verbal cues are important to take into consideration when thinking about consent. Did they turn away? Are they giving you eye contact? Are they into it in the same way you are? Did they push you away or turn away from you? Always ask, and make sure that they are wanting to engage in that activity as much as you.

Resources



1 HR 25 MIN

- Appendix 1, 2, 3, 4.
- Paper and pens.



A. Introductory activity



20 MIN

- 1.** Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in Section 1 prior to the session).
- 2.** Explain that, in this session, we are going to explore some issues relating to domestic abuse.
- 3.** Use the 'Historical context of domestic abuse', information provided in Appendix 1, to introduce the topic.

Ask the young people the following questions:

- What message does this give to men?
- What message does this give to women?
- Why do you think this law was made?
- Why do you think people allowed this to happen?
- Have attitudes changed much?

Allow as much discussion as time permits, but you can follow this up with further work – see suggested extension activities.

4. Ask the young people if there were any things that surprised or shocked them and ask them to sum up how they feel about the laws and attitudes to domestic abuse.
5. Ask the young people 'What is domestic abuse?' Discuss their ideas. (If the group has already undertaken some of the previous sessions on domestic abuse, you may only need to do this as a reminder).
6. Read out the following statements about domestic abuse:
 - Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
 - It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
 - Domestic abuse can also happen after a relationship has finished.
- Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
- Although domestic abuse happens mostly between adults, children and young people can be affected by the abuse that they experience by living in a home where domestic abuse is taking place, and can be impacted directly or harmed.
- Young people may also experience abuse in their own relationships.
- Domestic abuse is a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including coercive control, physical, emotional, sexual and economic abuse.
- People use domestic abuse to control other people they have a relationship with.
7. Explain that, in the next activity we will be looking at the story of Tom and Fay.



B. Activity: Controlling behaviour



20 MIN

1. Share Appendix 2 and 3 with the group which details Fay and Tom's relationship. Allow the group to think about what has happened in the relationship.
2. Facilitate a whole group discussion on what people thought about the story and what stood out for them.
 - a. Discuss the difference between being controlling and manipulative, and having a healthy argument.
 - b. Discuss: "Is this real abuse because he is not hitting her?"
 - c. Think about what allows the abuser's controlling behaviour to work – responses may include:

- because of fear;
- because she loves him;
- because she thinks this is normal;
- because she is isolated from her friends;
- to keep the peace.

3. Conclude the activity by discussing what everyone has learnt about coercive control and what it means. For example:

- The difference between a normal argument (or bickering) and controlling behaviour is that controlling behaviour is trying to force someone to do something that they don't want to do, or to stop them



C. Activity: Is this rape?

- 1.** Set ground rules or use prepared ground rules provided in Section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosures in Section 1 prior to the session). Revisit the conversations on coercive control made in the previous session on how Tom controlled Fay.
- 2.** Provide young people with Appendix 4, which is a continuation of Fay and Tom's story, and allow them some time to read through it.
- 3.** Hold a discussion on the issue of consent to have sex. Use the following questions as a starting point if necessary:
 - Why do you think Tom didn't respect Fay's wishes on not being ready for sex?
 - Why do you think Tom believes that just

from doing something that they do want to do, using intimidation, manipulation, implied threats, isolation and so on. A normal argument happens between two or more people who feel able to express their views and opinions but who will respect the views and opinions of others. A healthy argument normally involves a bit of give and take and no one person emerges the 'winner' or the 'loser'.

- Make it clear that coercive control is strongly associated with physical violence - people who use this kind of behaviour are likely to go on to physically harm someone, or are already doing it.



20 MIN

because they had sex once, that it means that it should happen always? Do you think that people in long-term relationships have the right to say no?

- 4.** Ask the question: "Do you think that Fay was raped?" and discuss. It may be interesting to explore this in single sex groups (if possible) to see if there is a difference of opinion.
- 5.** Make the young people aware of the Sexual Offences Act 2003 (refer to Appendix 5 for information on crimes within this Act) and the implications of being placed on the Sex Offenders Register.
- 6.** Ensure young people know that if someone is drunk or under the influence of a substance and is unable to consent to sex, this may lead to a charge of rape.



D. Activity: Red flags and helping



20 MIN

1. Introduce the idea of 'red flags' (From Holly Bourne's Book, 'All the Places I Cried in Public') which are warning signs that a relationship may not be healthy.
2. Thinking about Fay and Tom's story, what do you think are red flags that someone is abusive?
3. Provide the group with red paper cut out into triangles, like those in Appendix 6.
4. Split the young people up into small groups, each with a handful of the red flags. Explain that they have five minutes to come up with as many red flags, using both Fay and Tom's story and anything they may have seen on TV, on social media etc.
5. Give time for the group to feed back their 'red flags' and stick them up on the wall. If groups are saying the same things, put their flags near to or on top of each other.
6. In small groups ask young people to have a brief discussion about things that friends and family might do to help someone who is being abused. Provide young people with rectangular pieces of white paper to write their answers and place to the side of the red flags display.
7. Review each of the suggestions and discuss how effective the suggestions might be. Remind people only to use safe methods, avoiding risky strategies such as physically tackling the abuser. Stress that, as a minimum, they should try to identify a safe person that they could ask for help (this could be a school counsellor, a parent or other relative, a youth worker, another trusted adult, or even possibly a police officer).
8. Ask the group what stops people asking for help? Why might someone who is being abused find it difficult to leave an abusive partner or take other action to protect themselves? Think about the practical, emotional and other possible consequences of leaving or taking action. Discuss.
9. Remind young people of the sources of help and advice that are available (see information provided in Section 4).



E. Plenary



5 MIN

1. Conclude by asking each of the group what they have learnt. Focus on the fact that there are warning signs of an abusive relationship.
2. Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate adult about making themselves safer.
3. Remind young people about sources of help that are available.
4. Remind young people that domestic and sexual abuse is unacceptable and in many cases criminal. The police do take this seriously and have specially trained officers to respond to domestic abuse.



Suggested extension activities

- ❑ Investigate local data on domestic abuse – look at costs, crime figures, local policies, any school/organisational policies, police information and so on.
- ❑ Investigate local statistics on domestic abuse and local sources of support for people experiencing domestic abuse – look at local refuges, helplines, counselling services, GP surgeries and so on.

Appendix 1

An historical perspective on legal and cultural attitudes to domestic abuse – some helpful facts**Domestic violence and abuse****Historical perspective – 1**

- It is legal (and therefore perfectly acceptable) for a man to beat his wife, providing that
- the stick he uses is no thicker than his thumb.

1857 – the Rule of Thumb**Historical perspective – 2**

- Upon marriage, a husband becomes legally responsible for the actions of both his wife and children, therefore he can
- physically and verbally chastise them in order to control their behaviour.

1860 – the Law of Coveture**Historical perspective – 3**

- Wife beating is prohibited between the hours of 10 pm and 7 am, because
- the noise keeps the neighbours awake.

1895 – Curfew on wife beating

(City of London Byelaw)

From the Manchester Evening News

- A woman giving evidence against her husband at Salford yesterday, on a charge of assault, was admonished by the Stipendiary.
- Mr Makinson said: "This is the way with you women. You chatter, chatter, chatter until you irritate. You get the man mad, then you get struck and come here. Try to keep your mouth shut and you will get on better."

January 6, 1905

Domestic violence and abuse

Advice from a woman's magazine

- Before your husband comes home: brush your hair, put a ribbon in, tidy the home, have his tea ready and put on some lipstick, a smile and a clean pinny [pinafore].
- Don't bother him with your day. He has had a busy day and his day is more important than yours.
- Don't ask questions if he is late or stays out all night.

1960's Good Housekeeping

Historical perspective – 4

- "Domestic violence and stray dogs rubbish work for police officers."

**1984 – Sir Kenneth Newman
Metropolitan Police
Commissioner**

Marital rape

- Up until then it was considered impossible for a man to rape or sexually assault his wife. To quote:
- "A husband cannot rape his wife unless the parties are separated or the court has by Injunction forbidden him to interfere with his wife or he has given an undertaking in court not to interfere with her."

(The law made simple, The Chaucer Press, 1981)

Historical perspective – 5

In England and Wales

- Marriage implies consent for sexual intercourse;
- It is deemed as a husband's legal right,

Therefore

- No criminal offence is committed if a husband 'rapes' his wife.

Marital rape was only made a criminal act in 1991

Appendix 2

Fay and Tom - the beginning

Fay is in sixth form college. She loves martial arts and often competes in competitions.

Tom is a few years older and has a job. He spends his spare time with his friends or playing games online.

They have both been dating for over 6 months. They both say they love each other and it feels serious to both of them.

Fay's friends think that Tom is attractive and they often comment about how lucky she is that he's able to spoil her because he earns his own money.

Tom's friends really like Fay and think that she's good for Tom.

Fay feels lucky to be dating Tom, even though she's not dated many guys before, she thinks he's the best boyfriend she's had. She thinks they have a lot in common and loves spending time with him because they can have fun.

Appendix 3

Fay and Tom - coercive control

After six months of dating, Tom's behaviour starts to change and it begins to have a huge impact on Fay.

Each time Fay suggests doing something fun, he sulkily appears to agree, only to later make her 'pay' for it.

When they're out with his friends, he becomes aggressive towards her when some guys are paying her attention. He blames it on what she's wearing and says she is leading them on. His body language becomes threatening, staring at her and pulling her to go home since she didn't have a jacket on to cover up.

He begins to undermine and criticise her decisions about things she does. He belittles her, saying that competing in martial arts competitions is a waste of time, and that girls shouldn't be doing martial arts anyway. He continually tells her that school is pointless and

won't help her since she probably won't pass her exams anyway.

Fay becomes scared of Tom because she never knows when he'll be in a good mood or a bad mood. When he gets angry he will often grip her tightly and make demands about how she should change what she's doing because it's upsetting him or making him angry.

Even though at the start of their relationship they made decisions together, now he decides everything. Each time she makes a suggestion he ignores it, so now she's stopped suggesting anything and just does what he wants to do.

Every time Fay is with her friends, Tom texts and rings her, interrupting her time with her friends. His texts tell her how much he misses her and wishes she was hanging out with him instead. Although what he says is sweet, it begins to distance her from her friends because she knows that Tom will get mad if she doesn't drop her friends and go to him. He guilt trips her for choosing them over him, even though she rarely sees anyone else but him.

Appendix 4

Fay and Tom - consent

Tom often tells Fay that she's lucky that he puts up with her, because other guys wouldn't like how she behaves. He is constantly critical of how she looks, what make up she puts on, and how she dresses, to the point that it's damaged her confidence.

When they are alone together Tom becomes very pushy with Fay about having sex. Even though she has spoken to him many times about not being ready, each time they are together he insists that she just needs to try it.

One night he won't take no for an answer, and tells Fay that if she loves him as much as he loves her then having sex would never be an issue. They end up having sex that night, even though Fay doesn't want to.

One day they go out with one of Tom's friends. He decides they should go home because he doesn't like how she is talking to his friend. Even though his friend tells him there is nothing to it, Tom is mad at Fay and they have an argument as they leave.

When they get back to Tom's, his mood has changed and he wants to have sex again. Fay is really confused and tells him she doesn't want to because she isn't in the mood. She tries to push him away but he becomes angry and she freezes. He tells her she's unreasonable for not wanting it when they've already had sex anyway.

Fay's grades start to drop at school, and she starts believing that Tom was right, that maybe she just isn't bright enough to pass. She quits her martial arts club because she doesn't see the point, and Tom has told her she should be spending time with him, not wasting it doing extra activities at college.

She stops seeing her friends, because they begin to be very critical of Tom and their relationship. Her friends keep commenting on how worried they are about her, and how she has changed. Fay gets upset by the way her friends are behaving and won't listen to their concerns; she thinks they are jealous because she has a boyfriend who loves her and they don't.

Appendix 5

Crimes within the Sexual Offences Act 2003

Rape

Rape is classified as penetration by the penis of somebody's vagina, anus or mouth, without their consent. Rape can be committed against men or women, but since it involves penile penetration it is only committed by men.

Assault by penetration

It is an offence to penetrate the anus or vagina of someone else with any part of the body or with an object, if the penetration is sexual and if the person does not consent.

Sexual assault

This law covers any kind of intentional sexual touching of somebody else without their consent. It includes touching any part of their body, clothed or unclothed, either with your body or with an object.

Causing a person to engage in a sexual activity without consent

This law covers any kind of sexual activity without consent. For instance it would apply to a woman who forces a man to penetrate her, or an abuser who makes their victim engage in masturbation.

Administering a substance with intent

This law makes it a separate offence to give someone any substance – for instance spiking their drink – without their consent, and with the intention of stupefying them so that sexual

activity can take place. In this instance, sexual activity could include stripping someone or taking pornographic photos of them. Someone can be charged with this offence on top of any separate charge for rape or sexual assault. They can also be charged when the intended sexual activity did not take place, for instance when someone sees what is going on and intervenes to stop it.

Other 'intent' offences

Two laws – 'committing an offence with intent' and 'trespass with intent' – cover situations where abusers commit one offence (such as violence, trespass, or detaining someone against their will) with the intention of then committing a sexual offence.

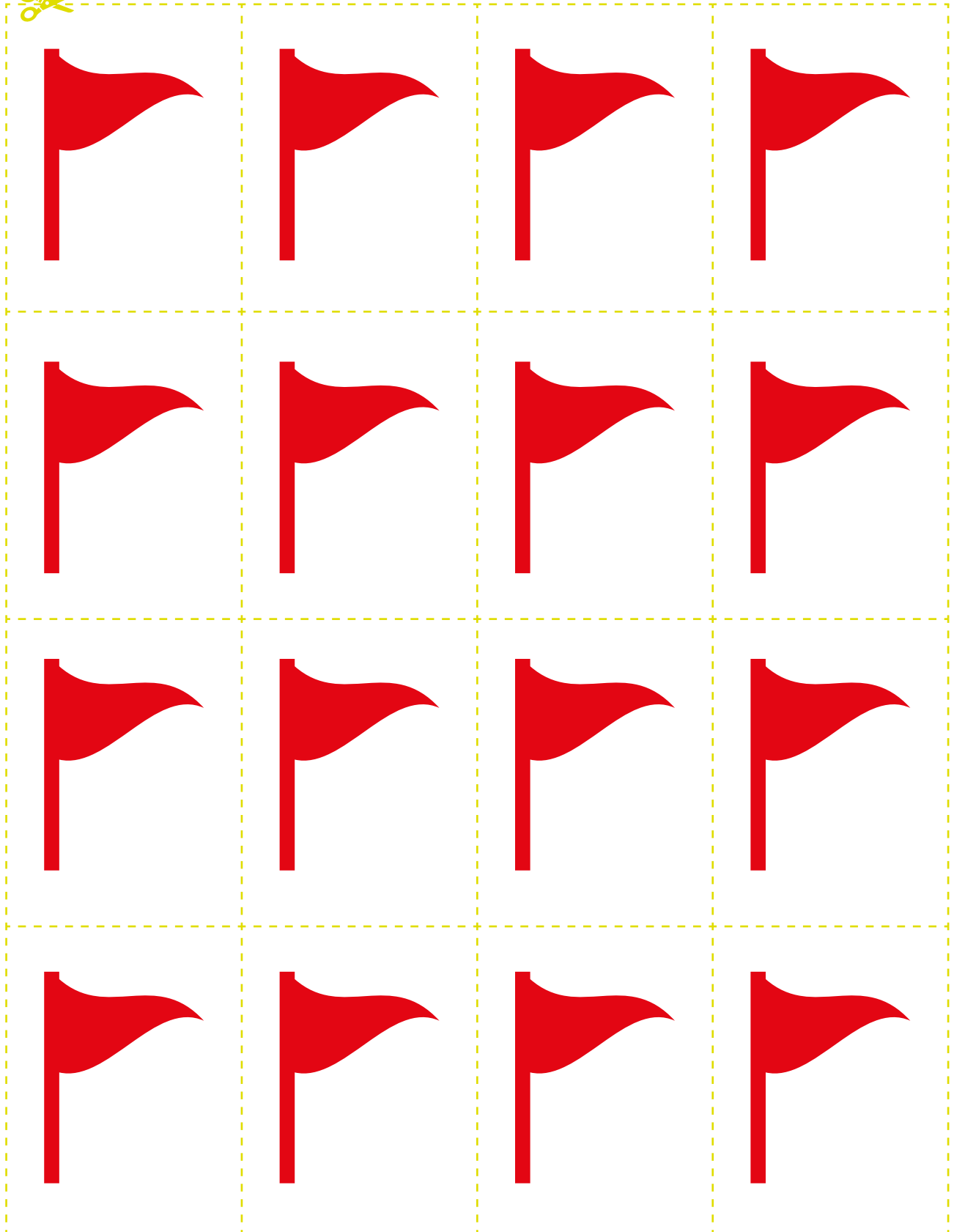
Other offences

Other offences under the Act include exposure (or 'flashing'), voyeurism, sex in public toilets, and sex with animals or with corpses. Voyeurism is a new offence which applies to watching people without their consent when they are involved in private acts. It includes setting up, viewing or recording people through electronic equipment such as webcams or cameras.

There are also important sections of the Act which deal with prostitution and trafficking, and with sexual offences against people with mental disorders, including learning disabilities.

Appendix 6

Red flags



Consent and online relationships

AGES
16-18

Resources



55 MIN

- ❑ A box with a slot cut out like a post box.
- ❑ Slips of paper.
- ❑ Appendix 1.
- ❑ A ball.



A. Main activity



45 MIN

- 1.** Consent is just as important online as it is offline, however, many young people draw distinctions between what they do online and what happens offline. It's vital that the two aren't separated. Gaining consent online is similar to gaining consent face to face, it's vital that verbal consent or consent by text messaging is given.
- 2.** Sit young people in a circle, so everyone can see each other. Ask them to think about what they think makes a relationship healthy. This should include friendships as well as romantic relationships. Going around the circle each young person shares one point, or they can pass if they can't think of anything.
- 3.** Using the same technique ask the following questions:
 - Where did they learn about what make a healthy relationship?
 - What about if the relationship was online? Is there a difference in expectations?
- 4.** Thinking about online relationships, provide the examples in Appendix 1 to young people, and ask them to tick which they think are healthy in a relationship.

Ensure no pressure is placed on anyone to share if they're not comfortable to do so.

3. Using the same technique ask the following questions:

- Where did they learn about what make a healthy relationship?
- What about if the relationship was online? Is there a difference in expectations?

4. Thinking about online relationships, provide the examples in Appendix 1 to young people, and ask them to tick which they think are healthy in a relationship.

5. Ask young people to reflect on what is different with online relationships. Can you have the same relationship online and offline?
6. Create a box with a slot like a post box. Provide young people with small slips of paper and set the group the task of writing out pieces of advice on how to ensure that relationships they engage in are healthy online and offline. Allow them to put into the box anonymously and then pick out different slips and read them out to the group.

There may be some comments which may be worrying, but it's important to challenge anything that rings any alarm bells as a whole group. Allow young people to respond and challenge each of the pieces of advice, without knowing who said what.



B. End discussion



10 MIN

Using a ball, pass it around the room and ask each young person to say one thing that came out for them from the session. This may be something new they learnt, or something someone said that resonated with them, or just how they felt about the activities.



Extra activity

- You can use the advice slips to create a display with other images on healthy relationships online.

Appendix 1



We share passwords

I can take my time to respond to a message

Updating status online shows commitment

It's important to post lots of pictures together and of each other

Tagging friends in pictures is ok, even if they didn't know about the picture you're posting

I don't share private messages with others

I save pictures sent to me privately by the person I'm in a relationship with, and sometimes share them with my friends

I don't expect my friends to feel like they always have to like and/or comment on my posts

If they don't call me then they aren't interested

If they read my message and don't respond quickly then there's something wrong

Supporting resources

SECTION 4



Suggested ground rules

SECTION 4.1

I have the right to:

- Privacy – nobody will be asked personal questions
- Speak without anyone interrupting
- Be listened to
- Have my own personal space
- Express my ideas and feelings
- Be respected for my views and opinions even if they are different from everyone else's
- Learn
- Make mistakes without being laughed at – there is no such thing as a wrong answer

We should all try to:

- Join in and make a positive contribution to the session
- Support other people who are less confident
- Listen to and respect what others have to say
- Bring our whole selves

There are a variety of national and regional sources of help and advice available for people affected by domestic violence or those supporting them.



Women's Aid services

Women's Aid is the national charity working to end domestic abuse against women and children. We are a federation of organisations, which in turn provide hundreds of local lifesaving services to women and children across England. Since 1974 we have campaigned on behalf of our members and survivors to shape policy and practice, and to raise awareness of domestic abuse. Our support services help thousands of women and children every year.

Our website www.womensaid.org.uk, provides a range of information about domestic violence for survivors, professionals and the general public, including:

- **The Survivor's Handbook:** online practical help and safety information in eleven languages for women experiencing abuse;
- The national **Domestic Abuse Directory:** contact details for local domestic violence services across the country.

www.loverespect.co.uk is Women's Aid's website for young people wanting to work out if their relationship is healthy.

www.thehideout.org.uk is Women's Aid's website for children and young people about domestic violence, including for younger children experiencing domestic abuse at home.

Live Chat: Our Live Chat service connects you to a dedicated support worker. Our hours are Monday to Friday 10:00am - 4:00pm, Saturday and Sunday 10:00am-12:00pm

Email: helpline@womensaid.org.uk

Survivors' Forum: a safe and anonymous space for women to share their experiences and support one another.

Other national helplines

Childline

Get help and advice about a wide range of issues, call us, talk to a counsellor online, send Childline an email or post on the message boards.

Tel: 0800 1111

Website: www.childline.org.uk

NSPCC

Advice for adults who are worried about a child.

Tel: 0808 800 5000 (24 hours)

Website: www.nspcc.org.uk

Refuge

Refuge runs the Freephone 24-hour National Domestic Abuse Helpline.

Tel: 0808 2000 247

www.nationaldahelpline.org.uk

Broken Rainbow

A service for lesbian, gay, bisexual and transsexual people who are experiencing domestic violence.

Tel: 0300 999 5428/0800 999 5428

(run in partnership with London Lesbian and Gay Switchboard)

Galop

Supports lesbian, gay, bisexual and trans people experiencing hate crime, domestic abuse or sexual violence.

Tel: 0800 999 5428

Website: www.galop.org.uk

Respect Men's Advice Line

Support for male victims of domestic abuse.

Tel: 0808 801 0327

Website: www.respectphoneline.org.uk

Respond

Support for Disabled Survivors.

Tel: 020 7383 0700

Website: respond.org.uk

Forced Marriage Helpline

Tel: 0800 5999 247 (not 24 hours)

Parentline Plus

Support for parents under stress.

24 hour helpline: 0808 800 2222

Website: www.parentlineplus.org.uk

Other useful sources of help and information

Rape Crisis

National body that provides co-ordination for the rape crisis movement in England and Wales.
Website: www.rapecrisis.org.uk
(lists local centres)

Rights of Women

Free legal advice.
Tel: 020 7251 6577 or textphone: 020 7490 2562
Website: www.rightsofwomen.org.uk

FORWARD

Support and advice about female genital mutilation.
Tel: 0208 960 4000

National Forced Marriage Unit

Help for those who have been forced into marriage overseas; are at risk of being forced into marriage; or people worried about friends or relatives.
Tel: 0207 008 0151

Imkaan

A national second tier charity, dedicated to the development of the specialist Asian women's refuge sector.
Website: www.imkaan.org.uk

Southall Black Sisters

Support, advocacy and information to Asian and African Caribbean women experiencing abuse (London based).
Website: www.southallblacksisters.org.uk

Poppy Project

Support & housing for women trafficked into prostitution (London based).
Tel: 020 7735 2062
Website: <https://www.helpforvictims.co.uk/content/G82.htm>

Muslim Youth Helpline

A helpline providing culturally sensitive support to Muslim youth under the age of 25.
Tel: 0808 808 2008
Email: help@myh.org.uk
Website: www.myh.org.uk
Live Chat: myh.org.uk/live-chat

CHAYN

A global volunteer network addressing gender-based violence by creating intersectional survivor-led resources online.
Website: www.chayn.co
Instagram: @chaynhq
Twitter: @ChaynHQ

Glitch

Campaign to ending online abuse.
Website: www.fixtheglitch.org
Twitter: @GlitchUK_

Hot seating

SECTION 4.3

What is hot seating?

Hot seating is where people take on the role of characters from a story and other people ask them questions. The characters have to answer the questions in as much detail as possible.

Why do we do hot seating?

So we can find out more about the characters. We can also develop more understanding especially about their behaviour and feelings and what it is like being in their shoes.

Resources and preparation required

- Chairs at front of group.

Method

Introduction

Explain hot seating to the group if they are not familiar with this way of working. If someone is in the hot seat and runs out of things to say or if someone else would like to respond to a point made, they can take the place of the person who is in the seat. It should be stressed that hot seating or role play is not about acting, but is about putting yourself in another person's shoes.

Method 1: Small groups

Working in small groups, ask different young people in each group to take on the role of one of the characters. Other people in the group are invited to ask questions of the character about their behaviour or feelings, either on the night in question or the following day.

Method 2: Whole group

If there are some young people who are confident enough to sit in front of the whole group, ask for volunteers to sit at the front, each taking on the role of one of the characters. The rest of the group can then question them about their behaviour or feelings during and after the event. **NB.** This can be very powerful and sometimes the group can become quite hostile towards one character in particular. Be prepared to step in and offer support.

Debriefing

It is important to give the young people who have participated in role play to step out of the character role they have been playing. Ask them to sit in a different chair and re-introduce themselves as themselves. For example, "Hello, I am not [name of character] anymore. That was just a role I was playing. My name is [young person's own name] and I am me again now".

Circle games

SECTION 4.4



A. Zip, zap, boing

This game promotes concentration and a feeling of fun whilst working as a whole group. The players sit in a circle and pass round an imaginary ball of energy, always to the person on their left, saying 'zip' as they pass it on. If a player wants to pass the energy to someone not next to them, they look at that person and throw the ball to them saying 'zap'. This person catches the ball and then carries on 'zipping' it to their left. If a player wants to change the direction of the ball, they say 'boing!' with lots of energy, wobbling

like a jelly. The player on their right then has to 'zip' the other way. You can say 'boing' to a 'zip' but never to a 'zap'; you can say 'zap' to a 'boing'. As players become more expert, build up the pace so it is fast and hilarious. People are out if they go the wrong way or say the wrong thing. The last three players remaining are usually the winners. (Please note that this is just one of many versions of this popular game; other versions can easily be found by searching the internet).



B. Sitting down/numbers games

The aim of this kind of game is for players to work together as a group without discussion, promoting concentration, trust and cooperation. They have to use cues such as eye contact, body language and listening. In one variation, all the players stand in the circle and all have to sit down – but only one person can sit at a time, without discussing who will go next; if two people or more sit down at once then everyone has to stand up and the process has

to start again from scratch. In another version, all the players sit with their eyes shut and as a group have to count out loud in ones until the whole group has said a number; again, no one is allowed to speak at the same time as another person.



C. Detective game

This game promotes concentration, cooperation and observation within the group, as well as being great fun. One player volunteers to be a detective and leaves the room; another child volunteers to be the leader (silently); the leader then carries out a changing series of actions which the rest of the group all have to copy, such as tapping their head, rubbing their nose, clapping their hands and so on. The detective is called back into the room and has to work out by observation who is the leader; the rest of the

group have to be as subtle as possible about who they are watching and the leader has to try not to let the detective spot them changing the actions, making it hard for the detective. (With younger children, it is a good idea to give the detective three guesses). For the next round, another child volunteers to be the detective and leaves the room. Then the first detective silently chooses the new leader by tapping someone on the head, and the game continues.



D. Ball or bean bag games

All of these games promote cooperation, helping the players to learn each other's names, to concentrate and to make eye contact. The simplest versions involve throwing/rolling the ball/bean bag to another player whilst saying their name and making eye contact; the aim is to make sure that every player has a turn. Complications can involve repeating the entire group's pattern of throws/rolls in the same

order, reversing the order of throws/rolls, or gradually introducing several more balls/beanbags once the pattern of throwing/rolling has been established, so there is a steady flow of throwing/rolling going on within the circle.