



# Relationship Education and Domestic Abuse Prevention Toolkit

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This toolkit was compiled by Nicolás González Gallego, Kate Howard and Clarisse Agostini on behalf of the REaDAPt partners – the Directorate General for Gender-Based Violence Prevention, Youth Affairs and Juvenile Crime – Regional Government of Murcia (Spain), Arch (UK), and Du Côte des Femmes de Haute Garone (France) – drawing on exercises that have been developed over the last decade.

The toolkit has been edited by academics – Professor David Gadd (Manchester University), Becky Hale (Keele University) and Dr Claire Fox (Keele University). The editors acknowledge the constructive advice provided on earlier drafts of this toolkit of Professor Margareta Hydén and Susanne Severinsson at the University Linköping.

The views expressed in this report do not necessarily represent the view of the European Commission, the EU DAPHNE Team, or the particular partner organisations that have collaborated in its production. The REaDAPt team kindly acknowledges the support of the EU DAPHNE III scheme in funding the project that led to the production of this toolkit.

Those using the exercises in this toolkit are kindly requested to acknowledge their source by referencing it as REaDAPt (2012) Relationship Education and Domestic Abuse Prevention Toolkit, Newcastle under Lyme: Keele University. It is the responsibility of those using this toolkit to ensure that it is applied with regard to the relevant safeguarding and child protection legislation in their own region or country.

An electronic version of this Toolkit is available from the REaDAPt website. Enquiries regarding the contents of this toolkit can be directed to: [readapt@humss.keele.ac.uk](mailto:readapt@humss.keele.ac.uk) or by contacting the editorial team via the REaDAPt website, [www.readapt.eu](http://www.readapt.eu)

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## Introduction

### ***Daphne III – REaDAPt Project***

This Educational Toolkit is one of the REaDAPt Project's deliverables, developed within the framework of the DAPHNE III Programme, funded by the European Commission. The DAPHNE III Programme is focused on preventing and combatting violence against women, children and young people, and also on protecting victims and at risk groups. The REaDAPt project's aim is to establish how best to support young people who have been exposed to domestic violence, whether at the hands of a parent, step-parent, or in their own dating relationships, and help them move on, recover, and build healthy relationships of their own.

The following organisations are involved in the project: Keele University (UK), Arch (UK), the Directorate General for Gender-Based Violence Prevention, Youth Affairs and Juvenile Crime – Regional Government of Murcia (Spain), the Malta Regional Development and Dialogue Foundation (Malta), Du Côte des Femmes de Haute Garone (France), Linköping University (Sweden) and The West Midlands European Centre (Belgium).

The legal frameworks in most European countries stress the need to combat gender-based violence. The REaDAPt Educational Toolkit supports this aim by providing resources for those who deliver preventative education. The toolkit builds on the resources of three prevention programmes; *Relationships Without Fear* (ARCH), *The Mask of Love* (Regional Government of Murcia) and *Girls and boys, Let's go for Equality* (Du Côté des Femmes de Haute-Garonne), consolidating the best examples into a single user-friendly manual.

## **Aims of the Toolkit**

This toolkit is designed to:

1. Prevent dating violence among young people, by changing attitudes and providing advice and support;
2. Promote healthy relationships among young people through education;
3. Build children's resilience to better equip them to deal with experiences of domestic abuse at home, including that perpetrated against or between parents and/or other adult carers.

Its target group is made up of young people aged 12-18. This age range was chosen because our research shows that young people's attitudes can be changed through preventative education and their resilience enhanced. The toolkit comprises six key modules, each of which can include a range of lessons, modified to meet the needs of participants from different age groups.

Objectives are provided for each lesson, including guidance on how to introduce the topic, some introductory notes, and a lesson activity list. Each and every activity has its own sheet in which the facilitator will find information about objectives, timing and some useful notes about the activity's background. Those using the toolkit should amend materials as appropriate to suit the age-group and culture of their group.

The programme may be facilitated by teachers or by specialist practitioners. Prior training for facilitators is highly recommended. It is important that facilitators and teachers have the confidence to foster dialogue and debate among participants, and are able to respond to young people's own concerns as they arise, departing from the programme of activities as needed. Good time management is critical, but it is also important that those facilitating the modules have a familiarity with issues of ethnic, gender-based and sexual diversity. A supplementary research toolkit is available for facilitators looking to evaluate the effectiveness of their interventions.

## **How to use the Toolkit**

The authors of the Toolkit acknowledge that there will be differences between the ages, ability levels and interests of young people exposed to the activities in this Toolkit. Additionally, there will be differences in the available time that teachers/facilitators have to deliver the activities, and the resources and facilities they have access to. Therefore, we encourage teachers and facilitators to use the most appropriate activities to suit their needs, and to amend these activities as necessary. In this way the toolkit can be considered as a catalogue of activities that teachers/facilitators can choose from when implementing their own domestic abuse prevention programme.

Unless otherwise stated, the activities included are suitable for 12-18 year olds. A small number of activities are highlighted as being suitable for slightly older children because they refer to more violent abuse and/or sexual assault, which may not be appropriate to 12-13 years olds. In light of the majority of activities being appropriate for young people aged 12-18 years, teachers and facilitators may need to modify some activities to ensure they are suitable for the particular age group of their class. For example, activity 2.2 'Seeing the Signals' includes a number of acceptable and unacceptable statements which young people have to read through and collate into two groups. This activity could be made simpler and shorter for 12 year old pupils by only using half of the statements. Likewise, the activity could be made more challenging for 16-18 year old pupils by using all the statements and including an additional, but related task. For example, asking students to identify other acceptable and unacceptable behaviours and/or ask them to discuss and apply some of the behaviours to a fictional couple on a TV programme that all of the young people are familiar with.

In addition to modifying the activities so they are age appropriate, teachers and facilitators will need to estimate the amount of time they need to spend on the activity. Suggested time allocations have been provided – but these are approximate, and are only meant as a guide. Time allocations should be increased

for classes with younger students and/or those who need more support in their lessons. In contrast, the time allocations should be decreased with older students and/or those who do not need support. Teachers and facilitators can also increase time allocations where they feel the class would benefit from discussing issues raised in the lessons in more detail. Some of the topics may be particularly pertinent to the young people and/or trigger debate within the class. In these instances, students may enjoy discussing opposing opinions and challenging each other's views, and subsequently more time should be given in the lesson to explore these areas.

Finally, teachers and facilitators will usually have considerable experience in how to implement programmes and deliver material to their classes in a way that is effective and enjoyable to their students. We have incorporated a number of teaching styles in the Toolkit, but we encourage teachers and facilitators who wish to modify activities to suit their class (for example, making an activity more kinaesthetic) to do this.

Overall it is likely that teachers and facilitators will not have enough time to go through all of the activities in every module. Therefore, we recommend that teachers and facilitators carefully consider each activity and select those most appropriate to their students, amending their chosen activities as necessary. At a minimum we would suggest at least one activity from each of the modules should be aimed for. However, teachers and facilitators may wish to spend more time on certain modules than others, because they want to focus on modules that particularly resonate with the interests, experiences and concerns of their students.

## **Structure**

Facilitators should start by providing an overview of the key lessons they will cover from each module.

### ***Module 1- Gender and equality issues***

The aim of this module is to increase children's awareness of issues of inequality and power in relationships and to develop within them a critical attitude towards stereotypes.

### ***Module 2-Healthy and unhealthy relationships***

The aim of this module is to help young people identify warning signals that will enable them to identify when a relationship is becoming abusive. Many young people experience strong emotions including feelings of dependency and vulnerability when they start dating, have their first sexual relationship or fall in love for the first time. This module helps young people to recognise feelings of jealousy for what they are, to appreciate that not all relationships last forever and to understand that a good relationship does not necessarily need to involve sex from the outset.

### ***Module 3-The effects of different types of abuse***

This module is focussed on the different types of abuse. These types include: emotional, economic, physical and sexual abuse. The module addresses the interrelationships between these types of abuse, how they make people feel and the risks to them escalating into more violent and sexually coercive forms. The module seeks to help young people recognise the feelings of low esteem, self-blame and shame abuse can induce.

### ***Module 4- Abuse between parents and other adult carers***

Domestic abuse between adults has effects on the children living with them, even if they are not direct victims themselves. Seeing or knowing that a father/mother is violent with his/her partner can lead children to become violent towards their



own partners or friends, because they assume that this is normal behaviour in a relationship. It can also leave children feeling afraid – not only for their own and their parent's safety – but also of entering relationships of their own, as they worry about managing feelings of anger and vulnerability without resorting to aggression.

#### ***Module 5- Leaving, staying, coping and surviving***

Once students know what an abusive relationship looks like and they are aware of danger signals, they need to know how they can leave a relationship in which they feel controlled or powerless. They will also learn why a person remains in an abusive relationship and the emotional and practical steps that can help them leave safely.

#### ***Module 6 – What happens if it happens to me? Sources of support in your area***

In this final lesson, students will be appraised of the services available in their country for children and adults trying to cope with abusive relationships. An exercise is provided that helps children understand how disclosures to professionals work in their country, and what professionals are expected to do with disclosures of abuse and violence made by young people.

## **Module 1: Gender and Equality Issues**

### **General Aims**

- Facilitators should start with an overview of the key lessons they will cover.
- The aim of this module is to increase children's awareness of issues of inequality and power in relationships and to develop within them a critical attitude towards stereotypes.

### **Learning objectives**

On completion of this module:

- Students should be able to explain how inequality in relationships can develop and identify the connections between inequality and issues of power and control.
- Students should be able to give examples of gender stereotypes and expectations and identify how this can lead to conflict between people.
- Students should be able to appreciate equality, especially gender-based equality, as a basis for healthy relationships.

### **How to introduce the module**

The United Nations defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”<sup>1</sup>

Gender based violence has been recognised as a significant social problem in the European Union. Researchers and NGOs have raised the profile of gender inequality at a number of levels: employment, family life, political representation

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<sup>1</sup> Statement on the elimination of the violence against women (ONU-CE/CN23/1993/12)

and the utilisation of public and private spaces. Gender based violence is regarded by many as a further manifestation of inequality between men and women. In this module we are going to try to understand how violence is 'gender-based' and the role that sexism and stereotypes can play in relationships that are abusive.

The concept of socialisation features in explanations of gender difference, where emphasis is given to the relationships between masculinity and violence. However, we also need to recognise that there are a range of different masculinities and femininities intersected by issues of class, ethnicity, sexual orientation and access to employment and power, and that the relationship between gender and violence is a complex and non-determining one. Understanding how gender inequality continues to play a role in sustaining men's violence towards women in intimate relationships remains important.

### **Activities and length**

Activity 1.1. Telling tales

Time needed: 30-60 minutes

Activity 1.2. Listening to the songs

Time needed: 30-40 minutes

Activity 1.3. Behind the advertisements

Time needed: 60 minutes

Activity 1.4. Nicolas' story

Time needed: 30-40 minutes

### **Opening questions**

The following questions can be used as an ice-breaker to start any of the lessons in this module.

- What does it mean to be a girl? What does it mean to be a boy?
- What do you like about being a boy? / What do you like about being a girl?
- What do you not like about being a girl or a boy?
- Are boys and girls expected to behave differently?
- Do you think there are any ways in which women are better than men or men are better than women?
- What influences our values, perceptions and expectations of men and women?
- How do our values, perceptions and expectations of men and women relate to issues of power?

## **Activity 1.1. Telling tales**

### **Learning objectives**

The learning objectives for this session are to:

- Explore with participants how gender is socially constructed in fairy tales.
- Identify the values and characteristics culturally attributed to men and women.
- Explore the extent to which boys and girls are able to choose an identity for themselves

### **How to develop the activity**

Prepare some copies of the suggested fairy tales (below in *Materials and facilities required*)

1. Split the class into several small groups (about 4 pupils in each).
2. Provide each group with a different fairy tale.
3. Explain that each group must read the fairy tale and then discuss the following questions:
  - a. Identify the common gender stereotypes in the story
  - b. How do female characters behave to catch the prince's eye?
  - c. Which jobs are usually assigned to women?
  - d. Regarding male and female characters...
    - What are their roles?
    - What kind of objects do they use?
    - What are their attitudes?

4. Then, a spokesperson from each group will share their answers with the rest of the class.
5. The teacher will write down each group's contributions on the blackboard/flipchart and facilitate a discussion between the pupils about what they have noticed.

### **Notes for the teacher/ facilitator**

Fairy tales are part of the culture of many societies. Adults use fairy tales to teach young children about morality. In so doing however, they tend also to reproduce negative stereotypes of men and women. They also tend to transmit adult fears and fantasies to children in ways that can be entertaining, but also have consequences for our expectations about relationships. In fairy tales it is not uncommon for women to be depicted as solely dependent on a man to save their life. Men are depicted as either beasts or princes who are strong and powerful whether good or evil. Women are typically portrayed as either ugly and bad, or as pretty, virtuous and powerless.

Cinderella is one example of this, she is beautiful but insufficiently assertive to say that she wants to go to the ball and thus reliant on a handsome prince to discover and rescue her. Cinderella's sisters, much like the stepmother in Hansel and Gretel, are depicted as cruel, self-interested and spiteful. Admittedly, some more recent adaptations of these themes, for example, Shrek, play with the themes of external and internal beauty in less conventional ways. It is important therefore to work with children's own understandings in this exercise and to be sensitive to their own views about what constitutes a "happy ever after" ending.

### **Length**

30-60 minutes dependent on students' ages and ability levels

## **Materials and facilities required**

- Outline of fairy tales- see resources.
- Optional: Video footage of a fairy tale appropriate to the country and age group participating

## **Resources**

Useful websites:

Link (English) <http://www-ma.beth.k12.pa.us/jhoke/jhwebquest/ftales.htm>

Link (Spanish) <http://cuentosdehadas.peliculasyjuegosonline.com/2008/11/qu-es-un-cuento-de-hadas.html>

Link (French) <http://www.contemania.com/>

Suggested fairy tales to work with:

- Beauty and the Beast
- Cinderella
- The Little Mermaid
- The Princess and the Pea
- Sleeping Beauty
- Snow White
- Shrek

## **Activity 1.2. Listening to the songs**

### **Learning objectives**

The learning objectives for this session are to:

- Explore with participants how domestic abuse is experienced by listening to pop songs.
- Explore the values and characters culturally attributed to men and women.
- Explore the extent to which themes of hurt, loss and resilience are addressed in gendered ways in music.

**Note:** *The facilitator should choose the songs to work with, according to the age of the group. Older groups of children may be more able to engage with the intersections of issues of gender, sexuality, ethnicity and class in the songs they choose; facilitators should be sensitive to this.*

### **How to develop the activity**

1. Songs should be chosen suitable to the age group of the children. The facilitator will introduce the activity, suggesting different songs to the class or working with their own suggestions.
2. Play the songs and/or music videos (e.g. using YouTube). Split the class into groups of 4 or 5 students. Provide them with the set questions on the handout and tell the students to answer the questions.
3. A spokesperson from each group will share their answers with the rest of the class.
4. Finally, the facilitator should open a debate, drawing on the students' answers. It may be useful to explore themes of resilience as well as powerlessness in relation to experiences of victimisation.



## **Notes for the teacher/facilitator**

This activity is an active learning exercise developed to highlight that many pop songs perpetuate gender stereotypes about women and men, girls and boys, and the things they may be expected to endure for love. Some of these songs also perpetuate traditional ideas about love, jealousy and controlling behaviour. Others tell stories of resilience and overcoming that can be inspiring to young people struggling with experiences of abuse themselves and/or make them feel less alone. The primary purpose of the exercise is therefore to explore cultural understandings of what it means to be a man or a woman, feelings of jealousy, and the experience of being with a controlling partner. In order to remain as responsive as possible, facilitators are strongly encouraged to work with songs that are suggested by participants in the session.

## **Length**

30-40 minutes dependent on students' ages and ability levels

## **Materials and facilities required**

- Suggested songs
- The A.V. Club website has some suggestions of songs that relate to domestic abuse: <http://www.avclub.com/articles/the-hits-keep-coming-30-songs-inspired-by-domestic,57741/>
- Others could include:
  - Beyoncé: "If I were a boy"
  - The Police: "Every breath you take"
  - Amy Winehouse: "Tears dry on their own"
  - Biffy Clyro: Many of Horror (recently covered by Matt Cardle in the UK, under the song title 'When we Collide')

- Christina Aguilera: Beautiful
- The Cure: Boys don't cry
- Goyte: Somebody that I used to know

## **Resources**

Listening to the songs worksheet below

## **Listening to the songs**

### **Worksheet**

1. What is the song about? Are there hidden meanings to the lyrics?
2. Can you understand the feelings of the person who is singing this song? Do you agree with the actions or the decisions taken by the person singing this song? How does the song relate to issues of violence, abuse and/or controlling behaviours?
3. Is the song about a female or a male? Does a man or a woman sing it? Does the gender of the singer have any significance to the “meaning” of the song? Would the song have a different meaning if sung by a woman/man? Does this song promote any gender stereotypes or other types of stereotypes? Does this song challenge any gender norms?
4. Think critically: are the songs you like, ones that confirm your expectations of other people or ones that challenge them? Are the songs you like ones that speak to your own feelings, or ones that help you understand how other people feel?

## **Activity 1.3. Behind the advertisements**

### **Learning objectives**

The learning objectives for this session are to:

- Explore with participants how gender is socially constructed in advertisements.
- Develop a critical awareness towards sexist advertising.
- To highlight how advertisements play on anxieties about gender, sexuality and desirability.

### **How to develop the activity**

1. The students will be asked to bring some advertisements from magazines, newspapers or television, but the facilitator should also be prepared and have some of these resources to hand.
2. The facilitator will explore with the students how men and women are represented in those advertisements, following the questions provided at the end of this activity sheet.
3. The students will be asked to design a poster (or if there is more time an advertisement) to market a specific product that is ordinarily sold in a highly gendered or stereotyped ways.

### **Notes for the teacher/facilitator**

Advertisements do influence our choices when we go to buy something. But the influence of advertisements is tricky to deal with because they affect us subliminally. We often see adverts that feature people who are beautiful and successful as well as sexually desirable. Their imagery, which is often digitally enhanced, is used to sell us products. Depicting people this way can also contribute to gender stereotypes, particularly stereotypes of young people and what they

need to do to be popular. Today we are going to take a look at some examples of this.

### **Length**

60 minutes

### **Materials and facilities required**

- Advertisements from magazines, newspapers or the television
- Useful websites that could be used:  
<http://www.youtube.com/watch?v=8z6ks8Z0X20&feature=related>  
<http://www.advertisingtimes.fr/2010/07/le-sexisme-dans-la-publicite-en-45.html>
- Worksheet

### **Resources**

See behind the advertisements worksheet below

## **Behind the advertisements**

### **Work sheet**

1. Does the advertisement appeal more to men than women? Does it appeal more to young people than older people? Explain your answers. Does it appeal to particular ethnic or class groups? Or to straight people more than gay people?
2. Does the advertisement appeal to people's insecurities? If so, which ones?
3. How do these insecurities relate to the following:
  - a. Issues of gender;
  - b. Issues of sexuality or sexual desirability;
  - c. Concerns about the body;
  - d. Concerns about competency and failure.
4. Does the advertisement convey that the person who buys the product will gain respect or recognition from someone else? If so, who? What stereotypes are being drawn upon here?

## **Activity 1.4. Nicolas' story**

### **Learning objectives**

The learning objectives for this session are:

- To help appreciate that there are expectations which are hard to live up to for some boys and young men.
- To explore the difficulties of both conforming to and challenging these expectations.
- To explore the different ways of being masculine.

### **How to develop the activity**

1. Split the class into groups (4 people per group maximum).
2. Ask each group to read Nicolas' story.
3. Present the pupils with the questions in the resources section.
4. Ask each group to read their answers. Encourage discussion between them.
5. Ask each group to decide how the story ends. They may present more than one alternative ending if they wish.
6. Feedback and discussion.

### **Notes for the teacher/ facilitator**

In many contexts it is less acceptable for boys and men to cry than it is for girls and women. This can make it difficult for some young men to express feelings of pain and sadness among their peers in ways that are socially acceptable and/or do not expose them to ridicule. The following story is designed to help young people explore this issue.

**Length**

30-40 minutes

**Materials and facilities required**

- The story of Nicolas.
- A sheet of paper per group to write the answers.
- A white board/flipchart

**Resources**

See Histoire de Nicolas worksheet below



## Nicolas' story worksheet

**Histoire de Nicolas**

Nicolas joue au foot dans la cour de récréation avec ses copains. Pendant le match, on le bouscule, il tombe et se met à pleurer. Toute sa bande de copains le traite de « chochette », de « tapette », et se moque de lui. Son père, lui, est un dur, il a toujours fait partie d'une bande, c'est pourquoi Nicolas n'ose pas lui en parler. Une fois son père l'a vu pleurer, il lui a mis une « raclée » et lui a dit qu'il ne voulait plus jamais le voir pleurer.



Que peut faire Nicolas dans cette situation ?

Nicolas is playing football with his friends. During the game, someone knocks him down, he falls and starts crying. All his friends laugh at him, calling him a “sissy” and a “gay”. His father is quite a traditional man, physically strong and someone who prefers the company of male friends. That’s why Nicolas doesn’t dare to tell his father what happened at the football. Once, Nicolas’ father saw him crying. He smacked Nicolas, telling him not to be a ‘cry baby’.

What should Nicolas do now?

- 1) Describe the situation.
- 2) Why did the group of boys laugh at Nicolas?
- 3) Describe Nicolas’ feelings.
- 4) What can Nicolas do to put an end to this situation?
- 5) Would the situation be different if Nicolas was a girl?

## **Module 2: Healthy and unhealthy relationships**

### **General Aims**

- The aim of this module is to help young people identify warning signals that will enable them to identify when a relationship is becoming abusive.
- Many young people experience strong emotions, including feelings of dependency and vulnerability, when they start dating, have their first sexual relationship or fall in love for the first time. The module helps young people to recognise feelings of jealousy for what they are, to appreciate that not all relationships last forever, and to understand that a good relationship does not necessarily need to involve sex from the outset.

### **Learning objectives**

On completion of this module:

- Students should be able to identify acceptable and unacceptable behaviours in a relationship, and in doing so, recognise when a relationship is turning abusive.
- Students should be able to explain the importance of recognising and reacting to warning signals (including sexual warning signals) within a relationship.
- Students should be able to recognise that young people can differ on whether or not they are ready to have a sexual relationship. They should recognise that the decision to have sex with someone is a personal choice, and they must always respect their partner's decision about this.

### **How to introduce the module**

Many young people experience strong emotions, including feelings of dependency and vulnerability when they start dating, have their first sexual relationship or fall in love for the first time. Their vulnerability means they may not always be able to recognise their partner's unacceptable behaviour and demands for what they are.

Even if they do suspect their partner's actions are unacceptable, they may not have the assertiveness to question these actions, or they may fear their partner's response if they do highlight their concerns. Likewise, a young person may not always know how to manage their own emotions in relationships, especially if they are experiencing them for the first time, for example, emotions like jealousy, possessiveness and dependency.

Teenagers can sometimes feel under pressure to have a sexual relationship with their boyfriend or girlfriend. Additionally, teenagers are often aware of the sexual experience of their peers and can feel under pressure to have a sexual relationship because they think this is what all their friends are doing. Subsequently when teenagers do have boyfriends and girlfriends they may be especially vulnerable to having sex before they are ready either because they think that is what is expected and/or because their boyfriend or girlfriend is putting pressure on them. Older teenagers may talk about falling in love for the first time, and for girls there may be pressure to demonstrate this love by having sex with their boyfriends. These girls may be particularly at risk of tolerating unacceptable behaviours within their relationship. For example, they may fear that they will lose their partner if they do not have sex with them. Consideration should also be given to how boys manage situations where they are experiencing pressure from their friends to 'fit in' by having a sexual relationship, even though they do not feel ready for this.

## **Activities and length**

Activity 2.1. An important conversation.

Time needed: 60 minutes.

Activity. 2.2. Seeing the signals.

Time needed: 20 minutes.

Activity 2.3. Amélie and Alex

Time needed: 45 minutes.

*(Note: this activity is more appropriate for older students aged 14-18 years)*

## **Opening questions**

The following questions can be used as an ice-breaker to start any lessons in the module:

- When people talk about 'being in love' what behaviours and/or emotions are they talking about?
- What do you think counts as unacceptable and acceptable behaviours in a relationship?
- Is 'being in love' a reason for putting up with unacceptable behaviours in a relationship?
- Can a person truly be in love with someone they have not had sex with?

## **Activity 2.1. An important conversation**

The learning objectives for this session are to:

- Identify the signs of an unhealthy relationship, including controlling behaviours.
- To explore the question of what counts as abuse.

### **How to develop the activity**

1. Introduce the film and highlight to students the key issues it contains. These will be discussed at the end of the lesson.
2. Watch the film.
3. Distribute the question sheet (see resources section) and ask students to discuss the questions in small groups.
4. The facilitator should ask students to feedback their answers and then lead a class discussion on the main issues that the film deals with.

### **Notes for the teacher/facilitator**

The facilitator will show a short film which shows a low-intensity abuse situation taking place. After that, students will be able to identify the indicators and forerunners that can increase their awareness of risky situations within relationships.

### **Length**

60 minutes

### **Materials and facilities required**

- Short movie “An Important Conversation” (if you want to use the short film, you will need to ask permission. Please, contact [violenciadegenero@carm.es](mailto:violenciadegenero@carm.es))
- Alternatively you can use the film: “The Bedroom Scene”, available from: <http://thisisabuse.direct.gov.uk/videos/view/5>
- An Important Conversation / The Bedroom Scene worksheet

### **Resources**

- An Important Conversation / the Bedroom Scene worksheet – see below
- Note that the questions are applicable to both films.

## **An Important Conversation / The Bedroom Scene**

### **Worksheet**

1. Can you describe the situation in the film? How would you characterise the relationship in the film?
2. How do you think each person in the film feels?
3. Is it possible to love someone and not to trust her/him?
4. Is it healthy to love someone and to control them?
5. Why do people behave in controlling ways?
6. Which is worst – violent behaviour or controlling behaviour?
7. If you were friends with the people in the film, what would you say to them?

## **Activity 2.2. Seeing the signals**

### **Learning objectives**

The learning objectives for this session are to:

- Identify unacceptable behaviours within a relationship.
- Identify acceptable behaviours within a relationship.
- Explain how relationships can change from healthy to unhealthy without the victim being aware of the often slow but subtle changes.
- Help students to recognise behaviours and actions within a relationship that signify these changes are taking place.

### **How to develop the activity**

1. Ensure enough resource sheets are made for each group (i.e. that each group has a set of cards (or pieces of paper) and on each card / slip of paper is one of the statements (of unacceptable or acceptable behaviour). This will enable students to sort through the statements and arrange into groups / piles).
2. Split the class into small groups (about 3 – 4 people in each group).
3. Give each group a set of resource statements which show a range of behaviours that can occur within a relationship. Participants should also be given two separate sheets marked “unacceptable behaviour” and “acceptable behaviour”.
4. Ask the groups to discuss which of the statements identify acceptable behaviour within a relationship, and which statements identify unacceptable behaviour (warning signals). Students should then put each statement on the correct sheet.
5. Explain to the groups that there will be time at the end of the activity to feedback their answers.



### **Notes for the teacher/facilitator**

Everyone is entitled to their own opinion and to make their own decisions, even when they are in a relationship. This includes the right to leave or end the relationship. If a partner tries to take away these rights this is unacceptable. In a balanced and respectful relationship, both partners' opinions are equally as important. Once a relationship is established it can sometimes be hard to discuss or challenge the behaviour of a partner that is becoming controlling or abusive. This is sometimes because people are afraid of the relationship ending, or because one person knows the other has problems, and/or wishes to accept the other's apology. Often these changes will be easily hidden or left unchallenged because the apology or affection that sometimes follows is felt to compensate for the hurt caused, if only temporarily. Recognising and acknowledging the warning signals of abuse is a difficult thing to do. Many people spend a long time denying that they are in an abusive relationship. While they are in this phase, the abuse is usually getting worse. If a person is able to recognise the signals of abuse, and understand the situation they are in, then they are often better able to either challenge the behaviour or leave the relationship.

### **Length**

20 minutes

### **Materials and facilities required**

The statements – cut up so that one acceptable or unacceptable behaviour is presented on each slip of paper (or piece of card).

### **Resources**

Each statement of acceptable and unacceptable behaviours is provided on the following page, with an answer sheet for teachers.

## **Seeing the signals**

### **Acceptable and unacceptable behaviour statements**

*Statements for the card sorting activity – each statement to be presented on a small piece of paper or card*

**Both of you stay in control whatever the situation.**

**They say that they are going out with their friends but you must stay in.**

**They say you have to do things even if you don't want to.**

**Decisions are often made between you.**

**They say if you loved me you'd have sex with me.**

**They put you down and say that your job is rubbish.**

**There is respect for each other.**

**They buy you a mobile phone but it is ONLY to be used for them to call you.**

**They give you a hug to show they care when things go wrong and listen to how you are feeling.**

**Arguments can get violent.**

**They notice a rip on your top and suggest that perhaps you should consider changing before going out.**

**They say everything that goes wrong is your fault.**

**They start telling you what you have to wear every time you go out.**

**Arguments happen but never get violent.**

**They start to put you down about your appearance.**

**You both trust each other and sometimes go out without each other, with your own friends.**

**They stop listening to you and tell you to be quiet often.**

**Your partner tells you they love you.**

**They stop talking to you.**

**You both need to save for a special event and you discuss how to do this together.**

**They take your money from you and give you back 'pocket money'.**

**You disagree with something that your partner asks and they respect your decision.**

**They tell you how to spend your money.**

**You go out to places together.**

**Your partner believes that communication in your relationship is good.**

**They tell you that you are better with him/her than with your friends and say you should stop seeing them.**

**They tell you that you look great in your new clothes.**

**Things get out of control easily.**

**You both have friends of your own as well as joint friends.**

## **ANSWERS (For the teacher/ facilitator)**

### ***Unacceptable behaviours - Warning Signals***

They start telling you what you have to wear every time you go out.

They start to put you down about your appearance.

They tell you that you are better with him/her than with your friends and say you should stop seeing them.

They tell you how to spend your money.

They take your money from you and give you back 'pocket money'.

They stop listening to you and tell you to be quiet often.

They say that they are going out with their friends but you must stay in.

They say if you loved me you'd have sex with me.

They say you have to do things even if you don't want to.

They buy you a mobile phone but it is ONLY to be used for them to call you.

They stop talking to you.

Things get out of control easily.

They say everything that goes wrong is your fault.

Arguments can get violent.

They put you down and say that your job is rubbish.

### ***Acceptable behaviours***

Your partner tells you they love you.

You both need to save for a special event and you discuss how to do this together.

They tell you that you look great in your new clothes.

They notice a rip on your top and suggest that perhaps you should consider changing before going out.

They give you a hug to show they care when things go wrong and listen to how you are feeling.

You disagree with something that your partner asks and they respect your decision.

Your partner believes that communication in your relationship is good.

There is respect for each other.

Arguments happen but never get violent.

Both of you stay in control whatever the situation.

Decisions are often made between you.

You go out to places together.

You both have friends of your own as well as joint friends.

You both trust each other and sometimes go out without each other, with your own friends.

## **Activity 2.3. Amélie and Alex**

### **Learning objectives**

The learning objectives for this session are to:

- Identify what behaviours are acceptable and unacceptable in a relationship.
- Recognise that young people can differ on whether or not they are ready to have a sexual relationship. Students should recognise that the decision to have sex with someone is a personal choice, and they must always respect their partner's decision about this.
- Recognise the importance of a person only having sex if they want to and empowering young people to be clear about their own limits in a relationship and how they can explain this to their partner.

**Note:** *this activity is appropriate for older students aged 14-18 years*

### **How to develop the activity**

1. Split the class into groups (4 people in each group maximum).
2. Ask each group to read the story of Amélie and Alex.
3. Write on the white board/flipchart the first group of questions. Each group has to discuss the questions and write their answers on a sheet of paper
4. Ask each group to feedback their answers to the whole class and encourage discussion between groups.
5. Ask each group to imagine and write several endings for this situation and to choose the ending they prefer.
6. Students to feedback their ideas to the class and discuss each group's ideas.



### **Notes for the teacher/facilitator**

This activity is not focusing on whether or not it is too early for Amélie and Alex to have a sexual relationship; instead it focuses on the extent to which each of them knows whether or not the other one is ready to. Within this activity there is an opportunity to explore acceptable and unacceptable behaviour in a relationship, as well as what Amélie and Alex should expect from one another in this kind of situation.

### **Length**

45 minutes

### **Materials and facilities required**

- The Amélie and Alex worksheet, one sheet per group.
- A sheet of paper per group to write the answers.
- A white board / flipchart.

### **Resources**

- Amélie and Alex worksheet below (this contains the first set of questions)
- Teacher question sheet below (this contains the second set of questions and some ideas for discussion points)

## Amélie and Alex worksheet



Top picture:

Amélie and Alex have been together for two weeks.

Bottom left picture:

Alex: "This week you'll visit my home and we'll do it"

Amélie: "No, I'm not sure"

Bottom right picture:

Alex: "Oh, come on! I've wanted this for such a long time"

Amélie: "Ok, if it makes you happy..."

### First set of questions

1. Describe the situation being shown in the 3 pictures
2. What does Alex want? Why? Describe his feelings.
3. What does Amélie want? Why? Describe her feelings.
4. Do young men and women have different expectations about sex and when in a relationship it should happen?
5. Give students enough time to discuss these questions and note down their answers (working in groups).
6. Have a class discussion about their answers, and then move onto the second set of questions.

## **Second set of questions: teacher guidance on discussion points**

### **Amélie and Alex: imagine several endings**

Ask each group to identify a few different endings. They should make a note of each ending and be prepared to explain them to the class. After the students have done this, ask each group to describe and explain at least one of their endings. Below are a few scenarios that the students may identify. Facilitators are encouraged to continue asking students for suggestions of possible endings, until a range of endings have been discussed. For each ending, ask them to empathise with the characters and describe how Amélie and Alex feel, and also identify any unacceptable (and/or acceptable) behaviour in each scenario.

- **Ending: Amélie does it and regrets it**

Questions: How does Amélie feel? How does Alex feel?

Facilitators could talk about sources of help and advice here, and where young people can get support if they need to discuss any issues related to sexual relationships.

- **Ending: Amélie refuses**

Questions: How does Amélie feel? Will Amélie be worried about her decision? How do you think Alex feels? How will he react?

Students will probably suggest a number of reactions, e.g. Alex is angry, disappointed, upset, he will break up with Amélie, he will put pressure on her, or he will respect her decision and wait until she is ready etc. Facilitators should use these discussions as an opportunity to explore the issue of acceptable and unacceptable behaviours. For example, if Alex is angry and tries to put further pressure on her – facilitators can highlight this as unacceptable. If they suggest that Alex might be disappointed but he will respect her decision and not put further pressure on her – facilitators can highlight this as acceptable behaviour.

- **Ending: Amélie initially says ok , but then changes her mind**

How do you think Amélie will feel about her decision? How do you think Alex will feel? How will he react? As outlined above – students' answers to this question should be used as an opportunity to discuss acceptable and unacceptable behaviour in a relationship.

## **Module 3: The effects of different types of abuse**

### **General Aims**

- This module is focussed on the different types of abuse. These types include: emotional, psychological, economic, physical and sexual abuse.
- The module addresses the interrelationships between these types of abuse.
- It also addresses both how they make people feel and how they can escalate into more violent and sexually coercive forms.
- The module seeks to help young people recognise the feelings of low esteem, self-blame and shame that abuse can induce.
- The module also includes an activity which focuses on males victims (Men's Problem Page). We encourage facilitators to deliver this activity so that students understand that men can also be victims of domestic abuse.

### **Learning objectives**

On completion of this module:

- Students should be able to identify each type of abuse and explain what they involve, as well as being able to give examples of each type of abuse.
- Students should be able to explain how victims are often subjected to more than one type of abuse and, in particular, be able to identify that there are emotional and psychological elements to all types of abuse.
- Students should be able to explain the emotional effects of sexual abuse/assault.

### **How to introduce the module**

Violence can come in many different forms: physical, sexual, psychological and economic and all of these types of abuse can take place in a relationship. They may

not always come together or at the same time, although psychological violence always resides alongside others. Moreover, violence often starts with little things that do not seem serious when taken in isolation. From there, it generally escalates in both frequency (i.e. the abuse happens more often) and intensity (i.e. the abuse become more severe), often until the harm being done becomes so visible to other people that they feel compelled to intervene or say something.

### **Activities and length**

Activity 3.1. Letter to My Best Friend.

Time needed: 30 minutes.

*(Note: this activity includes a letter where the content is slightly different for 12-13 year olds compared to 14-18 year olds – i.e. the letter for 14-18 year olds refers to a sexual relationship)*

Activity 3.2. Give love another chance.

Time needed: 30 – 60 minutes.

Activity 3.3. Identifying different types of abuse.

Time needed: 30 minutes.

*(Note: this activity includes content that is slightly different for 12-13 year olds compared to 14-18 year olds – i.e. the content for 14-18 year olds includes sexual abuse scenarios)*

Activity 3.4. Amanda and Carrie.

Time needed: 25 minutes.

*(Note: this activity includes content that is appropriate for **15-18 year olds** because it includes scenarios of sexual assault and rape)*

Activity 3.5. Leila's story.

Time needed: 45 minutes.

### Activity 3.6. Men's problem page

Time needed: 30 minutes

*(Note: this activity is more appropriate for 14-18 year olds, although it could be amended for younger pupils – see activity for further details)*

#### **Opening questions**

The following questions can be used as an ice-breaker to start any lessons in this module.

- Do you think that jealousy is proof of love – that only those who are in love feel jealousy?
- Name and explain the forms of domestic abuse
- What is different about emotional abuse?
- What is the impact of a sexual assault on a person? Does it make a difference if the perpetrator was a stranger or someone known to the victim?

## Activity 3.1. Letter to My Best Friend

### Learning objectives

The learning objectives for this session are to:

- Identify the warning signals of a violent relationship using the Letter to My Best Friend.
- Identify and explain how the letter writer could get some help.
- Encourage participants to identify with the letter writer's dilemma.

**Note:** *The letter has slightly different content for 12-13 year olds compared to 14-18 year olds. The lines in purple refer to a sexual relationship and should be removed for 12-13 years olds.*

### How to develop the activity

1. Give a copy of the letter to each student.
2. Read it to the class.
3. Open and facilitate a brief debate, using the instructions provided below.
4. Ask the student to reply to the letter.

### Notes for the teacher/facilitator

In this situation the students will have to recognise the different forms of violence:

- Psychological (e.g. control, blackmail)
- Physical.

Then imagine what will happen in the relationship if it continues. The girl writing the letter explains that this is the first time she has been in love. So facilitators



could highlight that the girl did not initially identify her boyfriend's behaviour as controlling because she had never been in a relationship before. A discussion can continue about the representation of love and its relationship to feelings of jealousy and/or insecurity. Students should also discuss the help the letter writer could access, and make a list of adults in the school or community she could seek help from.

It is expected that students will identify physical abuse, jealousy and pressurising the girl to have sex, as unacceptable behaviours shown by her boyfriend. But facilitators are also encouraged to discuss some of statements in the letter that highlight 'warning signs' that (a) the girl's boyfriend was becoming controlling and (b) that the girl was vulnerable. For example:

*His name is William, and he is so handsome . Obviously, I am proud  
he chose me. I'm just a schoolgirl.*

Ask students about the phrase "I am proud he chose me" – how could this make the girl more vulnerable to staying in this abusive relationship?

*Then we began to go to his friends' houses, but only his friends (not  
mine) because he said that he thought that my friends were too  
young and even boring. He told me they weren't his type of people  
and if I would like to see him, I had to deal with his friends.*

Highlight to students that isolating the girl from her own friends and making her see his friends is a common early warning sign of controlling behaviour.

This extract from the letter is also an example of controlling behaviour:

*He even waits for me when I finish school to make sure that I don't  
hang out with them.*

*I'm afraid to lose him and that he will leave me. What must I do?*

Highlight how this statement shows the girl's vulnerability and dependency on her boyfriend, and why she has tolerated his controlling behaviour.

**Length**

30-60 minutes

**Materials and facilities required**

- A letter for each student (adapt so that culturally appropriate)
- A white board/flipchart.

**Resources**

A letter to my best friend worksheet below

## WORKSHEET

# Letter to My Best Friend

Hi,

I'm writing to you because I don't know what to do. You have been my best friend for a long time, and I trust you. Today, I need your advice even if we don't see each other that often.

So, this is my problem. At the beginning of the year, I met a boy that I have liked from afar for a long time. Do you remember this guy? I told you about him, it's Helene's big brother. Finally this year, he showed some interest towards me. We have now been dating for three months. His name is William, and he is so handsome. Obviously, I am proud he chose me. I'm just a schoolgirl.

At the beginning our relationship went rather well and we often went out together in the evenings. Then we began to go to his friends' houses, but only his friends (not mine) because he said that he thought that *my* friends were too young and even boring. He told me they weren't his type of people and if I would like to see him, I had to deal with his friends. I didn't see any problem because I thought that I could still see my friends at school and from time to time at my place or somewhere else. But now, William doesn't want me to hang out with my friends. He tells me they don't have a good influence on me, and that I behave like a baby when I am with them. He even waits for me when I finish school to make sure that I don't hang out with them.

The other day, he saw me talking with Anthony, Jenny's brother. It made him see red! He was furious. He grabbed my arm; he pulled me bluntly and violently towards him. I was amazed and told him he was hurting me. You cannot imagine his answer: "It's totally your fault; you didn't have to talk to him, because you are my

girlfriend. You have nothing to do with other guys, and I'm upset when you are with boys. I am warning you, don't do that again". Obviously, you can imagine my reaction. I didn't do it again. At least, he calmed down.

But I'm concerned. How can I make him understand that I need to spend time with my friends without him getting angry? I can't avoid all boys, can I?

But now, he really wants to have sex with me. He says that we have been dating for a long time - it's time to sleep together and that he can't wait any more. He tells me if I really love him it could be the opportunity to prove it. I don't know what to do. On the one hand, I think if he wants to sleep with me, it's probably because he loves me otherwise he wouldn't ask me. On the other hand, I am not ready to do this with him. Also, I think he doesn't want to use condoms.

I'm afraid to lose him and that he will leave me. What must I do?

I cannot get that event out of my mind. It's my first relationship with a boy I love so much. But it's strange – it's not what I hoped about love. Sometimes I don't recognise myself, and I am wondering if this is the reality of love. What do you think? Have you ever experienced something like this? Please answer as soon as possible, I'm so lost.

Your friend, who is waiting impatiently for your answer

\*Please note, this letter was inspired by "la lettre à Marie-José" from the prevention Program V.I.R.A.J, University of Laval-Quebec, 1993.

### **Letter to My Best Friend Worksheet**

1. Describe the situation that the young girl is in.
2. Describe the feelings of the young girl.
3. Describe William's behaviour.
4. How does William try to control the young girl?
5. Is there abuse in this relationship? What kind? Were there any warning signs that this relationship would turn abusive?
6. If the young girl is worried about William's behaviour, why hasn't she finished with him?
7. Why did she choose to write to a friend she doesn't see often? Is it easy to talk about it?
8. Who else could help the young girl?
9. Do you think that this letter is realistic; could it happen to a girl in this school?
10. Imagine you are the friend the letter was sent to. Write the response you would give to this letter.

## **Activity 3.2. Give love another chance**

### **Learning objectives**

The learning objectives for this session are to:

- Identify indicators of an abusive relationship.
- Explain how violent relationships are preceded by control and jealousy.

### **How to develop the activity**

1. Show the short film “Give love another chance”.
2. Tell students to pay particular attention to indicators of an unhealthy relationship.
3. Facilitate a class discussion about the unhealthy relationships indicators seen in the film.
4. Ask participants how they would behave in those scenarios.

Note that in some classes it may be more appropriate to ask students to discuss these issues in small groups and then feedback their answers to the whole class. There is a question sheet in the resources section that you can use if you need to encourage discussion between the students.

### **Notes for the teacher/ facilitator**

Feelings of jealousy are normal in a relationship. But it's how we act on those feelings that counts. If a boyfriend or girlfriend uses anger and jealousy to stop you talking to other people or see friends, this isn't really about love – it's about control and their need for it.

### **Length**

60 minutes

### **Materials and facilities required**

- Short film: if you want to use the short film, you will need to ask permission.  
Please, contact [violenciadegenero@carm.es](mailto:violenciadegenero@carm.es)
- Give love another chance worksheet.

### **Resources**

Give Love another Chance worksheet below

## **Give Love another Chance**

### **Worksheet**

1. What types of abuse can you see in the film?
2. Did you notice any warning signals? If so, explain these signals.
3. What is your opinion of Paco's behaviour?
4. Does Paco love Sonia? What is he trying to achieve?
5. Is Sonia happy being with Paco? Would you be happy with someone like him/her?



## Activity 3.3. Identifying different types of abuse

### Learning objectives

The learning objectives for this session are to:

- Identify and explain:
  - Emotional / psychological abuse
  - Economic abuse
  - Physical abuse
  - Sexual abuse
  - Social isolation
- Recognise the importance of not blaming the victim.

**Note:** *this activity includes content that is slightly different for 12-13 year olds compared to 14-18 year olds. The sexual abuse scenarios can be included for students aged 14-18 years old, but excluded for younger students aged 12-13 years old.*

### How to develop the activity

1. Before the lesson, ensure enough copies of the resources are cut up and ready for the class.
2. Split the class into smaller groups of about three students, and give each group a set of scenarios, and also a set of five headings (sexual abuse, psychological and emotional abuse, economic abuse, physical abuse and social isolation).
3. Ask the young people to lay the headings out across their desks and explain that they need to read the scenarios carefully. Participants have to place each scenario under the heading of the abuse that they think it is showing. So for

example, a scenario that explains someone being hit by their partner would go under the 'physical abuse' heading.

4. Encourage the groups to give feedback on which type of abuse is outlined in each scenario, and why they think it is that type. Draw discussion out from any conflicting opinions. The facilitator should highlight that often more than one type of abuse can be experienced and that emotional/psychological abuse co-occurs with the other types of abuse. Facilitators could explore this further by asking students why they think that emotional / psychological abuse is a characteristic of all other forms of abuse.

### **Notes for the teacher/facilitator**

There are several types of abuse that occur in intimate and/or romantic relationships. It is frequently the case that two or more types of abuse are present in the same relationship. Emotional abuse often precedes, occurs with, and/or follows physical or sexual abuse in relationships. Sexual and non-sexual physical abuse can also co-occur in many abusive relationships.

**Psychological/emotional abuse:** is considered an important form of abuse because many women report that it is as harmful as, or worse than the physical abuse they suffer. Additionally, psychological/emotional abuse is a key factor in understanding how abusive dynamics becoming so difficult to disrupt.

**Economic abuse:** This could be considered a subcategory of emotional abuse since it serves many of the same functions as emotional abuse and has some of the same emotional effects on victims. However, it can be distinguished by its focus on preventing victims from possessing or maintaining any type of financial self-sufficiency or resources and enforcing material dependence of the victim on the abusive partner (that is, this behaviour is intended to make the victim entirely dependent on the abusive partner to supply basic material needs like food,

clothing, and shelter or to supply the means to obtain them). The desire to isolate the victim from other people can be one of the motives for economic abuse as well.

**Social isolation:** This also could be considered a subcategory of emotional abuse since it serves many of the same functions as emotional abuse. It can be distinguished by its focus on interfering with and destroying or impairing the victim's support network and making the victim largely dependent on the abusive partner for information, social interaction, and satisfying emotional needs. Socially isolating the victim increases the abuser's power over the victim, but it also protects the abuser. If the victim does not have contact with other people the perpetrator will not be as likely to have to deal with the legal or social consequences for their behaviour, because the victim will be less likely to be able to access the help they need to get safe and/or end the relationship.

**Physical abuse:** Physical aggression in the context of intimate relationship that is in this context is behaviour that is intended to cause pain or injury to another. It includes relatively 'minor' acts like pushing, slapping or damage to property. But is also includes acts that result in serious injury and are potentially lethal. It may occur just once or sporadically and infrequently in a relationship, but in many relationships it is repetitive and chronic, and it escalates in frequency and severity over time.

**Sexual abuse:** This category includes marital rape and rape by a dating or cohabiting partner. Sexual abuse includes behaviours that fall under legal definitions of rape, plus physical assaults to the sexual parts of a person's body, and making sexual demands with which one's partner is uncomfortable. It includes all forms of sex without the other person's consent.

## **Length**

30 minutes

**Materials and facilities required**

- Four headlines of the different types of abuse – emotional, financial, physical and sexual.
- The set of scenarios. These scenarios need to be presented so that there is one scenario per sheet. This is so that pupils are able to place them under the appropriate headings.

## Identifying different types of abuse

### Worksheet

#### Headlines of the different types of abuse

*Cut these up, and distribute one set per group:*

PSYCHOLOGICAL & EMOTIONAL ABUSE
SOCIAL ISOLATION
ECONOMIC ABUSE
PHYSICAL ABUSE
SEXUAL ABUSE

**Remember to exclude the sexual abuse heading and corresponding scenarios when using this activity with younger students**

## **Identifying different types of abuse: set of scenarios**

*Cut these up and distribute one set per group:*

1. Sophie is eighteen and she has been going out with Vernon for eight months. She has a great Saturday job that she loves and the cafe where she works pays good money. Having all this money was one of the things Vernon liked about her. At five o'clock every Saturday Vernon would be waiting for Sophie outside the cafe so that he could take her wages off her. They would then go to the pub where Vernon would divide up her wages, taking most of it for himself and giving Sophie just enough to 'get by on' for the rest of the week.
  
2. Nicky had been going out with David for two weeks. She liked him a lot and she also liked the fact that her friends thought she was lucky to have such a good looking guy. However, there was a problem, David wanted Nicky to have sex with him, but Nicky felt that she wasn't ready for that. David told her last night that if she wouldn't have sex with him then she obviously didn't love him enough and their relationship would be over. He said that the choice was hers. The next night he forced her to have sex with him (rape); afterwards she was very affectionate and told him that she should always do things to prove she loved him.
  
3. Jinty was married to Laurence and that night she told him that she did not want to have sex with him. Laurence, however, did and he said to Jinty, "you are my wife and when I want sex, I expect you to respond. You don't even have to enjoy it. I don't care". Jinty tried to explain that she was tired but Laurence had sex with her anyway.

4. Melissa had completed her homework and she knew that it was a good piece of work; the teacher would be pleased. Her boyfriend Stuart had not done his and didn't seem to care. The night before the work was due in Stuart said "give me your work and I will copy it". Melissa tried to say no and explained that it was not fair but Stuart punched her and took the homework out of Melissa's bag and copied it anyway.
  
5. Dan said to his girlfriend that he wanted to go the café on Saturday afternoon and that he wanted her to go with him. Rebecca explained that she had already agreed to go shopping with her friends on Saturday afternoon so she could not go with him. He was very annoyed about this and said "I am your boyfriend so you will come with me or I will find another girlfriend to take to the café".
  
6. Manny walked in from work and felt angry, his boss had been a real pain all day and he felt that he'd been asked to do far more work than anyone else. Of course he hadn't said anything about how he felt – after all it wasn't wise to upset the boss no matter how unfair everything seemed. His wife shouted a cheery hello but he was too angry to reply. He walked into the kitchen picked up the hot coffee that she had made for him and threw it at her. 'Why should she be happy', he thought, when I'm not.

7. Amber was upset in the supermarket when she realised, again that she could not afford the weekly shop on the money she had been given by her husband. £40 is not enough money to do a week's worth of food shopping for a family of six and although she had often asked her husband for more money, she was always told that what she was given was plenty. He said it was her fault because she should be able to buy more than enough food on that. He would make her feel stupid by saying she should be able to feed her family and the problems were all her doing. She knew that when she asked him again for more money she would be told the same thing but she decided that tonight she would beg.
8. Michelle had been with her boyfriend for three months. Kurt was the school's star footballer and was the most popular guy in school. When they were with all their friends he was affectionate and always held her hand or sat with his arm around her. But, when they were on their own he would tell her that she needed to change the way her hair looked and change the clothes she wore because she looked too scruffy to be his girlfriend. He told her other girls were prettier than her and made an effort for their boyfriends.
9. When Jasmine came in from work she knew she needed to be careful how she shut the door because even that could be enough to change Stuart's mood. She shut it as 'normally' as she could and went and said 'hi' but he just ignored her. She went to turn the TV on, but as soon as she did he turned it off. So she thought she would phone her mum and see how she was. But as soon as she picked up the telephone he unplugged it. It seemed that anything she did was wrong. There was nothing she could do to change his mood. She just had to hope that it would be over soon and they would be back to normal. This could go on for just a couple of hours or a couple of days depending on how Stuart felt.



## **Identifying different types of abuse**

### **Answers for teachers / facilitators**

#### **EMOTIONAL ABUSE**

Rebecca is suffering emotional abuse because she is being made to do what her boyfriend has planned without caring her own plans. Emotional abuse destroys confidence and results in low self-esteem. The use of 'if', for example: "if you don't do this, then I won't do that", or stronger still: "I won't be your girlfriend/boyfriend if..." is unacceptable behaviour and is a direct threat. Those threats then suggest that relationships come only on conditional terms, underlined by fear.

Michelle is also suffering emotional abuse. To all of their friends it would seem as though nothing was wrong because her boyfriend is so loving and affectionate in front of them. It is only when they are on their own that he makes inappropriate comments to her.

Stuart is being emotionally abusive. It can be anything that triggers the abuse, even the way a door is shut. Ask the class if they think this is the real reason the abuse starts or if they think it is just an excuse? If it was not the door it would be the way she said 'hi'. The victim will often be told it is their fault. They will think that if they had done things differently then it would not have happened. It is important to remember that it is never the victims fault even though they will often believe it is.

#### **PHYSICAL ABUSE**

Melissa is suffering from physical abuse. The use of violence within a relationship is wrong and displays the need for one partner to exert power and control over the other; in this case Stuart is taking control of Melissa. This is wrong and is unacceptable behaviour.

Manny's wife is also being physically abused. Manny is trying to justify his actions by blaming his wife for being happy and that is why he throws scalding coffee on her. It is not her fault.

## **SEXUAL ABUSE**

Nicky is suffering sexual abuse. David is being manipulative by trying to make Nicky believe that having sex with him is the only way she can prove she loves him. By forcing her to have sex he has raped Nicky. He has committed a crime and she has the right to report him to the police.

Jinty is also suffering from sexual abuse; it is as though her feelings are not as important as her husband's. Nobody should have to prove their feelings or have to have sex with someone when they don't want to – whether they are married or not.

## **FINANCIAL ABUSE**

Sophie is suffering financial abuse. For Sophie this seems to be at the start of the relationship. She is expected to hand her money over to her boyfriend who then only allows her 'just enough' to live off. He is controlling her finances.

Amber is also being financially abused. Lack of money is causing her so much distress that she is crying in the supermarket and willing to humiliate herself by begging for the money. Ask the class if they think that £40 a week would be enough money for a family of six to live off. No-one should be made to beg for money; in a healthy relationship money should be used to provide for the family.

## Activity 3.4. Amanda and Carrie

### Learning objectives

The learning objectives for this session are to:

- To identify the psychological effects of sexual abuse.
- Compare sexual assault in a relationship with sexual assault by a stranger to understand that both forms of assault are equally as emotionally damaging.
- Explain why it is so difficult to report a sexual assault to the police.

**Note:** *this activity includes content that is appropriate for **15-18 year olds** because it includes scenarios of sexual assault and rape*

### How to develop the activity

Prepare enough copies of the case studies for each group:

1. Split the class into small groups of about three students.
2. Give a copy of the two case studies to each group.
3. Ask the groups to read the case studies.
4. Give out the worksheets – one to each group.
5. Give each group a large piece of paper (e.g. flipchart paper or A3 paper) and marker pens.
6. Ask the groups to discuss and answer the questions on the worksheet.

7. Encourage the groups write down their answers on the flipchart or A3 paper.
8. Explain that at the end of the activity feedback will be given on their answers.

### **Notes for the teacher/ facilitator**

Common myths about rape within an abusive relationship are that it does not affect the victims as much as if it was a stranger attack, or conversely that rape in a relationship is not 'real' rape. Neither are true. All victims of sexual assault find the experience traumatic and need support. Whoever the perpetrator is, many victims feel immense shame and fear the reactions of people they know, as well as those of professionals, such as the police. Some also live in fear of reprisal.

### **Length**

25 minutes minimum. More time might be needed, depending on what comes out of the discussion.

### **Materials and facilities required**

- Case studies
- Worksheet
- Large sheets of paper

### **Resources**

Amanda and Carrie case studies worksheet given below

## **Amanda and Carrie Worksheet**

### **CASE STUDIES**

#### **Amanda**

Amanda was 19 years old. Tonight was her best friend's birthday party. She had spent all day preparing food and setting up the room and now it was time to get ready. She showered, did her hair and makeup and looked at her new clothes. New jeans, a new black and white top and her new boots; she got dressed and felt great. She had nothing to take with her, not even a bag, as she was staying at her friends overnight and everything she needed was there already. She checked the time and saw that that it was nearly time for the bus. Looking out of the window she saw that it was raining and put on her warm, long grey coat. Putting just her bus money into her pocket, she set off down the lane to catch the bus.

She never made it to the bus stop. Half way down the lane she was grabbed by a man who pushed her to the ground and dragged her into the bushes. She tried to run off, but he was much stronger than her. She asked him to leave her alone, but he refused to listen. She tried to scream, but he covered her mouth. The rapist violently assaulted Amanda, called her 'dirty' names, and sexually assaulted her. Afterwards, she asked him "Why me?" The rapist told her she should not have encouraged him, before leaving her there crying for help, not caring who she was, where she came from, and who might be worrying about her.

## **Carrie**

Carrie and her partner had dated each other for three months and her partner was starting to talk a lot more about them having sex. She knew most of her friends had already done it. They would tease her and call her names because she had not had sex with her partner yet. Her partner also teased her and agreed with her friends.

Carrie didn't feel ready to have sex.

One night when her parents were out her partner visited her house, they would stay in her bedroom and listen to music but Carrie knew that the night would end in an argument about sex. This night was no different. Her partner physically forced himself onto Carrie and told her that's what *they* both wanted. She tried to say no, she struggled to move, she cried quietly, but all the time she thought that's what she needed to do, please her partner, make him happy. At least her friends wouldn't tease her now.

## WORKSHEET AMANDA AND CARRIE

**In groups discuss and answer the following questions:**

1. How do you think Amanda will feel after the assault?
2. What actions do you think Amanda may take?
3. How do you think Carrie will feel after the assault?
4. What actions do you think Carrie may take?

## **Amanda and Carrie Worksheet**

### **Answers for teachers / facilitators**

#### **How do you think Amanda will feel after the assault?**

Amanda will be completely devastated. She may also feel:

- Shame
- Anger
- Confusion
- Fear
- Isolation
- Regret
- Pain
- Depression
- Humiliation
- Helplessness
- Denial
- Frightened of others' reactions
- To blame
- Degraded
- It may feel like her life has ended and there is no future for her



**What actions do you think Amanda will take?**

Amanda could react in possibly two ways:

- Report it to the police.
- Confide in a friend.
- Go to the doctors to get checked out.
- Seek some sort of counselling or support to help her to recover.

***OR***

- Not tell anyone.
- Pretend it never happened.
- Try to forget about it and move on.

**How do you think Carrie will feel after the assault?**

Carrie will also feel completely devastated after the attack – she has been raped by her partner, the person who is meant to love her and protect her. She will feel the same emotions that Amanda felt.

It is no easier to deal with a rape just because the rapist is your partner. The act is degrading, humiliating and a pure display of power from the perpetrator.

It is a possibility that Carrie will not see the attack as ‘rape’, but she will still suffer emotionally.

### **What actions do you think Carrie may take?**

- Not tell anyone
- Pretend it never happened
- Blame herself
- Try to be a better partner
- Try to forget about it and move on

Women (like Carrie) who have been raped by their partner may have experienced this kind of assault before, but reporting it to police may not be an option for them because they are frightened of their partner. Reporting it may actually put these women in more danger if for some reason their partner / husband is not charged with rape. It is likely that Carrie's partner has threatened her and told her that people would not believe her if she told anyone.

Women in this situation who are mothers will also have to consider their children. If a woman has been raped by the father of her children, she is unlikely to want her children to find out about it. Subsequently women will often stay quiet about the assault in order to protect their children.

Emotionally the effect on the two women will be devastating. Rape is an immensely traumatic experience and can take a lot of support to begin to recover from it. For Carrie it is probably harder to get that help and support as her partner is not going to let her talk to anyone. Amanda may also fear reprisals, and have legitimate doubts about whether the police or criminal justice system will be able to identify and prosecute her attacker.

## **Activity 3.5. Leila's story**

### **Learning objectives**

The learning objectives for this session are to:

- Identify how tactile behaviour can make someone feel uncomfortable, even if it was not intended to do this. For example, when flirtatious behaviour to show interest makes the person who is the target of this attention feel uncomfortable.
- Encourage students to empathise with the targets of unwanted attention and to identify how this person would feel. For example, a group of boys whistling at a lone female who is walking past them, or a boy pinching a girl's bottom.
- Explain why this sort of behaviour is unacceptable.

### **How to develop the activity**

1. Split the class into groups (3 – 4 students in each group).
2. Ask each group to read the story of Leila.
3. Either write the questions on the whiteboard or provide students with a hand-out with the questions on. Ask the students to write down their answers.
4. Ask each group to read their answers, encourage discussion between them.
5. Ask each group to imagine and write several ends to this situation and to choose the ending they prefer.
6. Feedback and discussion.

### **Notes for the teacher/facilitator**

This session looks at the discomfort that can be caused to a person when someone is touched without their consent. This kind of assault is often underestimated by people, but to touch someone's body without his/her consent is forbidden by the law in most European countries. Sometimes people consider these behaviours to be indications of interest and therefore 'okay', for example, touching/pinching someone's bottom. Additionally, some people think that girls like this type of attention. But it can have negative consequences including lowered self-esteem, feelings of embarrassment, powerlessness and shame.

It is therefore important to highlight that if the target of this attention feels uncomfortable then these behaviours are unacceptable. Furthermore, boys should never assume these sorts of behaviours are acceptable even if they are good friends with the girl. It is important that students empathise with the recipient of their attention and identity that even though this sort of tactile behaviour is intended to be harmless, it can actually be very intimidating and embarrassing for the recipient.

Towards the end of the activity, the facilitator needs to identify what a young person can do if someone does something that makes them feel uncomfortable.

### **Length**

45 minutes

### **Materials and facilities required**

- Leila's story , one worksheet per group
- A sheet of paper per group to write the answers.
- A paper board.

### **Resources**

"Histoire de Leila" worksheet below

## Leila's story worksheet

**Histoire de Leila**

Leila a quatorze ans. Depuis quelque temps, des garçons de sa classe lui mettent des « mains aux fesses ». La première fois que c'est arrivé elle s'est sentie importante et attirante mais maintenant elle se sent gênée, sale. Elle a peur d'être considérée comme une « fille facile ». Elle n'a pas réagi parce qu'elle a peur de la vengeance des garçons. Elle se dit que peut-être ça vient d'elle, qu'elle doit être trop provocante sans le vouloir, elle se demande pourquoi ça tombe sur elle. Elle se dit qu'il faut agir.



Que peut faire Leila dans cette situation ?

Leila is 14 years old. For a few weeks now, some boys in her class have been pinching her bottom. The first time that this happened she felt pretty and thought they were showing an interest in her. But now she feels embarrassed. She's afraid the boys will think she is 'easy'. She hasn't reacted to the boys' actions because she's worried they will get angry. She thinks that maybe it is her fault and that she is provoking them without knowing it. She asks herself why this is happening to her.

1. Describe how Leila feels.
2. Why are the boys behaving like this? Do they think there is anything wrong with their behaviour?
3. Why doesn't Leila react?
4. What could she do to stop the situation? Imagine several endings.

## **Activity 3.6. Men's problem page**

### **Learning objectives**

The learning objectives for this session are to:

- Give examples of the issues that might be experienced by men living with domestic abuse
- Identify sources of support for men who are victims of domestic abuse

**Note:** *this activity is more appropriate for 14-18 year olds, although it could be amended for younger pupils – for example, some of stories could be simplified for younger groups of children, or it may be possible to just extract one vignette for use with the whole class.*

### **How to develop the activity**

Preparation: Cut out the four problems from the resource sheet

1. Split the class into four groups and hand out one problem card per group and some A4 paper.
2. Ask the groups to discuss the problem and try to come up with a solution and advice on how the problem could be dealt with.
3. Encourage feedback from each group and leave plenty of time for a class discussion.

### **Notes for the teacher/facilitator**

The aim of this activity is to help young people explore the issues that might be experienced by men living with domestic abuse. The exercise deals with men experiencing abuse from male partners and those experiencing abuse from female

partners. If there is time, it is worth allowing young people the opportunity to look for sources of support on the internet, but these do need to be handled with caution. Unfortunately, some services for male victims are also organisations that seek to undermine those working towards gender equality.

In many countries there is very limited service provision specifically for male victims, and in many countries services for gay and bisexual men are confined to very specific localities, often based exclusively in cities. Facilitators should make their own enquiries before the session to make sure they have the most up-to-date list of service providers for their region. Facilitators may also need to make enquiries about how well equipped statutory service providers – particularly the police – are for responding to male victims in their region.

Although research shows that women are more likely to suffer the more life-threatening forms of domestic abuse, some men become victims too. Some men suffer domestic abuse from female partners. Other men suffer domestic abuse from male partners. Men have exactly the same rights as women to be safe in their own homes. All statutory services (such as the police, housing departments, social services etc) have a duty to provide services to victims, but sometimes male victims report particular difficulties with regard to shame and embarrassment and disbelief.

For men who are abused by male partners, there is also a fear of homophobic reactions, and of exposure for those who are not completely 'out', i.e. some of their friends, family, teachers or employers do not know that they are gay or bisexual. Like many women, some male victims also stay silent through fear of losing contact with children and other family members. Others also stay silent because they have retaliated in kind against a partner who has abused them and fear being prosecuted as a perpetrator themselves. Unfortunately, some men who are perpetrators also claim to be victims, and this sometimes adds to the problems that men who are victims face in getting support. It also makes it very difficult for

practitioners working with men in families to be sure of the best means of intervening.

**Length**

30 minutes – however, there is scope for detailed discussion in this activity which would increase the time needed

**Materials and facilities required**

- Each problem presented on a separate sheet of card / paper
- A4 plain paper

**Resources**

- Problem page scenarios – see below
- Problem page scenario – discussion guidance for teachers – see below



## **Men's problem page**

### **Scenarios**

#### **Problem 1**

I have been dating this man from work for about 6 months now. Everything has been going great and I really like him. The other day we went to a club with some of his friends and one of them was really flirting with me. I explained that I already had a boyfriend and was not interested. When we got back to my boyfriend's house and I told him what happened he got really angry, pushed me against the wall and gave me a black eye. I was really upset and went to bed crying. The next morning he was really sorry and couldn't stop apologising, saying it would never happen again. Please help I don't know what to do. I cannot tell my parents because they do not yet know I am gay.

#### **Problem 2**

I think my friend is being abused by his girlfriend but every time I ask him where he has got the scratches and bruises from he says they are accidents from work. I can tell he is hiding something from me but I don't know what to do to help him.

**Problem 3**

I have been married to my wife for nearly 26 years and I can honestly say we have never been happy. She has always put me down and called me the most awful names. She has recently started to tell me I am old and useless. She says that she might as well go and find a younger man that can make her happy. This makes me really angry. I haven't told any of our friends. I am too ashamed. I want to leave her but there isn't anywhere for a man like me to go and most of my money is tied up in the house and in joint accounts. I am really desperate and don't know what to do. Please help.

**Problem 4**

I have been living with my partner for six years now and we have a daughter together. After our daughter was born my partner got really depressed and started to abuse me. Our daughter is now three years old and I have continually been suffering physical and emotional abuse. I wanted to leave with my daughter because she is not safe in this situation, but my partner says that the courts will want our daughter to stay with her. She says the courts never favour the father. I just don't know what to do.

## Men's problem page

### Discussion guidance for teachers

#### Problem 1

I have been dating this man from work for about 6 months now. Everything has been going great and I really like him. The other day we went to a club with some of his friends and one of them was really flirting with me. I explained that I already had a boyfriend and was not interested. When we got back to my boyfriend's house and I told him what happened he got really angry, pushed me against the wall and gave me a black eye. I was really upset and went to bed crying. The next morning he was really sorry and couldn't stop apologising, saying it would never happen again. Please help I don't know what to do. I cannot tell my parents because they do not yet know I am gay.

#### *Points to consider*

This relationship is becoming dangerous and the victim needs to leave it to ensure their own safety. The victim has been assaulted and has the right to report the matter to the police who ought to arrest the perpetrator, although there is no guarantee they will do so. They may be able to recommend specialist support services.

It may be the victim's first 'serious' relationship with a man and this may make it difficult to put the abuse in context. Not being able to talk to family may make this particularly difficult. The victim may be isolated and dependent on his partner's circle of friends for support. Being able to talk with other gay men may, therefore, be critical to persuading the victim to put their own safety first.

The fear of repercussions at work needs to be considered. Do other colleagues know of the relationship and/or that the men are gay? How will their employer react? Will the perpetrator be able to continue to harass the victim at work?

There may be specialist support services for male victims – and specific services for men in same sex relationship - who can offer support. The victim needs professional advice on what to do. Ringing a helpline may be a critical first step to accessing specialist support.

## **Problem 2**

I think my friend is being abused by his girlfriend but every time I ask him where he has got the scratches and bruises from he says they are accidents from work. I can tell he is hiding something from me but I don't know what to do to help him.

### *Points to consider*

In a situation like this it is difficult to know what is happening. The friend may be being abused by his girlfriend. He may be being abused by someone else, or self-harming. Being a sympathetic listener will be the key to helping. Paying attention to how the friend behaves in other's company may also help you decide if there is someone he is afraid of.

Suggesting contact with some generic listening services might be a way forward. In the UK, these could include the Samaritans or Young Minds, or Childline. If it is evident the friend is being abused, contact with the police, victim support, social services, or the Men's Advice Line might be options.

The person who is doing the listening may also need some support here. They should seek the advice of a parent or teacher – maybe without naming the friend in the first instance – to get some advice. Young people may need to be aware that there are potential child protection issues here that might invite an automatic statutory response.

### Problem 3

I have been married to my wife for nearly 26 years and I can honestly say we have never been happy. She has always put me down and called me the most awful names. She has recently started to tell me I am old and useless. She says that she might as well go and find a younger man that can make her happy. This makes me really angry. I haven't told any of our friends. I am too ashamed. I want to leave her but there isn't anywhere for a man like me to go and most of my money is tied up in the house and in joint accounts. I am really desperate and don't know what to do. Please help.

#### *Points to consider*

This man does not want to be alone, even though he is very unhappy in a relationship which is very demoralising for him. This fear of separation, together with the difficulties involved in separating finances, and the risk of losing his home are making it hard for him to leave the relationship. He perceives his wife's remarks as humiliating – as they appear to be intended – but this is making him angry. One might need to explore how he is handling that anger to check the man is also not retaliating with physical or emotional abuse against his wife.

In order to work through these issues it is likely that this man will need sustained emotional support. He may need to seek the advice of a counsellor. In the UK, someone in this position could go to Relate. Relate would advise him on how to leave his relationship safely, and could, in time see the couple together to either help them work through their differences or explore the best way of handling the separation.

The man may wish also to seek legal advice from a solicitor who specialises in family law. The solicitor could advise the man on the possibility of a divorce settlement. If the man does decide to leave his wife before a divorce settlement has been agreed, he would need to phone the relevant companies about certain bills

e.g. electric, gas, telephone etc., so he can have his name removed because he now longer lives there. He would also need to inform the bank about his joint account so his name can be removed. This will stop him being responsible for any bills or overdrafts which his wife may incur.

In some countries the man might be able to report the wife's behaviour to the police as evidence of abuse. But prosecutions for verbal harassment are very rare in such instances. If the man's anger is putting him at risk of being abusive it is important to encourage him to seek support for this. If there is no specialist provision, he could see his GP or a psychotherapist.

#### **Problem 4**

I have been living with my partner for six years now and we have a daughter together. After our daughter was born my partner got really depressed and started to abuse me. Our daughter is now three years old and I have continually been suffering physical and emotional abuse. I wanted to leave with my daughter because she is not safe in this situation, but my partner says that the courts will want our daughter to stay with her. She says the courts never favour the father. I just don't know what do.

#### *Points to consider*

This man is considering leaving his partner and he wants to take his daughter with him. The claim is made that the daughter is not safe, though we do not know if the mother has harmed the daughter.

The man may wish to seek legal advice from a solicitor. Ultimately, however, social services will need to make an assessment of the risk to the child and her best interests in the event that the parents separate. If the child is genuinely at risk of harm this should happen, no matter what.

The man indicates that his wife's behaviour changed after the birth of their daughter and it may be that she is suffering post-natal depression. Seeking support from a health visitor or a doctor might enable the woman to address the problems she is experiencing. Seeking support for the mother would be in the daughter's best interest, whether or not the couple stay together. If the man is afraid for his own safety, he may want to get advice from a support line before contacting statutory service providers. Some men also suffer changes in mood after the birth of a first child, and those working with the family may need also to explore this with the man in this story. Assessing the family over time would be the aim of any social service intervention.

## **Module 4: Abuse between parents and others adult carers**

### **General Aims**

- Domestic abuse between adults has effects on the children living with them, even if they are not direct victims themselves. Seeing or knowing that a father/mother is violent with his/her partner can lead some children to become violent too.
- Sometimes young people who witness violence in the home will also react to their parents, friends, current partners with aggression. This may be because they assume that this is normal behaviour in response to conflict, or because they have been deprived of the kinds of caring relationships people need to help them learn how to cope with feeling angry or upset.
- Perhaps more commonly, witnessing violence at home can also leave children feeling afraid – not only for their own and their parent’s safety – but also of entering relationships of their own, as they worry about managing feelings of anger and vulnerability without resorting to aggression.
- The aim of this session is to help participants anticipate what it is like for children witnessing domestic abuse at home, and to help equip them better to cope if this happens to them, or someone they know.

### **Learning Objectives**

On completion of this module:

- Students should be able to identify the impact of witnessing domestic abuse between parents and other adult carers on children and how they feel.
- Students should be able to explain how these emotions can be managed.
- Students should be able to identify sources of support for children in these situations, and explain the different outcomes that may arise from seeking help.



## **How to introduce the module**

This module aims to identify the emotions that children witnessing domestic abuse between their parents/adult carers will experience, how children manage these emotions, and what they should do, especially if they are worried about telling someone. Facilitators should be aware that this module does not focus on children learning behaviour from their parents, the appropriateness of their parents as role models, or children reproducing these behaviours in their own relationships (although we acknowledge that these are issues that the young people may raise during the activities). Instead, the focus is on how to support children who are witnessing domestic abuse in their own home.

Often it is claimed – by professionals, domestic abuse perpetrators, and even some victims, that *‘one can be a violent husband and a good father’*. In disputes over child custody or residence, the fact that a child was not directly the victim of violence can be invoked as evidence that the abuser poses no risk to their children and hence should be encouraged to maintain close relationships with them as a father. But domestic violence has many effects – psychological and physical - on the young people who witness it. Children witnessing the abuse will feel scared, confused, upset and angry, and will need support to manage these emotions. Those consequences are created by the violent partner’s behaviour, but it is not uncommon for children to also blame the victim. Additionally, they may fear telling someone because of the ramifications for themselves and their parents or carers. For example, they may fear that if they tell a teacher, the teacher will approach their parents, which could make the situation worse. Young people may also fear that the abuser will chastise them for telling.

### **Activities and length**

Activity 4.1. A short film about domestic abuse: *Through a child's eyes* (author Bruno PODALYDES, 2006, production les films du poisson).

Time needed: 30-40 minutes.

Activity 4.2. The Truth about Home

Time needed: 30 minutes

Activity 4.3. Managing emotions/feelings

Time needed: 30 minutes

### **Opening Questions**

The following questions can be used as an ice-breaker to start any of the lessons in this module

- How do you think children who witness domestic abuse between their parents/adult carers feel?
- Why do you think these children might be worried about telling somebody?

## **Activity 4.1: A short film about domestic violence. *Through a child's eyes.***

### **Learning objectives**

The learning objectives for this session are to:

- Empathise with a child who experiences the violence between his or her parents.
- Explore the emotions the child will experience.
- Identify how other adults can help to support a child in this situation.

### **How to develop the activity**

1. Show the film to the students.

<http://www.youtube.com/watch?v=NepkwepDaks&context=C41b4bbdADvjVQa1PpcFNW7sBKdd1zjmcSw-525uXduy2AbJTA-Ik=>

2. After viewing the short film, the facilitator will ask the students what they think about the situation described.
3. In pairs, students will be asked to complete the worksheet in the resources section.
4. Ask pupils to feedback their answers to the whole class.

### **Notes for the teacher/ facilitator**

This short film allows pupils to understand what domestic violence is and the consequences for children. The *1989 United Nation Convention on the Rights of Child* underlines the importance of 'recognising that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding'.

This highlights the importance of a home environment that is free from abuse. Facilitators could discuss with students, how domestic abuse between parents/ adult carers can lead to emotional abuse against the child. Even if the child is not being physically harmed (or is not the direct target of emotional abuse) they experience abuse indirectly through witnessing one of their parents being harmed. This can lead to the following difficulties for the child:

- Emotional problems like depression, fear, difficulties with being separated from their mother, irritability, lowered self-esteem and feeling guilty.
- Problems at school including truancy, refusal to go home after school, difficulty concentrating on school work and not completing homework.
- Health problems like recurrent illnesses, insomnia and hyperactivity.
- Aggression towards him/herself, friends, teachers and parents.

It is important to ensure that pupils understand there are organisations which can help to put an end to abusive situations. However, it is also important that facilitators highlight the consequences of disclosure to certain professionals. These issues will be picked up again in module 6. In most European countries, if a child tells a teacher about abuse at home, the teacher will not be able to keep this a secret. Teachers have to report any concerns they have about a child's safety and wellbeing to relevant people/agencies, such as child protection and/or social services. Disclosure to these agencies will usually set in motion procedures to investigate the issue and protect the child. It is important children are made aware of these processes, as otherwise they can feel their confidence has been betrayed. Facilitators should highlight this to students.

### **Length**

30-40 minutes

**Materials and facilities required**

- DVD, projector
- White board/flipchart
- Through a child's eyes worksheet

**Resources**

Through a child's eyes worksheet below

## **Through a child's eyes**

### **Worksheet**

1. Describe the situation you have seen in the film
2. How does the boy react when his father is violent? What does he think about the situation? Do you think that the boy realises what happened?
3. How does the mother explain his father's behaviour?
4. How does the father explain his own behaviour?
5. Why does the boy say all the time "I don't want to talk about it like that? It didn't happen like that?"
6. What is the teacher's role in the situation?
7. What or who could put an end to this situation?

## **Activity 4.2. The Truth about Home**

### **Learning objectives**

The learning objectives for this session are to:

- Explain the difficulties parents and carers can have when living with abuse.
- Identify the different options parents and carers have when living with abuse.
- Explain the effects that abuse has on children and young people.

### **How to develop the activity**

1. Split the class into smaller groups of about 4 children.
2. Each group will receive a case study and question sheet.
3. Advise the groups to read the case study and answer the question sheet.
4. Ask each group to feedback to the class by reading their case study and their answers on the question sheet.

### **Notes for the teacher/facilitator**

The facilitator should discuss the importance of students talking to others when confronted with violence and abuse in the home. The facilitator needs to be aware that this activity could evoke feelings in the students and disclosures of violence may occur. Steps need to be taken to ensure there is a safe environment for such disclosures. Wherever possible, facilitators should provide students with an information sheet they can take away at the end of session. This sheet should explain what local and national services are available to them should they be experiencing domestic abuse in their homes. It should also appraise them of the limits of confidentiality that teachers and other professionals have to work with.

### **Length**

30 minutes

**Materials and facilities required**

- 5 case studies
- The Truth about Home worksheet

**Resources**

The Truth about Home case studies and work sheet are given below



## **The Truth about Home**

### **Case Studies**

Emma's father is violent and abusive towards Emma and her mother. Emma and her mum decided to move away and flee to a refuge for woman and children suffering violence and abuse. Emma feels safe at the refuge but doesn't like how busy and noisy the house is. She is struggling to concentrate with her school work and doesn't complete all her homework. This frustrates Emma and she has become angry towards her mum and staff in school. Emma agrees to talk to the children's worker at the refuge. She says this has helped her; she has a quiet safe environment to discuss her feelings towards her mum and her dad.

Jamie enjoys spending quality time with his dad. They spend lots of time fishing together. He likes his dad when they are doing activities together but he doesn't like his dad's behaviour at home towards his mum. Jamie and his brother have heard lots of shouting and banging in the night and have seen their mum's face with bruises and black eyes. Jaime worries about his mum when he is at school. His teacher asks him if everything is okay at home and Jamie tells his teacher what happens between his mum and dad.

Sidra lives with her mum, dad and older brother. Her dad is controlling her and her mum. He is psychologically abusive towards her mum and verbally abusive. Her brother has started to copy her dad's behaviour and also tries to control her. Sidra decides to talk to her aunt about her dad, but her aunt doesn't listen and tells Sidra to stop making up stories. Sidra's dad's behaviour gets worse and he breaks Sidra's CDs and mobile phone. He tells her mum she is not allowed to speak to anyone without him or go anyway without him. Sidra talks to her aunt again and makes sure she listens. Her aunt did not realise how bad the situation was. Her aunt spoke to Sidra's mum and told Sidra she can speak to her whenever she needs to. Sidra doesn't know what her aunt said to her mum but her dad is currently not being as controlling as he used to be. Sidra's aunt has told her to tell her if the situation changes.

Sophie lives with her mum, younger sister and step-dad. Her step-dad is violent towards her mum. After one violent incident he apologised and took them all out for pizza. Sophie's step-dad blames his violence on stress at work. Sophie wonders why her step-dad is only violent towards her mum and not to other people. Her step-dad attacked her mum on another occasion so Sophie tried to stop him – but he hit Sophie. She phoned the police and he was arrested, but not charged. Sophie's step-dad apologised, but he and her mother have since separated. He does not live with her family anymore. Sophie feels much safer now, but worries about her mum, who says she is sometimes lonely.

Daniel's mum's boyfriend is violent and aggressive towards his mum. Daniel spends a lot of time away from home to get away from the violence. He talks to his friend a lot about the situation at home. One day, while at his friend's house, Daniel told his friend that his mum's boyfriend had hit her and hurt her. He told his friend he was frightened and did not know what to do. His friend said he would speak to his mum who knows Daniel's mum. Daniel's friend's mum was very supportive and spoke to Daniel often about things at home. She said she had talked with his mum and explained that violence and abuse in relationships is not acceptable and her boyfriend should not act the way he does. Daniel's mum ended the relationship with her boyfriend after receiving support from her friend, but the boyfriend occasionally rings up asking Daniel's mum if they can go out together. This worries Daniel.

## **The Truth about Home Worksheet**

### **Questions**

1. What type of abuse is the perpetrator using in each case study?
2. How does the abuse affect the mother and the child in this case study?
3. What options do the mother and child have in this case study? For example, leave the relationship, stay in a refuge, or contact the police?
4. Who does the child speak to for help and support in this case study?
5. Why is it important for people living with violence and abuse to seek help and support?
6. Why might a child be reluctant to tell another adult about the domestic abuse they have seen at home?

## **Activity 4.3 Managing emotions and feelings**

### **Learning objectives**

The learning objectives for this session are to:

- Explain to young people how living with abuse in the home can impact on how they feel.
- Identify how different feelings can affect their behaviour and relationships with other people, whether at school, at home or in their peer groups.

### **How to develop the activity**

1. Hand out 'Feelings Worksheet 1' to each student.
2. When the students have completed 'Feelings Worksheet 1' give them each a copy of Worksheet 2.
3. Feedback as a larger group.

### **Notes for the teacher/facilitator**

This activity will help the students to understand how their life experiences can arouse different emotions and how these emotions can affect behaviours. When this activity is complete the facilitator/teacher should discuss with the students ways of recognising emotions and how this can help them to manage their behaviour. The worksheets are for the students to keep and are not to be returned to the facilitator/teacher.

### **Length**

30 minutes

**Materials and facilities required**

Managing emotions and feelings worksheets 1 & 2 for each student.

Ensure you have enough worksheets and that children can either get rid of them or keep them private after the session.

**Resources**

- Feelings worksheet 1
- Feelings worksheet 2
- Both are provided below

## Managing emotions and feelings

### Feelings worksheet 1

Try to remember a time in your life when you have experienced the following feelings and emotions. If you prefer you may like to record your thoughts in a way that only you understand.

#### A Time I Felt;

Really Sad.....

Very Angry.....

Left out.....

Happy.....

Lonely.....

Frightened.....

Tired.....

Confident.....

Stressed.....

Depressed.....

Friendly.....

Shame.....

Hopeless.....

Put down.....

## Feelings worksheet 2

Complete this chart to show how these feelings and emotions affect behaviour in the following areas of your life.

	<b>Behaviour at school</b>	<b>Behaviour with friends</b>	<b>Behaviour at home</b>	<b>Behaviour in relationships</b>
<b>Really Sad</b>				
<b>Very Angry</b>				
<b>Left out</b>				
<b>Happy</b>				
<b>Lonely</b>				
<b>Frightened</b>				
<b>Tired</b>				
<b>Confident</b>				
<b>Stressed</b>				
<b>Depressed</b>				
<b>Friendly</b>				
<b>Shame</b>				
<b>Hopeless</b>				
<b>Put Down</b>				
<b>Angry</b>				
<b>Blamed for something that was not your fault or beyond your control</b>				



## **Module 5: Leaving, staying, copying and surviving**

### **General Aims**

- Once students know what an abusive relationship looks like and they are aware of danger signals, they need to know how they can leave a relationship in which they feel controlled or powerless.
- They will need also to understand why some people remain in abusive relationships, and the emotional and practical steps that can help them leave safely. This module aims to assist students to develop this knowledge and understanding.
- Facilitators should provide students completing this module with a list of organisations that can support them. A sample information pack – used in the UK - is provided at the end of module six, marked Annex A.

### **Learning objectives**

- Students should be able to understand and explain that victims never enjoy or deserve abuse, even if they have chosen to stay.
- Students should be able to explain why it is very hard to leave a relationship once it has turned abusive.
- Students should be able understand the difficulties faced by victims when living with an abusive partner.
- Students should evaluate their own feelings and opinions about victims and perpetrators and, where appropriate, challenge their own viewpoints.

## **How to introduce the module**

One of the most dangerous aspects of abuse in relationships is the normalisation and acceptance that it produces. Among other causes, one of the variables that contributes to this phenomenon is that it emerges subtly, making it harder to recognise. It is important to know that abuse is a process and that does not usually stop of its own accord once it begins. More often, it becomes more intense over time. Sometimes relationships become caught up in cycles of violence, apology and reconciliation which are difficult to break out of. People stay with abusive partners because they know abusers are not always abusive, and because they hope the other abuser will change and want to believe that they are sincere in their apologies. Often a 'honeymoon' period will follow some of the more damaging incidents, until tension builds up again and the abuser eventually becomes violent.

Many people who live with violence will try to leave a partner on a number of occasions before the relationship ends permanently. Leaving a relationship can be especially difficult for women and some men. This may be because they have nowhere else to go, because they are financially dependent on the abuser, or because they are afraid of leaving their children behind. Moving schools and property, while leaving friends behind is never easy. In addition, women who are foreign nationals may be afraid of being deported if their residence in a particular country is contingent on them staying with a man. It is important therefore to understand the considerable effort that has to be made to leave an abusive relationship and the particular reasons why it is often harder for women to leave an abusive relationship than men.

## **Activities and length**

Activity 5.1. What keeps me here?

Time needed: 20 minutes

Activity 5.2. I want you to know

Time needed: 45 minutes

*(Note: this activity refers to violent physical and sexual assault and is more appropriate for students aged 14-16 years old)*

Activity 5.3. The beginning of end

Time needed: 50 minutes

Activity 5.4. What Keeps Lisa there?

Time needed: 20 minutes

## **Opening questions**

The following questions can be used as an ice-breaker to start any of the lessons in this module

- Why do you think people stay in abusive relationships?
- Can you explain why it is important not to blame victims?
- Can you explain why it's difficult for victims to leave?
- Can you explain how those that do stay, cope with the situation?

## **Activity 5.1. What Keeps Me Here?**

### **Learning objectives**

The learning objectives for this session are to:

- Identify and explain several reasons why people do not leave abusive relationships.
- To explore why it is not always an easy decision to make.
- To recognise that a victim NEVER enjoys or deserves the abuse, even if they choose to stay.

### **How to develop the activity**

1. Preparation: Cut up the statements on the resource sheet, including two the heading statements: 'true' and 'false'
2. Split the class into small groups of about 3 students per group. Each group will need their own set of statements.
3. Ask each group to pull out the headings 'true' and 'false' from the set.
4. Explain to the groups that they have to decide which of the statements are true or false reasons for why someone would stay in an abusive relationship.
5. Go through each statement and ask each group to identify whether they put it as a 'true' statement or a 'false' statement. Encourage feedback and discussion with the whole class, for example, asking students why they thought a particular statement was true or false.

### **Notes for the teacher/ facilitator**

Try to get the class to imagine having to pack their things in the middle of the night and sneaking out. All the pets have to be left behind. Explore with the class where they might go. A friend or relatives house? A hotel? Or the refuge? How long will they be able to stay? What will it be like? Will they have to change schools? Will

they have to cut off ties with their old friends? Once the class is thinking about this try to give an understanding of how hard this decision must have been for the abused parent.

**Length**

20 minutes

**Materials and facilities required**

- Statements and True/False headings

**Resources**

- The true and false statements that are to be presented on separate pieces of paper / card, so that students can arrange them in piles
- Teacher answer sheet

Both are provided below

## **What Keeps Me Here?**

### **Worksheet**

*Cut these headings up*

**TRUE**

**FALSE**

### **Statements**

*Statements for the card sorting activity – each statement to be presented on a small piece of paper or card*

**I think it's better for my children to live with both parents.**

**I just love my home.**

**I don't want to lose my pets.**

**My partner provides all our money.**

**The children have told me to stay.**

**I love him/her.**

**My partner says it is my fault anyway.**

**I've been with him / her since I was fourteen years old  
and I'm now twenty four**

**Living with him/her is better than being on my own.**

**My friends will think that I am weak and stupid if they  
find out (I am not weak or stupid).**

**My friends might not believe how bad he/she is.**

**If I leave he/she may hurt me more.**

**I cannot speak this country's language.**

**I thought he/she would change.**

**They threatened to kill themselves or harm the children if I try to leave.**

**I tried to get help once before and they didn't believe me.**

**I am embarrassed and ashamed of my secret.**

**If I could become a better partner the abuse might stop.**

**I have nowhere to go.**

**I don't want my children to live in a refuge.**



**I don't want my children to have to change schools.**

**I have no skills to get a job and earn money.**

**No one else will ever love me.**

**An abusive love is better than no love at all.**

**I enjoy and deserve the abuse.**

## **What keeps me here?**

### **Teacher answer sheet**

The only statement under FALSE should be 'I enjoy and deserve the abuse'. The rest of the statements are valid reasons why victims choose to stay.

It is important to challenge the myth that victims of domestic abuse must enjoy it or deserve it if they choose to stay. There are many life changing decisions to be made when leaving an abusive partner and all the reasons to stay are valid in the victim's mind. People who judge victims actually make it harder for them to leave as this reinforces what the perpetrator conditions the victim to believe.

Many abusive partners make threats to hurt children, pets, themselves or the victim if the victim threatens to leave. In some incidences these threats can be very real as the victim may know what the perpetrator is capable of. Therefore even reasons to stay, such as 'for the pets' are important reasons to that victim. The decision to leave an abusive relationship is never an easy one.

At this point remind the young people that they can talk to someone at the school if they need to about anything that is discussed in these sessions (reiterate disclosure). It is very possible that some of the students in the class have experienced some of the above and may need someone to talk to at the end of the session. Providing an information sheet that sets out whom in the school and to which external bodies disclosures can be made is therefore crucial. An example is provided at the end of this module.

There is also an opportunity here to highlight the difficulties faced by individuals who are foreign nationals, and who may not speak the native language competently (if at all), for example asylum seekers. The statement "*I cannot speak this country's language*" highlights a particular risk factor for these women. If they cannot speak the country's main language, they are more vulnerable to staying in an abusive relationship because they are very dependent on their partner. People living in a country where they do not speak the language are unlikely to have a job

and will be financially dependent on their partner. They are also at risk of being socially isolated as they cannot communicate with anyone and are living away from their friends and family. Additionally living in a country where you struggle to speak the language is going to be very daunting and lower one's confidence. All of these factors mean that a person who does not speak the language and who has an abusive partner will find it extremely difficult to seek out help and support.

Facilitators are encouraged to discuss some of the statements in more detail and ask students to empathise with the victim giving a particular reason. The statement "*I cannot speak this country's language*" is an ideal one. For example, by asking students to imagine they lived in a foreign country where they could not speak the language, they will then begin to realise the acute risk of social isolation some victims face. They may then come to recognise that other victims experienced this isolation too, albeit in different ways, irrespective of whether or not they are foreign nationals.

## Activity 5.2. I want you to know

### Learning objectives

The learning objectives for this session are to:

- Recognise the realities of living within an abusive relationship.
- Recognise the amount of control perpetrators can gain over their victims.
- Provide young people with the opportunity to evaluate their own feelings on the subject and, where appropriate constructively challenge misconceptions.

**Note:** *this activity refers to violent physical and sexual assault and is more appropriate for students aged 14-16 years old*

### How to develop the activity

1. Read **part one** of the story out to the class (or give students their own copies to read) and explain that this is a true account and the story will come in two parts.
2. After reading the story split the class into small groups of about 3-4 students. In a mixed-sex class, groups could be split into all girls and all boys (i.e. no mixed-sex groups) to explore the different opinions of boys and girls.
3. Ask the groups to answer the questions from the 'part one' discussion worksheet and write their answers on either flipchart or A3 paper.
4. Allow time for feedback and discussion of the group's answers.
5. Read **part two** of the story out to the class.

6. Again ask the class to discuss the 'part two' questions in their groups, putting their answers on flip chart or A3 paper to feedback.

### **Notes for the teacher/ facilitator**

This activity is about the realities of living within an abusive relationship and the amount of control perpetrators can gain over their victims. It also gives an insight to the young people of their own feelings on the subject and the opportunity to constructively challenge different opinions, attitudes and beliefs.

The class should be divided up into small single sex groups (if possible) so there are groups of all boys and groups of all girls, to explore differences between their opinions (of course this won't be possible in single-sex classes). Allow all groups to give feedback on the characters – discussing each character in turn. Note any differences between the male and female students' attitudes towards the characters. If there are any views or opinions that need to be challenged encourage other groups to constructively challenge these opinions. While it is likely that some participants will conceive of Anna as stupid, self-pitying, weak, or pathetic, it is important to draw out her resilience. Some victims will go through several stages before leaving a relationship. Anna seems to fluctuate between acknowledgment and denial that there is a problem, hence her hesitance to leave. She is still convinced that Jonathon is not a bad person and he does not hit her on purpose, but she accepts that this is her life and only she can change it by trying to be a better partner. Anna is coming to realise that she cannot change Jonathan: the abuse has been going on for four years. Only Jonathon can make the decision to stop abusing her.

Although the physically stronger one in the partnership; Jonathon is not very secure. He abuses Anna to gain a sense of control in his life. Jonathon is also in a form of denial as he has to constantly convince himself that his actions are acceptable and justified. Some students may nevertheless perceive Jonathan as powerful, measured, or simply suffering stress. Perpetrators' reasons and excuses

for abusing their partners are never acceptable and justified. There is no excuse for domestic abuse. If a person was assaulted in the street by a stranger, society would deem this as wrong, and it is just as wrong for a partner to abuse their loved one.

There are two sections to the story, and students should read part one first, followed by a class discussion led by the teacher. After discussing part 1 of the story, student can then read part two of the story before answering the 'part 2' questions. All questions and guidance on this discussion are provided in the resources section.

### **Length**

45 minutes

### **Materials and facilities required**

- Anna's story – 2 parts
- A3 paper

### **Resources**

Two parts of Anna's story are provided below, along with questions and discussion points for teachers

## **I want you to know: Anna's story**

### **PART ONE**

My name is Anna, I am 22 years old, and that's not really old is it? Yet... I feel old, I feel ugly, I feel sad and most of all I feel it is all **my** fault.

What's my fault, you're already asking. Well that's an easy one to answer. It's my fault Jonathan hits me, shouts at me and makes me cry day after day. It's my fault because **I am stupid**. How do I know that, because Jonathan says I am. He should know – he's lovely, handsome, clever and I love him so much, I am so lucky to have him... so let me tell you about my life with Jonathan...

I met Jonathan when I was 18 and he was wonderful from day one. All my friends fancied him but it was me he wanted. I was shocked, amazed and so pleased when he asked **me** out and just six months from that first date we were living together. At first it was like a dream come true, we were so good together. Then something started to change and sadly not for the better. I look back and know it was me. How do I know? Jonathan told me.

The first time things started going wrong was when we were out with friends and his best friend Paul had just split up with his girlfriend, Lisa. She'd met someone else and had finished their relationship quite suddenly. Paul had had no idea she was seeing someone else and he was really upset.

One night after a normal evening out with Jonathan and Paul, Jonathan started saying the most awful things to me when we got home from the pub. He accused me of fancying and liking Paul more than I liked him. He said that he bet I was pleased Paul and Lisa had finished. Paul was free now, mine for the taking. Jonathan got really angry and just kept shouting and said if I even thought about seeing Paul then he would go crazy.

That night I didn't sleep at all. I knew how hard Jonathan was working and I guessed that he was probably just tired and, of course, he was worried about his mum. She was ill. Yes, that was it. I decided, I should stop worrying, but I couldn't.

All night I thought about it and by morning I had decided – it must have been something that I had done. Yes, I'd hugged Paul when he'd arrived but then I always hugged Paul when I first saw him and it was always just a friendly hug. But I told myself that the next time we went out I'd be more careful and perhaps not talk to Paul so much or hug him. Yes that **would be the answer, I'd put things right.**

So now I've told you about the first time, it was nothing really, just a few cross words. Things went back to normal after that and I put the incident out of my mind. Things were good again and it was easy to forget. I just changed my behaviour and when Paul was around I didn't talk to him so much and now I think of it I didn't hug him anymore but that was ok, after all he was only a friend...

Then it happened again. Only this time it was worse...

We were going to meet friends at the local wine bar; I'd bought a new top and trousers. I was looking and feeling good and looking forward to going out. When I was ready I asked Jonathan what he thought, he began by asking if I was looking so good for him or Paul? He asked why I needed to dress like a tart every time we went out. He told me that he knew that I was after Paul and that he had seen the signs – the way I now stayed out of Paul's way, the way I no longer hugged him when we met – he asked if that was because I was getting the hugs and kisses behind his back. He just kept shouting and when I tried to explain he told me not to lie and then he slapped me. I fell to the floor and this seemed to bring Jonathan to his senses. He reached down and picked me up. He started hugging me, telling me that he loved me and told me that he was sorry but it was all **my** fault. He said that I was too lovely and too beautiful and that he couldn't bear to lose me. He said that he was afraid of losing me and that he noticed how different I was with Paul when we all went out together. He said that it had scared him and that it had to stop then this would never happen again. He said he wasn't like other men he'd heard about who beat their partners, he was different and this really was just a one off. He said that he was tired, stressed, worried about his mum and he reminded me how much he loved me. I believed him, after all I loved him too and after all it was **just** a slap.



It would be a one off I thought. Yes, I was sure about that. Jonathan was tired and his mum's health was getting worse, he had every right to be anxious. Perhaps my behaviour with Paul had seemed strange and perhaps sometimes I did dress... well... a little too, 'tarty' ... I knew I'd have to think about that and possibly make changes, but of course, I forgave him. After all he was right he wasn't a wife beater, YET

I didn't have to wait long for the next slap or should I say kicking. It was worse than the first slap and came, as before, when I least expected it – only this time it didn't stop there.

It was a Sunday afternoon. I was in bed feeling unwell; in fact I'd been ill all that weekend. Jonathan's mother rang, she wanted us to go over and see her. I told Jonathan that I didn't feel well enough to go but that I didn't mind if he went alone. At these words he flew into a rage. He told me that I didn't care about his mother and that I was a 'selfish cow' who thought only about herself. He said that I'd probably like to be left alone in the house so that I could sneak men round. He said that he wasn't stupid and that he knew my plan. He dragged me out of bed, pushed me onto the floor and to my horror he kicked me in the stomach. Not once but several times. I screamed and begged him to stop, but he just looked at me and said "why do you keep doing this to me? Aren't I good enough for you? This is all your fault. I told you to change, but you just wouldn't listen, would you?"

Then he just left.

I eventually struggled back onto the bed hurt, in pain and confused. Bruises had begun to appear around my ribs and stomach already, he had kicked me so hard.

He'd said it was my fault and I began to wonder what it was that **I** was doing to turn this man, the man I loved, into a violent monster. **I** had to put it right, **I** had to make it stop. He'd be home soon, I thought – he'd be concerned about me, he'd want to apologise and then I'd be able to tell that **I'd** sort it all out. **BUT** this time when he got home he did not show any remorse, he got into bed and told me he

wanted sex. I did not want to say that I was hurting too much from the beating, in case he hit me again, so I just lay there crying while he had sex with me.

So that was four years ago and that's how it all began. Abuse and violence are now part of my weekly (sometimes daily) life. When, where, why, what will cause the next beating? Will the next one put me in hospital again? Will someone notice? Will they guess what's going on? Will they find out my shameful secret? On the occasions that we go out I always remember to ask him what he wants me to wear, how to do my hair and I'm careful not to even glance at another man. I don't talk so much now either, Jonathan says it gets on his nerves me going on all the time so I just listen to him... I suppose I just speak when spoken to. I live in fear and I live 'alone'. I live in the hope that it will all stop because I love him so much and I know that he loves me.

I remember back to my school days when we had a few lessons on Domestic Abuse. Being the 'cocky' one in my class I said if a man was ever violent with me I'd hit him back and throw him out! I 'switched off' after that thinking that it would never happen to me anyway. I wish I'd have listened now and this is why I wanted to tell you my story.

When I feel rational I wonder perhaps if I should have seen it coming and perhaps I should have left. People often say that it's the woman's fault; that she must enjoy it or she would leave. Please believe me it's not that easy and I've **never** enjoyed it or wanted it.

I still love Jonathan, he is my life, and I have no one else.

My family lives over 100 miles away and my work is here. The few friends I have are here. I don't see them much now, of course, Jonathan says they are a bad influence on me and that I only need him. I have also made my house a home and I love it.

During several of the beatings Jonathan has told me that I am a slut and that I am ugly. He says that I am stupid to think Paul or any other man would want me, he

tells me that I am lucky that **he** stays around. Of course I know that and I am trying to be a better partner to Jonathan.

When I get it right we do still have good times. We go the cinema, to the pub or for the occasional meal. I really enjoy these times and I really do try hard to get everything right for Jonathan. These times help me to forget the bad times and for just a short time things will be good.

It's important that you know that Jonathan isn't a bad person, he can be so lovely to me even though I don't deserve it. He knows how much I love these times and will always remind me how lucky I am and how grateful I should be to him for these special treats. He's right as usual, not every partner gets treats like me, do they?

So life goes on. The bruises and the broken bones heal and if ever I get so low that I even start to think about leaving Jonathan I just think of the good times and it doesn't seem so bad.

Anyway where would I go and what would I need to do to leave? No I'm being silly again - it's easier to stop with Jonathan. And anyway I've got some great news for him....I am 3 months pregnant, so now it will **have** to stop.

**DO NOT READ THIS PART OF THE STORY UNTIL THE CLASS HAS COMPLETED THE FIRST SET OF QUESTIONS.**

**I want you to know: Anna's story**

**PART TWO**

Tell the group that Anna wrote the story while staying in a refuge after losing the baby that she had hoped would end the violence.

She lost the baby on the night that she told him about her pregnancy. He came in from work, she ran to him all excited, threw her arms around him and said, 'I am pregnant, and we are going to have a baby!' His reply had been silence. He pushed her away, walked up stairs and went off to the pub to meet his mates. There he announced that he was going to be a dad and the celebrations had begun. Anna cried herself to sleep.

She woke as he opened the front door and she got out of bed to go the toilet. She met Jonathan at the top of the stairs; he asked her what she was doing sneaking around in the middle of the night and pushed her. Anna lost her footing and fell down the stairs, as a result of the fall she suffered a miscarriage.

She told hospital staff that she had tripped over her dressing gown, but they were worried about all the bruises and scars over Anna and advised her to talk to someone. In the safety of the hospital Anna eventually told her story and the staff helped her to sort out staying in a refuge for a while. They had said it was for her own safety and to give herself time to make decisions about her future.

Anna stayed in the refuge for just 10 days, and then called Jonathon. He promised her he would change and things would be different. He told her that she should come home to him where she belonged so he could keep an eye on her, for her own good... Anna went back.

## **I want you to know: Anna's story**

### **Questions and teacher guidance for discussion**

#### **Part one questions**

After reading part one of the story:

1. Why do you think Anna stays with Jonathon?

Possible answers:

- She loves him
- She hopes he will change
- She believes what he tells her
- She has nowhere else to go
- She thinks maybe she can do things differently to change him
- She is scared of being alone

2. What are your feelings about Jonathon?

3. What are your feelings about Anna?

#### **Part two questions**

After 'part two' of the story, ask the same groups to discuss:

1. Why do you think Anna decided to go back to Jonathon?

Possible answers (as above plus needing support after losing the baby):

- She loves him
- She hopes he will change

- She believes what he tells her
- She has nowhere else to go
- She needs love and support after losing the baby
- She thinks maybe she can do things differently to change him
- She is scared of being alone

2. What do you think will happen when Anna goes back?

Answer:

When Anna gets back, Jonathon is likely to be very loving and supportive with her for a while. He will persuade her to give him another chance, telling her everything she wants to hear. He will promise that he will change, perhaps even suggest trying for another baby and even marriage. The fact that the staff at the hospital and refuge now know about Anna's situation will worry Jonathon. By leaving for a few days Anna has taken some of the control away from Jonathon. He needs to convince her again that he is the only one she needs and that everything he does is for the best. He may even say he is violent because he is afraid of losing her. When Anna is committed to the relationship again, the abuse may recommence. There is a possibility that this time the abuse will become worse than it was before. Jonathon may be violent in order to make Anna afraid of ever trying to leave him again.

Pregnancy is actually a time when women are at increased risk of domestic violence. This is because pregnancy is a time when women are at their most vulnerable. Perpetrators can become very jealous because attention is being directed more to the needs of the unborn baby than them. The fact that Anna was pregnant did not diminish Jonathan's abusiveness. If she goes back to him and gets pregnant again, Anna will be at risk of suffering another miscarriage.

Some perpetrators may get their partners pregnant because this keeps them at home and increases their dependency.

## **Activity 5.3.The beginning of the end**

### **Learning objectives**

The learning objectives for this session are to:

- Recap material already covered in earlier modules including the warning signs that a relationship is turning abusive and different types of abuse.
- Identify reasons why it is difficult to give up an abusive and dependent relationship once it is consolidated.

### **How to develop the activity**

1. Introduce the short movie with comments about key issues that will be discussed at the end of the lesson. These issues include:
  - a. Gender norms.
  - b. Warning signs that a relationship is turning abusive.
  - c. Types of abuse.
  - d. Reasons why people stay in an abusive relationship.
  - e. Reasons why some people are able to leave.
2. Watch the short film.
3. Discuss the film with the students by asking students about the issues identified above. Some suggested questions are given below.

### **Notes for the teacher/facilitator**

A short film called *the beginning of the end* will be shown to students. It will make them think about how difficult it is to end an emotionally dependent, abusive relationship. It also reinforces the idea of how important prevention is in order to avoid this kind of relationship.



## **Length**

50 minutes

## **Materials and facilities required**

- Short film – if you want to use the short film, you will need to ask permission. Please, contact [violenciadegennero@carm.es](mailto:violenciadegennero@carm.es)

## **Resources**

The following are suggested as discussion questions:

1. What really makes Sonia make up her mind to breaking the relationship with Paco?
2. What do you think about their relationship? Was it abusive? If so, which types of abuse did it involve?
3. Was there anything that surprised/shocked you?
4. At which point do you think Sonia should have realised this is an abusive relationship? What signals were there to indicate that this relationship was becoming abusive?
5. Where does a healthy relationship end and an abusive one begin?
6. Once someone has experienced an abusive relationship, what should be done to prevent them from engaging a new one?

## **Activity 5.4. What Keeps Lisa there**

### **Learning objectives**

The learning objectives for this session are to:

- Enable the students to recognise the reasons and difficulties behind why victims stay in abusive relationships.
- Give a definition of a 'safety plan'.
- Identify sources of help and support for victims trying to leave an abusive relationship.

### **How to develop the activity**

1. Read out the story to the class (or give students their own copies to read) and allow time for discussion, for example discuss:
  - a. What has kept Lisa in this relationship for a number of years?
  - b. Ask students to empathise with why Lisa has to return to her husband. How do they think Lisa felt when she spent the night in her car? What was she worried about?
  - c. How do perpetrators like Lisa's husband ensure victims find it difficult to leave or escape abusive relationships?
  - d. What could Lisa do next time to ensure she successfully leaves the relationship?
2. Explain to the class what a safety plan consists of referring to facilitator's notes. Note: some students may have already identified features of the safety plan when discussing part (d) above and their ideas can be illustrated when telling them about what a safety plan consists of.
3. Hand out worksheets explaining that the young people can work in pairs if they wish.

4. When the activity is completed ask students to feedback their answers again allowing time for discussion.
5. Discuss with students how a safety plan can help a victim to escape.

### **Notes for the teacher/facilitator**

We chose to use the term *what keeps her there* instead of using the term why does she stay. This takes the emphasis and blame away from the victim for staying in the abusive relationship. It also holds the perpetrator accountable for making it hard for the victim to leave. Personalised safety plans can help some victims. A safety plan will involve any of the following:

- Access to extra money.
- A spare set of car keys if possible, or maybe a bus pass.
- Road map.
- Directions to refuges.
- Emergency phone numbers and phone numbers of refuges.
- Mobile phone or awareness of nearest public phone.
- Spare set of clean clothes and toiletries.
- Clean clothes and toys for children, if applicable.
- Important documents such as passports, driving licence and birth certificates.

All these should be kept in a bag in a safe place where a perpetrator cannot find it.

### **Length**

20 minutes

**Materials and facilities required**

- Lisa's Story
- Lisa's Story Worksheet

**Resources**

- What Keeps Lisa there – Lisa's Story
- What Keeps Lisa there worksheet
- Teacher answer sheet

All provided below

## What Keeps Lisa there

### Lisa's Story

My name is Lisa. I am 32 years old and work part time as a customer service advisor for a bank. I have a little girl her name is Beth and she is 4 years old. She loves her dad and runs to him every night when he gets home from work. Beth also has a dog, he is a great dog, and she wouldn't be without him. I'm married to Alan. We have been married for three years. Alan has a good job and we live in a nice home in a small town. I'd like to tell you that I am happy, but sadly, I am not. I **was** happy once but now I live in fear. Fear, you think, how is that possible? Well, let me tell you about my life.

Alan abuses me. He punches me and kicks me, once he threw me down the stairs and I broke my arm in two places. He has burnt me with cigarettes and cut me with a knife. He shouts at me all the time. He says that I am stupid, thick and an unfit mother. He continually tells me that one day he will take Beth and run away and if I try to leave he says he will kill me. If I do try to answer him back, he hits me and tells me it was only what I deserved, so it was my fault *not* his.

I loved Alan very much and when he said that he was sorry and that he would never do it again, I believed him. But it did happen again and he abuses me nearly every day now. He also told me that he loved me and somehow that seemed to make it all alright. He still tells me that he loves me and it's just that I make him so angry by being so stupid all the time.

When he's in a good mood he's lovely to me. We go out shopping, go to the cinema or he lets me go to the pub with him. Those times are so special and he tells me how lucky I am to have a man who spoils me like he does.

I don't have any family – they really disliked Alan and didn't support my decision to marry him and I have no friends. Well actually I did have a friend, Maggie, but Alan hated me seeing her and said to me one day, "It's me or her". Alan's my husband, so it had to be him. Maggie was upset when I told her that I wouldn't be

seeing her anymore but I told her Alan had said he was the only friend that I needed. I wanted her to understand but I don't think that she did.

This has been going on for just over four years. I decided that is enough, I couldn't stand the abuse any more, I needed to leave him. It was not healthy for me or Beth to be in that situation. But I was frightened for my life. If I went, he might find me. He has already threatened to kill me if I ever left. He has always lived up to his previous threats. I thought I would go to a refuge and that would be the best place. It was a very scary time for me and I had never been to a refuge before and didn't know anything about them. Me, Beth and the dog of course arrived at the refuge and to my horror they said they would not accept pets. Beth was not going to give up her dog and I couldn't expect her to. She had already given up her home and left her daddy. I couldn't go back because Alan would be sure to hurt me if I did. He had arrived home from work and noticed that I had gone. I have no money because everything was in Alan's name. I decided that the best option was to spend that night in the car and try and work something out the next morning. That night in the car I took a long serious look at my life and my problems. I was homeless. I had no money or food and I had no idea where we would get our next meal. Since we were homeless I risked losing custody of Beth to her father and then I wouldn't be able to defend her. I had to leave my job and did not know when I would get another one, and my husband abuses me. Notice that domestic abuse was the last thing I was worrying about at that moment. While I sat in the car listening to Beth trying to sleep I was forced to face facts: four out of five of my problems will be solved if I went back. The next morning I decided that my only option was to go back to Alan.

A few months went by and I was still being abused and I knew there was no escape for me. One day whilst shopping I overheard two ladies talking about domestic abuse. One asked the other if she'd heard that Beryl had gone back to that violent husband of hers. "Well" said the other one "all I can say is that she must like being hit". I wanted to turn round and tell them that they didn't understand and that women like me and Beryl do **not ever, ever** like being hit or abused. Yes, we stay

but for so many different reasons. It's just not as easy as people always think. I also saw a poster advertising a domestic violence helpline. I gave them a ring while Alan was at work and told them everything. They gave me some information on a safety plan so if and when I wanted to leave I would be better prepared. I am still with Alan but I am ready to leave when the time is right. I respect the decision a woman makes to stay and I celebrate the woman who survives

## What Keeps Lisa there

# Worksheet

1. What types of abuse is Lisa suffering?
2. Identify as many reasons as possible why Lisa stays
3. What advice could you give to Lisa?
4. What could Lisa's safety plan consist of?



## **What keeps Lisa there worksheet answers**

1. What different types of abuse is Lisa suffering?

Lisa is suffering physical abuse, verbal abuse and emotional abuse. It may also be the case that she has limited access to the household's finances.

2. Identify as many reasons as possible why Lisa stays

- She doesn't know where she can go
- She is afraid for her life
- She has no money
- She could be made homeless
- She could lose custody of her daughter
- She loves her husband
- Her daughter loves her dad
- Her daughter might lose her beloved dog

3. What advice could you give to Lisa?

Students may produce many different answers. Try to allow time to discuss some of these answers.

4. What could Lisa's safety plan consist of?

*Refer to explanation in facilitators notes.*

## **Module 6. What happens if it happens to me?**

### **General Aims**

- In this final module, students will be appraised of the services available in their country for children and adults trying to cope with abusive relationships.
- There is an exercise that helps children understand how disclosures to professionals work in their country, and what professionals are expected to do with disclosures of abuse and violence made by young people.

### **Learning Objectives**

On completion of this module:

- Students will be assessed on their knowledge and understanding of the modules. It is important to clarify anything they do not understand and go through these areas again.
- Students will be able to identify sources of support (specific person, organisations, resources etc.) that are designed to offer specialised care for these types of problems in the city / town in which they live.
- Students will be able to identify and explain what professionals are expected to do with disclosures of abuse and violence made by young people.

### **How to introduce the module**

This module has two strands. The first strand is to recap what students have learnt from the first five modules. This is an opportunity for students to consolidate their learning. Reviewing the modules also means facilitators can assess students' understanding and clarify anything that students are unsure of or re-examine anything they have misunderstood.

The second strand is to identify sources of support for people experiencing domestic abuse. In this second strand it is important to discuss what can happen

when disclosures are made. Students need to understand that it is not as simple as “tell a teacher” or “call a helpline telephone number”. For example, when a young person indicates to their teacher that they are in a situation where they are at risk of harm, this will trigger a procedure to protect the young person. This could include the young person’s disclosure being referred to another professional or agency like a child protection officer or social services. It is likely that this person/agency will contact the young person’s parents and subsequently the parents will know their child has spoken to a teacher. This may have ramifications for the child and their home life. It is important that young people understand this. We do not want to deter young people from seeking support. Indeed it is essential that this strand of the module focuses on the importance of seeking help and encourages young people to do this. However, young people must be fully informed of the procedures that can occur when a disclosure is made to a particular person/agency, as this will assist young people to identify the person/agency that they will feel most comfortable to approach.

This module utilises student-led activities. Instead of the teacher giving students relevant information, students often prefer to research topics for themselves and then engage with the material, for example, by making their own PowerPoint presentations to present to the class or creating group posters to display the information they have collected.

### **Activities and length**

Activity 6.1. Relationship education and domestic abuse prevention quiz

Time needed: 30-120 minutes

Activity 6.2. Researching and presenting sources of support

Time needed: 60 minutes (minimum time)

Activity 6.3. Who do I tell and what happen next?

Time needed: 45 minutes

### **Opening Questions (for recap strand)**

- What topics (and activities) have we done?
- What have you learned from these lessons?
  - Give examples of acceptable and unacceptable behaviours in a relationship
  - What are the different types of abuse?
  - How do children witnessing domestic violence between their parents /adult carers feel?
  - Why is it difficult for victims to leave an abusive relationship?
  - Why are perpetrators violent towards their partners?

### **Opening Questions (for services / support available strand)**

- Do you know who someone can talk to if they are experiencing domestic violence?
- What do you think these people/organisations do once they have received a report of domestic violence? For example, a teacher, a police officer, a social worker, a doctor or nurse?

## **Activity 6.1: Relationship education and domestic abuse prevention quiz**

### **Learning objectives**

The learning objectives for this session are to:

- Review material covered in the five modules of the relationship education and domestic abuse prevention toolkit.
- Research and identify questions (and answers) for a class quiz designed to recap the information learned in each module.
- Evaluate your knowledge and understanding of the modules. Identify anything that you do not understand and ask the teacher to explain this again.

### **How to develop this activity**

1. Divide the class into 5 groups.
2. Assign each group one of the 5 modules:
  - a. Module 1- Gender issues
  - b. Module 2-Healthy and unhealthy relationships
  - c. Module 3-The effects of different types of abuse
  - d. Module 4- Abuse between parents and other adult carers
  - e. Module 5- Leaving, staying, coping and surviving
3. Each group has to identify 5 questions from their module that can be used in a class quiz (5 questions is a suggested number, increase this if the groups are quite large). The questions could take a variety of formats, for example 'true or false', multiple choice, open ended etc. Advise the students that the questions should be reasonably challenging (so not too difficult, but not too easy!)
4. Give each group approximately 15 minutes to do this.

5. The facilitator should then facilitate a class quiz. Start with the students who were assigned module 1. A spokesperson(s) from their group should ask their questions, and the other four groups work as teams to answer the questions. Once group 1 have asked all their questions, they should provide the answers, so that the other groups can mark what they have put. Ask the groups to swap answers sheets to avoid any cheating. Each group is then given a score for round 1. The facilitator can put each group's scores on a white board.
6. This process is then repeated with the group who were assigned module 2. They will ask their questions and the other four groups will work as teams to answer the questions. Once their answers have been marked, each group's score for round 2 can be put on the white board.
7. This process is repeated for the remaining groups.
8. Once all five groups have asked their questions, and scores have been obtained from each round a total score for each group can be awarded.

### **Notes to teacher/facilitator**

This activity has been designed so that it is student-led. The nature of the activity means that students participate in reviewing what they have learned, do some research and work as a team – both to create the questions, and when answering the other groups' questions. If you have a large class it might be the case that 6 or 7 students are in each group. In this case, asking them to write 10 questions per module might be more appropriate. If there are only a few students in each group, asking them to create 5 questions should be enough.

Additionally the age of the students will dictate how many questions the students are asked to create (and how long this activity takes). The activity is suitable for all ages because it can be adapted as necessary. Younger students will need more time and will probably create less questions. Older students will require less time and will probably create more challenging questions.

The facilitator should monitor the questions that the students create, and ensure that they are not too difficult and are straightforward to answer (e.g. open ended questions should only require one word or one sentence as an answer, and these words/sentences are easily identifiable. Questions requiring lengthy answers or that have too many possible answers are not suitable).

If the facilitator is short of time, or thinks the students will struggle with creating their own questions, the facilitator can create the questions, but still structure the questions into sections. Students can work in teams to answer the questions.

**Length:**

30 -120 minutes

*The time taken for this activity will depend on the number of students in the class and how many questions you ask them to create. Students will probably take 15-20 minutes to identify their questions, and each group will probably take 10-15 minutes to ask their questions and give out the answers. This means the total time could be up to 100 minutes. Subsequently this lesson could be split across two lessons if necessary, but the facilitator should ensure they collect in all questions/answers at the end of the first lesson and then distribute them at the start of the second lesson. Similarly, if the teacher/facilitator decides to prepare the questions themselves before the lesson, conducting the quiz could take as little as 30 minutes.*

**Materials and facilities required**

Students will need access to copies of hand-outs and worksheets that have been used in each module.

Pens, paper and whiteboard.

**Resources**

See teachers' / facilitators' notes

## **Activity 6.2. Researching and presenting sources of support**

### **Learning objectives**

The learning objectives for this session are to:

- Carry out independent research to identify sources of support for victims of domestic violence.
- Work as a team to collate the information gathered and present what you have found (Note to facilitator: the presentation of this information can take a variety of forms, e.g. poster, leaflet, PowerPoint presentation, and this learning objective can be amended accordingly).

### **Length:**

60 minutes minimum

*Note: 60 minutes is the minimum amount of time required. As outlined in the teacher/facilitator notes, this activity could be extended depending on the nature of the research activity chosen.*

### **How to develop this activity**

1. Split the class into small groups of about three students.
2. Explain to students that they will be conducting research to find out more about the sources of support available to victims of domestic violence.
3. Explain they will initially do some independent research and then they will share what they have found with the other members of their group.
4. As a group they will present what they have found (in a poster, leaflet, PowerPoint etc. – Facilitators to amend as necessary)
5. Each group will be asked to feedback what they found to the rest of the class (This could be a couple of minutes spent informally explaining their poster to



the rest of the class or more formal PowerPoint presentations that take longer to present).

6. The facilitator should provide feedback on the students' work, for example where they have shown good work and/or any areas that they are confused about.

### **Notes for the teacher/facilitator**

As the learning objectives indicate, this activity is modifiable in a number of ways to make it suitable to the age and ability of the students and the resources and facilities available at the school.

### **Computer Facilities and Online Resources**

Schools that have access to computers could let the students use the internet to gather information. Facilitators are encouraged to direct students to websites and services that are applicable to their country/city/region. However, the following websites would be applicable to students from UK, Malta, Spain, and France. Facilitators from other countries may find them useful. Schools where students have access to computers could present the information that they collect in a PowerPoint presentation, or they could create posters or leaflets using graphical design software.

### **UK**

- Childline  
<http://www.childline.org.uk/Explore/HomeFamilies/Pages/DomesticViolence.aspx>
- The Hideout  
<http://www.thehideout.org.uk/over10/whatcanidoaboutit/whocanitalkto/default.aspx>

- The BBC

[http://www.bbc.co.uk/health/support/domestic\\_violence\\_usefulcontacts\\_index.shtml](http://www.bbc.co.uk/health/support/domestic_violence_usefulcontacts_index.shtml)

- Refuge

<http://refuge.org.uk/>

- Women's Aid

[http://www.womensaid.org.uk/domestic\\_violence\\_topic.asp?section=0001000100220037&sectionTitle=Domestic+violence+services](http://www.womensaid.org.uk/domestic_violence_topic.asp?section=0001000100220037&sectionTitle=Domestic+violence+services)

- NHS

<http://www.nhs.uk/Livewell/abuse/Pages/domestic-violence-help.aspx>

- Arch

<http://www.archnorthstaffs.org.uk/>

## **MALTA**

- Commission on Domestic Violence

[https://secure2.gov.mt/socialpolicy/SocProt/family/domestic\\_violence/domestic\\_violence\\_overview.aspx](https://secure2.gov.mt/socialpolicy/SocProt/family/domestic_violence/domestic_violence_overview.aspx)

- Agenzija Appogg

[https://secure2.gov.mt/SOCIALPOLICY/SocProt/family/fsws/appogg/appogg\\_info.aspx](https://secure2.gov.mt/SOCIALPOLICY/SocProt/family/fsws/appogg/appogg_info.aspx)

- Supportline 179

[https://secure2.gov.mt/socialpolicy/socprot/family/fsws/appogg/appogg\\_downloads/appogg\\_publications.aspx](https://secure2.gov.mt/socialpolicy/socprot/family/fsws/appogg/appogg_downloads/appogg_publications.aspx)

- Agenzija Sedqa

[https://secure2.gov.mt/socialpolicy/SocProt/family/fsws/sedqa/sedqa\\_info.aspx](https://secure2.gov.mt/socialpolicy/SocProt/family/fsws/sedqa/sedqa_info.aspx)

- Child Safety Services

[http://schoolnet.gov.mt/safe/css/child\\_safety\\_services.htm](http://schoolnet.gov.mt/safe/css/child_safety_services.htm)

- Report child abuse over the internet

[https://secure2.gov.mt/socialpolicy/socprot/family/fsws/appogg/appogg\\_hot\\_line/report\\_illegal\\_content.aspx](https://secure2.gov.mt/socialpolicy/socprot/family/fsws/appogg/appogg_hot_line/report_illegal_content.aspx)

- Ghabex (Emergency Shelter for Women)

[https://secure2.gov.mt/socialpolicy/socprot/family/fsws/appogg/appogg\\_children\\_services/adult\\_ghabex.aspx](https://secure2.gov.mt/socialpolicy/socprot/family/fsws/appogg/appogg_children_services/adult_ghabex.aspx)

- The Perpetrators' Service

[https://secure2.gov.mt/socialpolicy/socprot/family/fsws/appogg/appogg\\_children\\_services/adult\\_perpetrators.aspx](https://secure2.gov.mt/socialpolicy/socprot/family/fsws/appogg/appogg_children_services/adult_perpetrators.aspx)

- kidsmalta.com

<http://www.kidsmalta.com/view.aspx?n=179>

- People for Change Foundation

<http://www.pfcmalta.org/>

## **SPAIN**

### **Services for women**

- Ministerio de Sanidad, Servicios Sociales e Igualdad – Violencia de género  
<http://www.seigualdad.gob.es/violenciaGenero/portada/home.htm>
- Poder Judicial – Observatorio contra la Violencia Doméstica y de Género  
[http://www.poderjudicial.es/cgpj/es/Temas/Violencia\\_domestica\\_y\\_de\\_genero/El\\_Observatorio\\_contra\\_la\\_violencia\\_domestica\\_y\\_de\\_genero](http://www.poderjudicial.es/cgpj/es/Temas/Violencia_domestica_y_de_genero/El_Observatorio_contra_la_violencia_domestica_y_de_genero)
- Portal de Violencia de Género de la Comunidad Autónoma de la Región de Murcia  
<http://violenciadegenero.carm.es>
- AVIDA - Asociación contra la Violencia Doméstica de la Región de Murcia  
<http://www.asociacionavida.es>

### **Services for children and young people**

- Federación de Asociaciones para la Prevención del Maltrato Infantil (FAPMI)  
<http://www.fapmi.es>
- Quiero crecer – Asociación para el desarrollo de la salud mental en la infancia y juventud  
<http://www.quierocrecer.es>
- Fundación ANAR  
<http://www.anar.org>

- Fundación Diagrama

<http://www.fundaciondiagrama.es>

- Asociación Murciana de Apoyo a la Infancia Maltratada (AMAIM)

<http://www.amaim.org>

- Mensajeros de la Paz

<http://www.mensajerosdelapaz.es>

## **FRANCE**

### **Services for Children**

- 119 Enfance Maltraitée

L'enfant Bleu

<http://www.enfantbleu.org/>

- Enfance et partage

<http://www.enfance-et-partage.org/>

- Filsantejeune

<http://www.filsantejeunes.com/>

Tel 3224

### **Women's help**

- Fédération Nationale solidarité femmes

Tel : 3919 national helpline providing advises in case of domestic violence and local shelters

[http://www.solidaritefemmes.org/ewb\\_pages/f/federation.php](http://www.solidaritefemmes.org/ewb_pages/f/federation.php)

- Du côté des femmes

[www.ducotedesfemmes31.fr](http://www.ducotedesfemmes31.fr)

- Ministry of social affair's websites.

[www.violencesfaitesauxfemmes.com/](http://www.violencesfaitesauxfemmes.com/)

[www.stop-violences-femmes.gouv.fr/](http://www.stop-violences-femmes.gouv.fr/)

Younger students will need more guidance for this activity, for example what websites to use. Younger students will find websites targeted at children (like Childline) more suitable to use whereas older students can look at websites like Women's Aid. In all cases, students should be reminded of the importance of caution when searching for material on the internet. Although the internet is a valuable resource, there are a great number of unreliable websites. If students are unsure about the content of a website and think it is incorrect they should ask the facilitator about it. Providing students with a list of suggested websites will help them to identify reliable information that they can use.

Younger students might find it easier to create a poster or leaflet, whereas older students might enjoy the challenge of creating a PowerPoint that they present to the rest of their class. If students are going to do this, you could avoid repetition of material in each presentation by assigning each group an area within 'sources of support' to focus on. For example, a couple of groups could look at sources of support for children, and a couple of groups could look at sources of support for an adult.

The facilitator is encouraged to take full ownership of this activity and amend as necessary so that it is applicable to the students' age, interests, their ability levels and the resources available at the school

### Where this is no access to computers

Where schools do not have access to computers, students can be given information by the facilitator and asked to select what they want to use for their poster, leaflet etc. This could include:

- Information printed out from websites
- Newspaper/magazine articles
- Leaflets/information booklets from domestic violence support charities

Students can then design and draw posters/leaflets, using paper and pens etc.

### **Session Length**

Asking students to read through some hand-outs and make a poster could take as little as an hour. However, asking students to search the internet, make notes on what they find, share this information with their group, decide what to present, create a PowerPoint and present to their class could take several hours (e.g. split over 2 or more sessions). Subsequently, the facilitator can decide how long to spend on this activity dependent on the time they have available and what they want their students to create.

### **Material required**

At a minimum, hand-outs and/or leaflets on domestic violence and where to get help, as well as paper and pens. However, as identified a range of resources would be suitable for this activity including access to computers and the internet.

### **Resources**

See teachers' / facilitator's notes

Additionally, when asking students to research something on the internet, it can be useful to give them a crib sheet to focus their thoughts. An example one is provided below.

## **Domestic violence: sources of support**

### **Research activity**

1. List three organisations you have found that give information about how victims of domestic violence can get help and support.
2. Make some notes about the help and support these websites suggest, for example, who they say a victim should talk to, and what they say this person/organisation will do to help them
3. Have you found any helpline telephone numbers that you could include in your poster/presentation? If so, write down the name of the organisation and their helpline number below:
4. Do these organisations have a website that you could include? If so, write the website address below:



## **Activity 6.3. Who do I tell and what happens next**

### **Learning Objectives**

The learning objectives for this session are to:

- Identify organisations and specific people who can provide sources of support and help for victims of domestic violence.
- Understand and explain what a disclosure to these people/organisations will involve.

### **How to develop the activity**

Students will have already identified who victims can approach for help and support in activity 6.2. However, they may not have thought about the response of each person/organisation when a victim reports domestic violence.

1. Split the class into 4-5 groups
2. Introduce different profiles: social services, medical professionals, police, teachers, friends, domestic violence outreach team and helpline.
3. Each of the profiles above will be assigned to each group.
4. Ask each group to write down what kind of support can be provided by the agent/professional they have been assigned.
5. Ask each group to share their ideas with the rest of the class
6. Recap contributions made by each group and make sure all of them are appraised of the role each professional can play in providing support to victims of domestic violence.

### **Notes for the teacher/facilitator**

This activity identifies the different people and organisations that will support somebody who is experiencing domestic violence. Additionally, young people should be aware of the responses of each of these people/organisations and what they will do with this information. For example, if a child reports witnessing or experiencing domestic violence, it is not possible to make promises that this will be kept confidential (For UK relevant guidance on this see the NSPCC's website: [http://www.nspcc.org.uk/help-and-advice/worried-about-a-child/online-advice/domestic-violence/domestic-violence\\_wda86312.html](http://www.nspcc.org.uk/help-and-advice/worried-about-a-child/online-advice/domestic-violence/domestic-violence_wda86312.html)).

Explaining these issues to young people means that they will be fully informed of the procedures that will take place if they report domestic advice to someone. A description of professionals is provided in the resources section, but facilitators are encouraged to modify this so that it reflects the people/organisations available in their country/city/region.

### **Length:**

45 minutes

### **Materials and facilities required**

- Profiles
- A4 paper

### **Resources**

Profile of professionals is provided below

Facilitators are encouraged to amend as appropriate for their country/city/region.

## **Who do I tell and what happens next**

### **Brief description of professionals**

#### **Social Services**

Social services offer support to all kinds of people in a wide range of circumstances. Everyone can get information and advice and some people receive further help. They help anyone who is assessed as being vulnerable and at risk of harm or likelihood of harm. Where a child protection concern is referred to social services, a decision as to what action is to be taken has to be made within one working day. This means that they may need to speak to the young person's parent.

#### **Medical professionals**

People in the health profession are there to help anybody with a medical problem. If a person discloses a Domestic Abuse situation to a doctor or midwife, for example, they will give information and advice on local agencies to help the women. Patient confidentiality may be breached, in exceptional cases, with appropriate justification. Ideally the doctor or midwife should first discuss this with the patient and explain their reasons for taking such actions.

#### **Police**

The police are there to protect people from crime. If the police are called to a domestic violence incident, their main responsibility is to protect the victim from further violence and to arrest the assailant if there has been an offence. Although the police can arrest the assailant, they may not be able to charge them with the offence. This depends on a number of factors, including the evidence the police gather. Even if an assailant is charged they may not serve a prison sentence and instead receive another punishment, like a suspended sentence, fine, or probation order, and hence return to their community.

## **Teacher**

Teachers work within an educational setting, teaching and monitoring the welfare of children. Some teachers are the designated person for child protection within their school. Their job is to also monitor the welfare of children and to make decisions over child protection issues. They will receive referrals from other teachers who have had disclosures. However, teachers will not keep reports of domestic abuse private between themselves and students. If a student tells a teacher that they are a victim of abuse at home, or are in an abusive relationship themselves, the teacher will refer this to the child protection officer. The child protection officer may have to involve other agencies like social services. However, the teacher should only tell those in the school that need to know, which often means in addition to social services, only a small number of teachers know about the situation. Teachers should always keep the student informed of who they are telling and when they will tell them.

## **Domestic Violence Outreach Team**

The Domestic Violence Outreach team are a group of specialists in domestic abuse and work with children and families, victims and perpetrators, helping them to understand domestic abuse issues. There is also a helpline and advice service that helps victims to leave abusive relationships safely. They also have contacts with different agencies and refuges.

## **Childline/Other Helplines**

Charities like Childline can offer confidential support and advice to young people about issues associated with being a child/teenager including witnessing or experiencing domestic violence. The victim can call this number 24 hours a day and does not have to provide their name.

## **Friend**

A friend is someone who is there for help and support when needed. They are trustworthy and reliable.

The Hideout website gives information on who to contact and what they will do to help the victim:

<http://www.thehideout.org.uk/over10/whatcanidoaboutit/whocanitalkto/default.aspx>

The BBC also provides a detailed list of organisation that can support victims:

[http://www.bbc.co.uk/health/support/domestic\\_violence\\_usefulcontacts\\_index.shtml](http://www.bbc.co.uk/health/support/domestic_violence_usefulcontacts_index.shtml)

## **Annex A**

### **Sample Information Pack Used in the UK**

#### **Helpline sheet for young people**

##### **Substance Misuse**

- Frank

Confidential information and advice for anyone concerned about their own or someone else's drug or solvent misuse.

Freephone 0800 77 66 00 (24hours)

Website: [www.talktofrank.com](http://www.talktofrank.com)

- Lifeline

UK Telephone service providing advice, information and support for drug users, their partners, families and friends. Work with Young People under the age of 18 to promote harm reduction. Needle exchange.

Telephone; 0161 839 2054

Website; [www.lifeline.org.uk](http://www.lifeline.org.uk)

- Sobrierty

Community for everyone who wants to live a clean and healthy life free from alcohol and drug abuse.

Website: [www.sobriety.org.uk](http://www.sobriety.org.uk)

- Salvation Army

Runs homes for the treatment of alcoholics and drug addicts.

Telephone; 020 7367 4500

Website: [www.salvationarmy.org.uk](http://www.salvationarmy.org.uk)

- NHS Live Well

A site run by the Youth Net UK.

Website: [www.thesite.org](http://www.thesite.org)

## **Sexual Health**

- Family Planning Association (FPA)

The FPA provide information, support and advice to all people across the UK about all aspects of sex, sexual health and relationships.

Telephone; 0845 122 8690

Website: [www.fpa.org.uk](http://www.fpa.org.uk)

- Sex and Young People

Offers advice to under 18 year olds about sex, relationships and contraception.

Helpline; 0800 567 123

Website: [www.nhs.uk/livewell/sexandyoungpeople](http://www.nhs.uk/livewell/sexandyoungpeople)

- Brook

Provides free and confidential sexual health and contraception advice to Young People.

Telephone; 0808 802 1234

Website: [www.brook.org.uk](http://www.brook.org.uk)

- Base 58

Support for children and young people at risk of sexual exploitation.

Telephone: 01782 237684

- The Gay Youth Corner

Gay teen community, profile, chat, articles and resource site for youth and teen gay, bisexual and lesbian people.

Website: [www.thegyc.com](http://www.thegyc.com)

- Gay Youth Groups UK

The National Directory of LGBT Youth Projects. Support for lesbian, gay, bisexual and transgender people.

Website: [www.gayyouthuk.net/](http://www.gayyouthuk.net/)



## **Sexual Exploitation**

- Victim Support

Trained volunteers give emotional support and practical advice and can accompany victims to police stations and court if needed and help with application for compensation.

Telephone: 0845 303 0900

Website: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

- Support Line

Support for the victims of rape or sexual assault. Support line keeps details of helplines and rape crisis centres throughout the UK.

Telephone: 01708 765200

Email: [info@supportline.org.uk](mailto:info@supportline.org.uk)

- Respond

Helpline counselling and psychotherapy for children, adults and elders with learning difficulties who are either victims or perpetrators of sexual abuse.

Telephone: 0808 808 0700

Website: [www.respond.org.uk](http://www.respond.org.uk)

- Roofie Foundation

Information, help and support relating to drug rape.

Telephone; 0800 783 2980 (24 Hour Helpline)

Website: [www.roofie.com](http://www.roofie.com).

- Stop it now

Support for victims of sexual abuse.

Telephone: 0808 1000 900

Website: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)

- Hidden Marks

Website providing support and information relating to physical and sexual assault. Set up in response to the National Union of Students Survey to rape and sexual assault among students.

Website: [www.hiddenmarks.org.uk](http://www.hiddenmarks.org.uk)

## Eating Disorders

- Beat

Eating disorders association. Information, help and support for anyone affected by eating disorders.

Youth Line; 0845 634 7650 (Monday-Friday 4:30pm-8:30pm) (Saturday 1:00pm-4:30pm)

Website: [www.b-eat.co.uk](http://www.b-eat.co.uk)

- Overeaters Anonymous

Works to relieve our compulsion to overeat/under eat or an obsession of food and dieting by living by spiritual principals based on the 12 steps of Alcoholics Anonymous.

Telephone:07000 784 985

24hour information line on an answering machine.

- Eating Disorders Expert

Information on eating disorders, including diagnosing signs, causes, risks and treatments.

Website: [www.eatingdisorderexpert.co.uk](http://www.eatingdisorderexpert.co.uk)

- Mind; Food and Mood

A website which explores the relationship between what you eat and how you feel.

Website: [www.mind.org.uk/foodandmood](http://www.mind.org.uk/foodandmood)

- Pale Reflections

Online community for anyone affected by eating disorders.

Website: [www.pale-reflections.com](http://www.pale-reflections.com)

## **Self-Harm**

- Self-Harm

Young persons' self-harm website, including sources of help, support and advice. Also support for families, friends and professionals working with them.

Website: [www.selfharm.org.uk](http://www.selfharm.org.uk)

- Echo

Provides mutual support for people who have experienced self-harm.

Helpline: 0808 800 2234 (Free and confidential) 7pm-2am-Weekdays, 2pm-2am-Weekends.

- Bristol Crisis Service for Women

National helpline supporting girls and women in emotional distress, particularly those who self-harm. Also run TESS (a text and email support service) for girls and women who are affected by self-injury.

Telephone: 0117 925 1119

Website: [www.selfinjurysupport.org.uk](http://www.selfinjurysupport.org.uk)

- National Self Harm Network

Survivor led organisation aims to bridge the gulf in understanding and to campaign for the rights of those who live with self-harm.

Telephone: 0800 622 6000

Address: PO Box 7264, Nottingham, NG1 6WJ

Email: [info@nshn.co.uk](mailto:info@nshn.co.uk)

Website: [www.nshn.co.uk](http://www.nshn.co.uk)

- NICE: National Institution for Clinical Excellence

National guidelines relating to the treatment of self-harm.

Website: [www.nice.org.uk](http://www.nice.org.uk)

## **Mental Well-Being**

- Papyrus

Supports teenagers dealing with suicide, depression or emotional distress.

Helpline: 0808 068 4141

Website: [www.papyrus-uk.org](http://www.papyrus-uk.org)

- Youth2youth

A confidential helpline run by young people for young people up to the age of 19 who need emotional support.

Helpline: 0208 896 3675 (Monday-Thursday, 6:30pm-9:30pm)

Website: [www.youth2youth.co.uk](http://www.youth2youth.co.uk)

- Support Line

Confidential emotional support for children, young people and adults. Keeps details of agencies, support groups and counsellors throughout the UK.

Helpline: 01708 765200

Email: [info@supportline.org.uk](mailto:info@supportline.org.uk)

- Depression in Teenagers

An interactive site with resources for young people with depression, using self-help ideas and relaxation techniques.

Website: [www.depressioninteenagers.co.uk](http://www.depressioninteenagers.co.uk)

- Anger Management

Good information on how to manage anger. Section for children and young people.

Website: [www.angriesout.com](http://www.angriesout.com)

- Mind (National Association for Mental Health)

Support and advice relating to mental health including depression.

Telephone: 0845 766 0163

Website: [www.mind.org.uk](http://www.mind.org.uk)

## **Legal Help**

- Children's Legal Centre

Information for young people on legal issues that may affect them.

Website: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Child law Advice Line: 08088020008

- Lawstuff

Children's Legal Centre provides information on the laws that affect children and young people.

Website: [www.lawstuff.org.uk](http://www.lawstuff.org.uk)

- National Youth Advocacy Service

NYAS offers information, advice, advocacy and legal representation to children and young people up to the age of 25.

Website: [www.nyas.net](http://www.nyas.net)

- Citizens Advice Bureau (CAB)

A team of advisors who can give advice on money, family, your rights and issues in daily life. They offer a free, independent, confidential and impartial service.

Telephone: 0870 120 4040

Website: [www.adviceguide.org.uk](http://www.adviceguide.org.uk)



## General Support

- Get Connected

Confidential Helpline finds young people the best help whatever the problem.

Freephone: 0808 808 4994 (7 days a week: 1pm- 11pm)

Website: [www.getconnected.org.uk](http://www.getconnected.org.uk)

- Childline

Confidential telephone counselling for any child or young person with a problem

Freephone: 0800 1111 (24 Hours)

Website: [www.childline.org.uk](http://www.childline.org.uk)

- Young Minds- My Head Hurts

A resource for parents and young people who want advice on mental health treatments and where to get help.

Website: [www.youngminds.org.uk/my-head-hurts](http://www.youngminds.org.uk/my-head-hurts)

- Life is a Rollercoaster

A directory of help and information.

Website: [www.rollercoaster.nhs.uk](http://www.rollercoaster.nhs.uk)

- With u in Mind

Pennine Care NHS Foundation Trust have produced a pocket handbook containing information of about 40 problems that young people face. Download the booklet in PDF.

- Youth Access

Signposting to advice and counselling agencies for young people aged 11-25.

Telephone: 020 8772 9900 (Monday-Friday: 9am-1pm, 2pm-5pm.

Website: [www.youthaccess.org.uk](http://www.youthaccess.org.uk)

- Muslim Youth Helpline

A helpline providing culturally sensitive support to Muslim youth under the age of 25.

Telephone: 0808 808 2008

Email: [help@myh.org.uk](mailto:help@myh.org.uk)

Website: [www.myh.org.uk](http://www.myh.org.uk)

- Samaritans

Samaritans volunteers listen, in confidence, to anyone, in any type of emotional distress without judging or telling people what to do.

Telephone (24hours): 0845 790 9090

Website: [www.samaritans.org.uk](http://www.samaritans.org.uk)

- Barnardo's

A charity whose focus is on children and young people across the UK, through various projects, whether the issue is poverty, exploitation, disability or Domestic Abuse.

Website: [www.barnardo's.org.uk](http://www.barnardo's.org.uk)

## **Family Issues**

- Family Information Service

Provides information and advice to families for services in the area.

Telephone: 0800 731 1518

- Staffordshire Early Years and Child Care

Telephone: 0300 111 800

Email: [fis@staffordshire.gov.uk](mailto:fis@staffordshire.gov.uk)

Website: [www.staffordshire.gov.uk](http://www.staffordshire.gov.uk)

- Stoke-on-Trent Family Information Service

Telephone: 0800 015 1120

Email: [fis@stoke.gov.uk](mailto:fis@stoke.gov.uk)

Website: [www.stokefis.co.uk](http://www.stokefis.co.uk)

- Family Crisis Line

A helpline to support you with family problems.

Telephone: 01483 7225333

- Streetwise Young People Service

Support for young people, aged 16-25, with family concerns.

Telephone: 0161 253 6476

Website: [www.streetwise2000.org.uk](http://www.streetwise2000.org.uk)

## **Separation and Divorce**

- It's Not Your Fault

Practical information for children, young people and parents going through a family breakup. Website: [www.itsnotyourfault.org](http://www.itsnotyourfault.org)

- Both Parents Forever

Provides help and advice to children, parents and grandparents, on all issues relating to divorce, separation and care proceedings.

Telephone: 01689 854343

- Divorce Aid

Offers support if you have concerns and fears relating to your parent's divorce. Click on the 'child aid' button at the top of the home page and then go to the Child or Teenager section as appropriate. Website: [www.divorceaid.co.uk](http://www.divorceaid.co.uk)

## **Bereavement and Counselling**

- Cruse Bereavement Care

Offers counselling, information and advice to anyone who has been bereaved.

Youth Helpline (12-18years old) Mon-Fri: 9:30-5pm.

Telephone: 0808 808 1677

Website: [www.rd4u.org.uk](http://www.rd4u.org.uk)

- Winston's Wish

Information for Children and Young People who are bereaved.

Website: [www.winstonswish.org.uk](http://www.winstonswish.org.uk)

- Bereavement and Counselling for Young People

Telephone support service for those who are bereaved.

Telephone: 01298 815388

## Housing and Care Issues

- Runaway Helpline

Helpline support for children and young people who feel that they want to run away from home or care.

Freephone 24hours/day: 0808 800 70 70

Email: [help@runawayhelpline.org.uk](mailto:help@runawayhelpline.org.uk)

- Supported Lodgings

Based within Arch services, Supported Lodgings help young people in the Stoke-on-Trent area, aged 16-25 to find accommodation provided by host families. The family provides a room in their home, in a safe and supportive environment.

Telephone: 01782 683773

Email: [supportedlodgings@archnorthstaffs.org.uk](mailto:supportedlodgings@archnorthstaffs.org.uk)

- Shelter

Information from advisors who can help you find accommodation. Some areas may also be able to find you overnight emergency accommodation or look at other options and what you are entitled to. Telephone: 0808 800 4444

Website: [www.shelter.org.uk](http://www.shelter.org.uk)

- Voice for the Child in Care

Telephone advice, information and advocacy service for children in care.

Telephone: 0808 800 5792

Helpline for Care-Leavers: 0808 100 3224

Website: [www.voiceyp.org](http://www.voiceyp.org)

- Who Cares?

Helpline offering information and support for young people who are or have been in care.

Linkline: 0207 251 3117

Email: [mailbox@thewhocarestrust.org.uk](mailto:mailbox@thewhocarestrust.org.uk)

- A National Voice

Online information and support for young people in care or leaving care, including rights and entitlements and the Care Act.

Website: [www.anationalvoice.org](http://www.anationalvoice.org)

## **Bullying, Cyber-bullying and Online Safety**

- Cyber-Mentors

Help and support for young people experiencing bullying.

Website: [www.cybermentors.org.uk](http://www.cybermentors.org.uk)

- Bullying Online

Information and advice about bullying.

Email: [help@bullying.co.uk](mailto:help@bullying.co.uk)

Website: [www.bullying.co.uk](http://www.bullying.co.uk)

- Think U Know

Find out what's new online, how you can stay safe, and how to report anything that may be worrying you online such as bullying, or abuse.

Website: [www.thinkuknow.co.uk/11-16/](http://www.thinkuknow.co.uk/11-16/)

- Chat Danger

A site aimed at children and young people with advice on staying safe online, online games, chatrooms, email and mobile phones.

Website: [www.chatdanger.com](http://www.chatdanger.com)

- There 4 Me

Online support for any issues that you may be worried about. Provided by the NSPCC for 12-16 year olds.

Website: [www.there4me.com](http://www.there4me.com)



## **Domestic Abuse**

### **Services provided by Arch**

- Relationships Without Fear Team

Alongside the schools programme that the RWF team deliver, we have 1-1 Children and Young People Support Workers. If you have ever been affected by Domestic Abuse, and need to talk to someone in confidence, we are here to listen and support you. This service is for 5-19 year olds. You can either refer yourself or find a trusted adult to do it for you. We will then agree on a suitable venue for the support sessions to take place, maybe in school or a safe place in the community.

Telephone: 01782 219100

Helpline: 01782 205500

Email: [dvservices@archnorthstaffs.org.uk](mailto:dvservices@archnorthstaffs.org.uk)

- Domestic Violence Outreach, Prevention Teams and IDVA workers

At Arch, we also have DV services for adults, whether they are victims or perpetrators. We can provide support and information to help them understand their situation and how to keep safe. An IDVA (Independent Domestic Violence Advisor) can support a victim through the court process. If you know someone that may need this support, the numbers below could help them.

DV Team Referrals: 01782 683763

DV Support and Information: 01782 683770

Email: [dvservices@archnorthstaffs.org.uk](mailto:dvservices@archnorthstaffs.org.uk)

- North Staffs Domestic Violence Helpline

Telephone: 01782 205500

- In an Emergency

Telephone; 999 and ask for the Police.

- Non –Emergency

Telephone: 0300 123 44 55

### **Domestic Abuse Continued**

- National Domestic Violence Helpline

A free phone 24hour helpline for support and information. Provided by Women's Aid and Refuge. Telephone; 0808 2000 247

- National Centre For Domestic Violence

The NCDV is a registered Charity which can assist a victim to obtain protection against an abuser. They can provide free, fast and effective legal support such as injunctions or non-molestation orders. Telephone: 0844 8044 999 Website: [www.ncdv.org.uk](http://www.ncdv.org.uk)

- Miss Dorothy

A site giving young people information and advice on personal, internet safety and domestic abuse. Website: [www.missdorothy.com](http://www.missdorothy.com)

- The Hideout

An interactive website to help young people understand domestic abuse and how to take positive action if it is happening to you.

Website: [www.thehideout.org.uk](http://www.thehideout.org.uk)

- NSPCC

Use this helpline or website if you have concerns about yours or another child's safety, or you are worried they are at risk of neglect, sexual, emotional or physical abuse, and you need help or advice.

Helpline: 0808 800 5000 Website: [www.nspcc.org.uk](http://www.nspcc.org.uk)

- NSPCC- Asian Helpline

Provides counselling and advice. Callers talk in English, Bengali, Hindi, Urdu, Punjabi or Gujarati. Helpline: 0800 096 7719

- Respect 4 us

Interactive and informative website for young people about domestic abuse, sexual bullying and sexual discrimination.

Website: [www.respect4us.org.uk](http://www.respect4us.org.uk)

- Victim Support Male Abuse

Helpline for male abuse victims of domestic or sexual abuse.

Helpline: 0800 328 3623

- Respect Men's Advice Line

Offers support for men experiencing domestic abuse

Freephone helpline number: 0808 801 0327

Website: [http://www.mensadviceline.org.uk/mens\\_advice.php](http://www.mensadviceline.org.uk/mens_advice.php)