

SHER

EDUCATIONAL TOOLKIT

To promote safe, healthy and
equal relationships



With financial support from the Daphne III
Programme of the European Union



Región de Murcia



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SPAIN

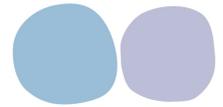
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Chapter 1. Introduction



FOREWORD – DAPHNE III

This educational toolkit has been developed as part of the European Union (EU) Daphne III programme:

The Daphne III programme aims to contribute to the protection of children, young people and women against all forms of violence and attain a high level of health protection, well-being and social cohesion.

Its specific objective is to contribute to the prevention of, and the fight against all forms of violence occurring in the public or the private domain, including sexual exploitation and trafficking of human beings.

It aims to take preventive measures and provide support and protection for victims and groups at risk.

Source: European Commission

SHER Toolkit - Safe, Healthy, Equal, Relationships

The SHER programme aims to increase young people's understanding of what is and what is not a healthy relationship, enabling them to assess their own relationships, and preventing them from becoming perpetrators or victims of domestic violence in the future. The toolkit is aimed at young people aged 13 to 18 years. It is designed to be used schools and other educational settings for example youth organisations

The project is designed as an international toolkit to be delivered in educational settings, able to be integrated into the school curriculums across European Member States. The following organisations from the UK, Bulgaria, Spain, and Norway have been involved in this development of the toolkit:

Southwark Council – London, United Kingdom

Bede House – London, United Kingdom

Southwark Mediation – London, United Kingdom

Murcia Region's Women Institute – Murcia, Spain

Asde Exploradores de Murcia – Murcia, Spain

Opportunity and Protection Association – Haskovo, Bulgaria

Bulgarian Gender Research Foundation – Haskovo, Bulgaria

Finnmark University College – Norway



The SHER toolkit will assist schools and local authorities demonstrate and fulfil their commitment to the early intervention and prevention of harm to children as stipulated by the Children Act 1989, and the Children Act 2004, which underpins Every Child Matters.

Children Act 1989 (sections 17, 31 & 47)

The **Children Act 1989** provides a comprehensive framework for the care and protection of children. The Children Act 1989 places a duty on local authorities to promote and safeguard the welfare of children in need in their area (section 17). The act also introduced the concept of significant harm (section 31) as the threshold that justifies compulsory intervention in family life, in the best interests of children. It gives local authorities a duty (section 47) to make enquiries when they have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or likely to suffer, significant harm to enable them to decide whether they should take action to safeguard or promote the child's welfare.

Every Child Matters

All children deserve the opportunity to achieve their full potential. In 2003, the Government published the Every Child Matters Green Paper alongside the formal response to the report into the death of Victoria Climbié. The Green Paper set out five outcomes that are key to children and young people's wellbeing:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution; and
- achieve economic wellbeing.

Children Act 2004

The **Children Act 2004** subsequently became law and set out these outcomes in statute, including the provision of local safeguarding boards.

WHY DO WE NEED A TOOLKIT?

Domestic abuse

Domestic abuse (including domestic violence) is defined as:

“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- *psychological*
- *physical*
- *sexual*
- *financial*
- *emotional*

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

Source: Home Office, new definition to be used from March 2013.

Domestic abuse in Europe

- It is estimated that within Europe around 45%, between one and two million women experience violence on a daily basis.
- It is estimated that between 6 – 10% of women suffer domestic violence in a given year¹
- One in four women experience domestic violence in their lifetime.
- In 2006 2,419 women across Europe died as the result of intimate partner violence.
- 58% of these deaths (1,409) were the direct result of violence committed by the male partner.
- Suicide accounted for 42% of deaths (1,010), which emphasises the emotional and psychological impact of domestic violence on an individual as well as the physical impact².

¹ Council of Europe, Strasbourg, France 2002 – Recommendation of the Committee of Ministers to member States on the protection of women against violence. Explanatory memorandum.

² Psytel, Ingénierie de l'information, Daphne Project 2007 - IP V EU Mortality, http://www.psytel.eu/files/violences/IPV%20EU_Mortality/IPV%20EU_Mortality%20Synthese_En.pdf, 15 December 2010

Domestic abuse in the UK

- In the UK it is estimated that 25% of women at some point in their lives have suffered from domestic violence³.
- One incident of domestic violence is reported to the police every minute.
- On average, 2 women a week are killed each week by their partner or ex-partner (Women's Aid, March 2011)
- At least 750,000 children a year witness domestic abuse (DoH, (2002) Women's Mental Health : Into the Mainstream)
- Nationally, 65% of cases of children subject to a child protection plan are domestic abuse related.

Young people and relationship abuse

Currently there are no statistics available on young peoples and domestic violence at a European or global level. However studies conducted by individual countries within Europe suggest that young people experience domestic violence at greater levels than adults.

Spain

A 2008 survey found that 9.9% of respondents had suffered physical or psychological aggression from partners. For the under 20 age group this was slightly higher with 10.1% of respondents experiencing some form of violence from their partner.

UK

A number of studies in the UK have indicated that young people experience domestic violence at greater levels than adults.

A recent study by the NSPCC and the University of Bristol questioned 1,353 young people (aged between 13 and 17 years old, from eight UK schools) on violence in their intimate relationships. Key points from the research include the following:

- Nearly 75% of girls and 50% of boys have been affected by some form of emotional relationship abuse.
- Most commonly reported forms of emotional abuse, irrespective of gender, were 'being made fun of' and 'constantly being checked up on by partner'.
- 25% of girls and 18% of boys reported some form of physical relationship abuse.
- 40% of young people in relationships have experienced dating violence.
- 33% of girls and 16% of boys reported some form of sexual abuse.

³ Home Office Research Study 276 – Domestic violence, sexual assault and stalking., British Crime Survey 2001

- Girls were more likely than boys to say that the abuse was repeated and that it either remained at the same level of severity, or worsened, especially after the end of the relationship.
- Younger participants (aged 13 to 15 years old) were as likely as older adolescents (aged 16 and over) to experience some forms of relationship abuse.
- The majority of young people either told a friend or no-one about the violence; only a minority informed an adult.
- Risk factors which may increase a teenager's susceptibility to relationship abuse can include previous experiences of parental domestic violence, physical and sexual abuse and violent peer groups.
- Teen relationship abuse can have serious outcomes including depression and suicide.

Relationship abuse – a hidden problem

Relationship abuse is a 'hidden' problem. Research has indicated high levels of acceptance of abuse within teenage relationships. Young people generally are more accepting of, and dismissive about, this form of behaviour than adults. Young people's attitudes are influenced by the following factors⁴:

- Adolescents can be more susceptible to gender-role stereotypes and can be confused about what their role is within society.
- Because of a lack of experience in constructing respectful relationships and because of their peer group norms it can be difficult for teenagers to judge their partner's behaviour as being abusive.
- Teenage relationship abuse is influenced by how teenagers look at themselves and others. This can be influenced by the media and its portrayal of how we should look and behave.
- If the young person attends the same school, college, youth club as their abuser, this can increase their sense of fear and entrapment.

This was found to be the case in Southwark (London) where this toolkit was piloted. There was a general agreement by young people that in certain situations physical abuse (slap or punch) was acceptable and tolerated.

Signs of relationship abuse

Relationship abuse generally occurs in older children in their teens. The following are possible signs that a young person is experiencing relationship abuse⁵:

- Physical signs of injury / illness.
- Truancy, failing grades.

⁴ Home Office – Teenage Relationship Abuse, A Teacher's Guide to Violence and Abuse in Teenage Relationships

⁵ Home Office – Teenage Relationship Abuse, A Teacher's Guide to Violence and Abuse in Teenage Relationships

- Withdrawal, passivity, being compliant.
- Changes in mood and personality.
- Isolation from family and friends.
- Frequent texts and calls from boyfriend / girlfriend.
- Inappropriate sexual behaviour / language / attitudes.
- Depression.
- Pregnancy.
- Use of drugs / alcohol (where there was no prior use).
- Self-harm.
- Eating disorders or problems sleeping.
- Symptoms of post-traumatic stress
- Bullying / being bullied

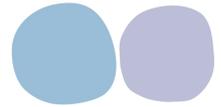
Within the classroom environment these signs may manifest themselves in the following ways:

- Being late for school / not attending (especially if abuser attends same school).
- Arriving early / staying late to avoid abuser.
- Disturbed sleep affecting concentration.
- Not focused in lessons as he or she is preoccupied and worried.
- Very gendered expectations of career and achievement.
- Feeling unsafe as afraid of being traced by abuser via school.
- Appearing isolated and removed.
- Worried that everyone at school knows what is happening.

What are the benefits of this toolkit to young people?

This toolkit provides a vehicle for young people to learn and talk about relationship abuse within the safety of a classroom environment. For many young people they will not have recognised that they are experiencing relationship abuse. Through raising awareness this toolkit will support these young people already suffering from abuse, whilst at the same time encourage young people to develop healthy, non-abusive and respectful relationships in the future.

Chapter 2. Safeguarding



SAFEGUARDING IN THE UK

The actions that professionals and society take to promote the welfare of children and protect them from harm are referred to as safeguarding. This includes:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable children in need to have optimum life chances.

Each country in the EU has its own statutory requirements which organisations are required to follow. Before using this toolkit facilitators will need to check what their own organisational and national requirements are in relation to safeguarding. It is recommended that throughout the delivery of the programme any safeguarding issues that arise are recorded on a safeguarding log (please see example in appendix A).

Safeguarding in the UK

During 2010-2011 615,000 children in England were referred to children's social care services by individuals who had concerns about their welfare. There are a number of legislative acts which set out the statutory requirements for different types of organisations in relation to safeguarding. These include:

Children Act 2004 – sections 10, 11, 13

Education Act 2002 – section 175

Children Act 1989 – sections 17, 27, 47

More information can be found in the UK Government's inter-agency guidance *Working Together to Safeguard Children (2010)* which sets out the roles and responsibilities of agencies and professionals where there are concerns about the safety and welfare of a child or children. The publication includes flow charts illustrating the processes for safeguarding and promoting the welfare of children. These flow charts can be found in appendix B at the end of this document. The full document is available at www.publications.education.gov.uk



WHO, WHERE, HOW, ABUSE CAN HAPPEN

Who can present risk of harm to children?

Every person a child has contact with can pose a possible risk to that child. Below is a list (not extensive) of people that children come into regular contact with:

- Parents or substitute carers
- Family member
- Friends and neighbours
- Other children and young people
- People through the internet

Where does abuse happen?

Abuse can take place anywhere, this includes private settings such as within the family home, and public areas such as the park or swimming pool, anywhere children are cared for away from family home. The internet has introduced a third area of risk, non-contact activities via the internet.

How can I tell if a child is at risk?

There are four main types of abuse, physical, neglect, emotional, sexual, each with different behavioural signs⁶

TYPES OF ABUSE

Physical abuse

Physical abuse may involve:

- Hitting with hands or objects
- Shaking
- Pinching
- Squeezing
- Throwing
- Poisoning
- Burning/scalding
- Drowning
- Choking
- Suffocating
- Delay in getting medical attention for a child is also a possible sign of abuse.

⁶ Bede House – Child protection policy

Physical warning signs may include:

- Bruises
- Bite marks
- Burns/scalds
- Cuts
- Bone fractures
- Scars

Behavioural warning signs may include:

- Aggressive behaviour
- Restlessness
- Hyper-activity
- Over-anxiety to please
- Avoidance
- Resistance to comforting
- Frequent absences from school

Neglect

Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health and development, such as failing to provide adequate food, shelter and clothing, or unresponsiveness to a child's basic emotional needs. Warning signs may include:

- Child appears frequently hungry – may be seen stealing food from other people or places.
- Appears dirty or smelly, uncared for .
- Shows loss of weight, or always being underweight, looking pale and thin.
- Hyper-activity
- Over-anxiety to please
- Avoidance
- Resistance to comforting
- Frequent absences from school.
- Wears inappropriate or inadequate clothing for weather or situation.
- Appears frequently tired, lacking in energy.
- Has medical needs that have not been met – e.g. parent/carer's failure to take to doctor; missed hospital or other medical appointments.
- Has few friends, or appears to be restricted from having friends by parent/carer.
- History of being left alone or unsupervised on one or many occasions, inappropriate to age and needs of the child.
- Child shows repetitive behaviours e.g. head banging or rocking; hair twisting or pulling out of hair.

Emotional abuse

Emotional Abuse involves the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. Emotional abuse will be present as an element in all other forms of abuse. It may involve conveying to children that they are worthless or unloved, and inadequate. The child may be constantly shouted at, threatened or belittled. Warning signs may include:

- Low self esteem
- Inability to accept praise
- The child may be excessively clinging and attention-seeking.
- Over anxious
- Watchful
- Constantly checking
- Self harming
- Signs of eating disorders

Sexual Abuse

Sexual abuse is a form of 'Significant Harm' that involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. It includes penetrative and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at pornographic materials.

Physical warning signs may include:

- Pain
- Bruising
- Cuts
- Marks
- Physical discomfort in or near genital area.
- 'Stomach' pains
- Signs of urinary tract infections - particularly if recurring.
- Signs of sexually transmitted infections.
- Under age pregnancy and parenthood.

Behavioural warning signs may include:

- Acting in age-inappropriate sexual way, perhaps with toys or objects.
- Nightmares, trouble sleeping.
- Unreasonable fear of certain people or places.
- Sudden unexplained behaviour changes e.g. becoming aggressive, withdrawn, crying or clinging.
- Hints at "secrets" or drawing attention to sexual activity through words or play, or in child's drawings.
- Running away from home.

- Bedwetting, or wetting or soiling during daytime.
- Self harm – including suicidal thoughts or actions.
- Eating disorders
- Substance abuse (drugs or alcohol).
- Child has money where source is unexplained.

WHAT TO DO IF A SAFEGUARDING ISSUE IS IDENTIFIED?

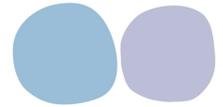
If a child or young person starts to tell you about something that might indicate potential abuse, listen but do not ask for any details. It may undermine any investigation by the police or enquiry by children's social care services if it looks as if the child has been asked leading questions or given suggestions with regard to their answers. You need to let the child or young person know if they reveal to you something which causes you concern for their safety, you will have to tell someone else. When listening to a child or young person, you should try to answer the following:⁷

- Are they currently being harmed?
- Are they likely to be harmed in the future?
- Is anyone else at risk of being harmed?
- Do they need medical attention?
- What are their overall needs?
- What is important to them?

You should refer to your organisations child protection/safe guarding protocol which will guide you as to action to take.

⁷ Home Office – Teachers Guide to Teen-abuse

Chapter 3. Toolkit



WHO IS THE TOOLKIT FOR?

The toolkit is aimed at young people aged 13 to 18 years. It is designed to be used in schools and other educational settings for example youth organisations.

EQUALITY AND DIVERSITY

Prior to the delivery of this toolkit practitioners should consider the cultural diversity of their audience and any influence this may have on the difficult and sensitive issues that will be discussed. The practitioner may need to adjust the delivery, scenarios, and imagery to ensure that a discussion on safe relationships takes place and is not overtaken by cultural issues.

It is important that the organisations own equal opportunities policies are followed and that the practitioner discusses any cultural implications that may arise with their organisational head before embarking on delivering these sessions.

STRUCTURE OF TOOLKIT

The toolkit consists of three two hour classroom sessions. The structure of each session is the same. Each session begins with an introduction/ recap of the previous session, then a group exercise, a PowerPoint presentation or Handout followed by discussion and then feedback. Each of these sessions is designed to be as interactive as possible. We recommend there should be at least two people delivering on these sessions, so the whole class receives the sessions in a structured but informal manner.

Session one

Introduces the concept of healthy relationships. The aim is to set a base line of their existing attitudes to healthy/unhealthy relationships. Allow the class to understand and identify with others and explore and manage their feelings.

Session two

Aims to encourage the group to think critically and not to make assumptions. The paradigm exercise is not related to the healthy relationships topic; but it helps the group to start discussions about alternative viewpoints and with this in mind, the practitioner can lead onto the actual case study where the class has to critically think what the best possible qualities a partner should possess in a healthy relationship.



Session three

Aims to show how people can find themselves in unhealthy relationships. The practitioner splits the class and asks each group to come up with a list of every day life relationships and who has power over whom. This leads to a discussion of how power and therefore control is given away. The session leads on with impact statements of national statistics of the range of violence perpetrated against women. The session concludes with a review and positive statement on healthy relationships.

SESSION DELIVERY

The session plans have been written as a step by step guide to ensure that the delivery goes as smoothly as possible. We recommend that this course be delivered by two people who are able to support each other whilst preparing for the session, whilst delivering the session and for debriefing (winding down) after the session is delivered.

The practitioners should be leading the sessions dynamically and engaging with the young people at all times. They should guide the discussions and really encourage the young people to think about each of the topics and ultimately how the sessions could help improve their relationships. The group will be learning the following key skills:

Self Esteem, Communication, Interpersonal Engagement, Explore & Manage Feelings, Values, Understanding & identifying with others, Problem solving, Action Planning, Negotiation, Reviewing.

Group work and presentations are used during the lessons in order to stimulate reflection on the issues and encourage the young people to reach their own conclusions.



CREATION OF A SAFE ENVIRONMENT

Teacher/trainers who deliver these sessions should establish a safe environment for the duration of the lessons:

Teacher/trainer knowledge.

It is recommended that prior to delivering the sessions the teacher/trainer undertakes some background reading to understand what being in a safe healthy relationship means for teenagers. Courses on healthy relationships and further advice can be obtained from the list of sources of help in Chapter 6.

Safeguarding procedures

It is important to realise that some students may experience strong emotions because they are in an unhealthy relationship and experiencing abuse themselves or know someone close to them who is experiencing abuse. You should familiarise yourself with your organisations safeguarding policies and procedures in order to deal with any disclosures that may be made.

Support for young people

Staff delivering this toolkit should be aware of resources available where young people can go for further information or support. Chapter six of this toolkit includes a list of agencies and websites where young people can go for further information and advice. These organisations are also an additional information source for parent/teachers etc.

Awareness of support mechanisms

You may know someone, or maybe facing relationship issues yourself. These sessions may raise strong emotions within yourself. It is vital to discuss how you can cope if this occurs and also what help is available to you from your work place.

Environment

The classroom setting should be informal and arranged so that the students face the trainers. There should be no obvious outside distractions. It is a good idea to speak with your head teacher or line manager before delivering this course to agree delivery times, resource availability, classroom support, personal support and training available.

Ground rules

At the beginning of the first session (after introductions) the young people should draw up ground rules to maintain confidentiality and to allow free and opens discussions.

Suggested Ground Rules

Respect	Respect each others views and opinions.
Confidentiality	Everything discussed stays in the room.
Mobile Phones	Turned off completely.
Speaking	One person at a time, without interruption.
Self expression	Feel free to express own ideas and feelings without being laughed at.
Listening	Be listened to and listen to others.
Participation	Voluntary, take part in the lessons.
Positivity	Be positive, do not be fearful, keep an open mind.
Support	Ask for support; support each other.

PEER MEDIATORS

It is recommended that to achieve maximum benefit this toolkit is delivered alongside the support of peer mediators.

It has been shown that young people are more responsive and more likely to raise an issue to a person of similar age. Previous youth education projects have successfully used peer mediators to encourage youth participation or for specific conflict resolution which have developed during session delivery. The role of the peer mediators is to:

- Provide one to one support.
- Provide couple mediation.
- Provide a referral route to professionals where there are disclosures of abuse.
- Act as role models.
- Generally to help young people to understand what a healthy relationship is. Improve their relationships, and combat domestic violence.

Through the use of mediation young people have the opportunity to address conflict in a positive way. Mediation helps young people identify the negative aspects of their relationships, take responsibility for their role in this cycle of behaviour and together work towards a healthier relationship built on respect, which in turn prevents their relationships becoming damaging and developing into domestic violence.

Your local council should have information on youth mediation services available in your area.

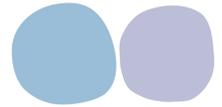
USE OF QUESTIONNAIRES

The pilot project used a set of pre and post session questions to help measure the starting point of the students before the sessions and to see if their attitudes changed by attending these sessions. The responses to the questionnaires were evaluated by Finnway University, the results can be found in chapter five.

In this toolkit the use of these questionnaires is discretionary, depending upon the time available to the tutor. It takes approximately 10 minutes to complete the questionnaires. Using this questionnaire it is possible to explore attitudes in the class to relationships, money, and education. Each of the questions in themselves can be the focus for future discussions.

The questionnaire itself can be adapted by the trainer to address the different issues that may be raised in the classroom.

Chapter 4. Session Plans



SESSION ONE – WHAT IS A HEALTHY RELATIONSHIP?

Aims of session

To explore and focus on relationships, the nature of the different kinds of relationships and why they exist; such as family, kinship, friendship, marriage relations with associates, work, clubs, neighbourhoods and places of worship. Also what the effects of having or not having a relationship can have on one person. This is vital before looking into healthy relationships.

Learning aspect

- Identify characteristics and elements of a healthy and unhealthy relationship.
- Quote at least one unhealthy relationship statistic.
- Identify support resources for teens in an abusive relationship.
- Name an adult at school to whom they could turn for help

Resources required

Laptop connected to White board, power point presentation/handouts, pen, markers and A3 paper, agency leaflets.

Activities and length

After establishing ground rules with the class; follow the session one plan on pages 18-20.

Ice breaker

Unique Circle, everyone in the class, including facilitators, takes turns to say what makes them unique, giving a chance for everyone to learn a bit more about each other. This builds confidence and trust within the group and gets them ready for later input and discussion.

How to introduce the session

Follow the Teacher/Trainer notes details on pages 18-20.

Session materials

- Pre Questionnaire (optional handout)
- Attitudes exercise (handout)
- Healthy relationships presentation (PowerPoint/handout)



SESSION 1		INTRODUCTIONS	
Time	Approach	Teacher/Trainer Notes	Learning Aspect
10 mins	Dynamic 3-5min presentations by each member of the team.	<p>High-energy individual presentations prepared in advance: <i>who am I and why am I here?</i></p> <p>It is important to set the tone for the session/whole programme here, and for each facilitator to share something of their personal position during their introduction in order to make it relevant to the here and now. For example:</p> <p><i>One of the things I like best about my job is helping young people understand how damaging unhealthy relationships can be and the massive impact they have on your life, it's something I just didn't get when I was young...</i></p> <p><i>I am here because when I look around me I see women of all ages still struggling with the real basics, like being happy and staying safe. That's what it is all about for me, that's why I'm here.</i></p>	<ul style="list-style-type: none"> ● Healthy relationships ● Emotional development ● Trust ● Identity
10 mins	Introduce the safe healthy relationship session.	Explain to the class what the series of sessions is about, explain how you will explore safe healthy relationships as opposed to unhealthy relationships during this session.	
10 mins	Set Boundaries/ Ground rules.	Ground rules- Ask the class to come up with rules that keep everyone safe. If the group is quiet then suggest some basic ground rules yourself.	
5 mins	Followed by any questions for the speakers and/or facilitated group feedback).	<p>Explain to the class that this subject is an emotional topic and if everyone is alright to carry on. Tell the class if anyone becomes uncomfortable they should either raise it with the teacher in private later or leave the classroom. If anyone does leave, yourself or the second facilitator should have a discussion with the person straight away in private.</p> <p>Ask the class if they have any questions.</p>	
SESSION 1		QUESTIONNAIRE (Optional) and ICEBREAKER	
Time	Approach	Teacher/Trainer Notes	Learning Aspect
10 mins	The facilitator distributes the questionnaire to all participants after explaining the process.	<p>The use of the questionnaire at the beginning and end of the programme is for evaluation purposes and should be introduced very briefly with the emphasis on transparency.</p> <p><i>So the first thing we are going to do is a very quick exercise to see where you are at on the subject of intimate relationships. There are a number of questions and a choice of answers; please tick one answer per question according to what fits better with your opinions.</i></p>	<ul style="list-style-type: none"> ● Healthy relationships ● Listening skills <p>Positive modelling of:</p> <ul style="list-style-type: none"> ● Leadership skills ● Public Speaking ● Self-empowerment
Or 10 mins	Questionnaires collected. Introduce the icebreaker set out as above- 10mins.	<p>Icebreaker- Unique Circle.</p> <p>After the icebreaker thank the group for the participation and move on to delivering the Attitude exercise.</p>	

SESSION 1		ATTITUDES EXERCISE	
Time	Approach	Teacher/Trainer Notes	Learning Aspect
1 min	Facilitator introduces exercise and reads out scenarios one by one (and repeat).	Split the class in two and then read out from the Power point presentation or scenarios sheets if power point is not available. Give each group a copy of the scenarios The teacher introduces this exercise explaining that the aim is to reach a group consensus on each scenario. Make sure everyone understands what a consensus is, and that it must be reached together.	<ul style="list-style-type: none"> ● Healthy relationships ● Issues of consent ● Sexual exploitation ● Emotional development ● Trust ● Identity
5 mins	Participants given 5mins to discuss each scenario with their peers, then invited to state whether they find each scenario acceptable or unacceptable.	This exercise is designed to open up discussion and allow for healthy opposition between different people with different attitudes. The key point of this exercise is to facilitate it without personal agenda, and to allow each person their opinion without judgment. Some people find it very uncomfortable when others do not agree with them, and can respond in different ways. The central point here is that it is not about right or wrong, but about acceptable or unacceptable, which can be different for different people.	<ul style="list-style-type: none"> ● Listening skills ● Self empowerment ● Negotiation skills ● Assertiveness
10 mins	Team lead to facilitate consensus where possible by soliciting contributions from each side. If time repeat for each scenario.	This exercise can get quite heated and it is important not to interrupt important processing if it takes hold of the group, even if this means you spend the whole 30 minutes on one scenario. The most important thing is for the facilitator to strip his or her opinion out of the proceedings completely and reflect back what is being said by participants, contributing to the process only if discussions are one-sided.	
SESSION 1		PRESENTATION	
Time	Approach	Teacher/Trainer Notes	Learning Aspect
10 mins	Power point or handout presentation of youth-related facts and definitions surrounding dysfunctional relationships.	The teacher now presents a high energy core presentation: <i>the truth about dysfunctional relationships</i> . This is the first of three core presentations with power point support. The focus is on transferring key information to the target class. This first presentation lays out the main subject area of the programme. <i>I talked earlier about why I am here personally, and now we are going to talk to you about why we are all here together...</i>	<ul style="list-style-type: none"> ● Healthy relationships ● Emotional development ● Listening skills ● Self expression ● Visioning
20 mins	Facilitated group feedback / comments / questions.	All core presentations are about facts and information, and about unpacking the meaning of those facts and that information in a way that is beneficial to the group. It is not about your agenda or your opinion as a facilitator. <i>The facts. Not your facts.</i>	Positive modelling of: <ul style="list-style-type: none"> ● Public Speaking ● Self-empowerment

SESSION 1		FEEDBACK	
Time	Approach	Teacher/Trainer Notes	Learning Aspect
5 mins	<p>The facilitator asks each everyone to Stand-up if:</p> <p>You have ever been in a dysfunctional relationship?</p> <p>You have ever been in a healthy relationship.</p> <p>End the session on a positive note.</p>	<p>Use tone and energy (low) to encourage a state of self-reflection when introducing the stand-up if exercise, pausing between statements to allow time for group processing:</p> <p><i>That was a lot of information...and sometimes it's easy to switch off...but if you think about it, this stuff about relationships is really deep...</i></p> <p>All participants are asked to think for a minute about whether they have ever been in a dysfunctional relationship.</p> <p>The facilitator then asks those whose answer is yes to stand up, making sure to explain that they can remain seated if they prefer and acknowledge their answer silently.</p> <p>There is no further response required, acknowledge the outcome in silence then tell them they can sit down (keeping energy low). To end this session on a positive note ask the class to stand up if they have been in healthy relationship.</p>	<ul style="list-style-type: none"> ● Emotional development ● Trust ● Identity ● Self esteem ● Self-empowerment
SESSION 1		CLOSE	
Time	Approach	Teacher/Trainer Notes	Learning Aspect
10 mins	<p>Bring the session to a close.</p> <p>Thank everyone for participating.</p>	<p>Summarise the session, tidying off any loose ends or questions and/or comments from the class. It is important to end on a positive note.</p> <p>One to one support to be offered, either to speak to you, Youth worker, online support, access to the Child line number, etc. Distribute list of sources for additional help.</p>	<ul style="list-style-type: none"> ● Healthy relationships ● Emotional development ● Listening skills

SESSION 1 – MATERIALS PRE-QUESTIONNAIRE

Pre-questionnaire

Date..... Class..... PRE-LESSON

School.....

SHER Healthy Relationships Survey

Thanks you for taking the time to fill in this questionnaire. Simply answer the questions based on what you think is ok or acceptable in a girlfriend/boyfriend relationship. We would like you to answer the questions whether you are currently in a relationship or not. **For each question please tick just one box to indicate your response. Remember that this questionnaire is anonymous, so please be as honest as you can.**

Tick who do you think should make the decisions about...

	I should decide	We can discuss it, but I should decide	We should make the decisions together	We discuss it, but my partner should decide	My partner should make the decisions
what friends you have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what clothes you wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what you spend your money on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick what you think is acceptable when you talk about...

	He/she should listen carefully & offer helpful comments	He/she should listen for a short time	It's ok if he/she isn't interested	It's ok if he/she laughs at me	It's ok if he/she criticises me
your plans for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your problems or mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pre-questionnaire

Is it ok for you girlfriend/boyfriend to...

	It's never ok	It's not ok but I would forgive them if they did	It's ok if I have done something to upset them	It's ok most of the time	It's always ok
cheat on you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
touch you even if you don't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
put you down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
force you to have sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
push you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hit you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is it ok for you to...

	It's never ok	It's not ok but I should be forgiven if I did	It's ok if they have done something to upset me	It's ok most of the time	It's always ok
cheat on your boyfriend/girlfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
touch him/her even if they don't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
put him/her down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
force him/her to have sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hit or push him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Contacting each other: is it ok for your girlfriend/boyfriend...

	It's never ok	Some times	Occasionally	Most of the time	Always
to go through your phone?	<input type="checkbox"/>				
to phone or text you constantly?	<input type="checkbox"/>				
to pass on photos or films of you without permission?	<input type="checkbox"/>				
to leave nasty comments about you on facebook or other sites?	<input type="checkbox"/>				

Pre-questionnaire

If you have experienced any of the above, did you tell anyone? YES NO

If yes, who did you tell?

Friends Relative Youth Worker Teacher

Health Worker Police Other

Do you feel you know enough about building a healthy relationship? YES NO

Feel free to tell us what more you would like to know about building a healthy relationship

.....
.....
.....
.....
.....
.....

If you have something you would like to talk about regarding relationships please speak to the youth worker in class today or you can speak to your teacher.

We want to ensure that as many students as possible from different backgrounds are benefitting from this programme. The information requested below will enable us to determine whether or not we are achieving this aim. All information is anonymous. Please tick the box you consider best describes your ethnic origin.

- | | | | |
|------------------------------------|--------------------------|----------------------------------|--------------------------|
| White British | <input type="checkbox"/> | Asian / Asian British: Pakistani | <input type="checkbox"/> |
| White Irish | <input type="checkbox"/> | Asian / Asian British: Indian | <input type="checkbox"/> |
| White Other | <input type="checkbox"/> | Asian / Asian British: Other | <input type="checkbox"/> |
| Mixed White and Black Caribbean | <input type="checkbox"/> | Black / Black British: Caribbean | <input type="checkbox"/> |
| Mixed White and Black African | <input type="checkbox"/> | Black / Black British: African | <input type="checkbox"/> |
| Mixed White and Asian | <input type="checkbox"/> | Black / Black British: Other | <input type="checkbox"/> |
| Mixed Other | <input type="checkbox"/> | Chinese | <input type="checkbox"/> |
| Asian / Asian British: Bangladeshi | <input type="checkbox"/> | Other | <input type="checkbox"/> |

Gender: Male Female

Age:



ATTITUDES EXERCISE

 Kieran hears others talk about keeping their women in line and believes it is important to be in charge. He would never hit his girlfriend but when they argue they both get very angry and when she goes too far he will sometimes push her up against the wall to make his point.

Acceptable/Unacceptable

 Stefan broke up with his girlfriend because it got to the point where they were arguing all the time. After the break up she calls him and asks him to delete a number of intimate pictures he has of her on his phone. Stefan tells her he has deleted them but in reality he has not. When he and his friends get together they often share pictures of the girls they are linking with and the girls they have been with in the past.

Acceptable/Unacceptable

 Whitney has fallen in love with a boy who comes to her hostel a few times a week to see her. They have a very strong physical relationship and he says she is the only person he can really talk to. He has told her that he is not ready to settle down and she understands, she knows that he is involved with a gang and often worries about what he gets up to. Whitney knows that he sees other girls and she has even spoken to some of them on the phone when they call him and he asks her to answer. Whitney knows he takes liberties turning up in the middle of the night because he has nowhere to stay, and she does feel bad when she thinks of the other girls, but she loves him so much and so she accepts the situation.

Acceptable/Unacceptable

 A 17 year-old boy had sex with his 14 year-old girlfriend. Her mother found out about it and told the police. As a result the young man was convicted of sexual assault, given a community sentence and put on the sex register for 3 years.

Acceptable/Unacceptable

 Geneva has been going out with Casita for 3 months, she has not told anyone she is in a same sex relationship yet as she is worried her family will disown her. Casita is very upset that Geneva is not telling people about their relationship, and feels that this is because Geneva is ashamed of her. She is now threatening to end the relationship if Geneva does not tell her friends and family about their relationship.

Acceptable/Unacceptable

 Philip is aged 19 and working as a security guard. Phillip is a high function autistic person. His girlfriend of 6 months dumped him a month ago. Last week she called him and asked him to come around. When he did, they had sex, but Jennie told him to give her £20, which he did. Jennie told him that if he was to be her boyfriend, he had to give her money every week and also to buy new stuff whenever she wanted.

Acceptable/Unacceptable

Are relationships that important?



“There is strong evidence that healthy relationships correlate strongly with people’s health and well-being.

Conversely, the health risks from being alone or isolated in one’s life are comparable in magnitude to the risks associated with cigarette smoking, blood pressure, and obesity.”

(Goern, 1987; House, 1998)

Healthy relationships make you feel

calm - confident - free - optimistic - safe –
creative - happy



So what do unhealthy relationships feel like?



Unhealthy relationships make you feel

tense - paranoid - trapped - depressed - scared - lonely - unhappy

So what are you thinking now?

Think about this

The main reason people stay in unhealthy friendships and relationships is fear of the other person's aggressive and abusive behaviour.

One in three children experience bullying by their peers during childhood

One in three boys and one in four girls admit they have bullied other children a *little* or a *lot*.

One in four people bullied by their peers in childhood reported suffering long term harmful effects lasting into adulthood.

One in four teenagers will experience physical, emotional, psychological or sexual abuse in their relationship by the time they are 18.

The relationships you have with family, friends and sexual partners while you are growing up set the pattern for the rest of your life

Look out for yourself by being kind to others



SESSION TWO – WHAT DOES A HEALTHY RELATIONSHIP MEAN TO ME?

Aims of session

To teach young people about empathy, and not to rush into decisions. Exploring different types of unhealthy scenarios that will allow them to the key components of an unhealthy relationship and why people end up in them.

Learning aspect

- Recognise warning signs of dating abuse.
- Sympathise with the feelings of teens experiencing dating violence.
- Acknowledge the complexities of teen dating violence by being able to discern the difficulties involved with disclosing experiences of dating abuse.
- Understand that there is help available and sign post where to go to get it.

Resources required

Laptop connected to White board, power point presentation, markers and card paper, media examples of unhealthy relationships.

Activities and length

After re-capping ground rules and previous lesson with the class; follow the session two plan on pages 32-34

Ice breaker

Hot seat, this is where each person, including the teachers, are asked one question about themselves (nothing too personal), which are chosen by the person next to them. This will allow students to learn a bit more about each other, and explore how it feels to put in the same position as someone else.

How to introduce the session

Follow the Trainer notes details on pages 32 to 34.

Session materials

- Paradigm shift exercise.
- Girls and boys presentation (PowerPoint/handout).

SESSION 2		REVIEW AND ICEBREAKER	
Timing	Approach	Teacher/Trainer Notes	Learning Aspect
10 mins	Facilitated group feedback asking: "What was the most important thing about last week's session for you?"	This is a key part of the session and serves to focus the group's energy as well as individual participant's minds on their own process. Get as many participants to answer the question as you can, individually addressing any outspoken individuals from the week before. It is important to discourage piggybacking (when one person uses what someone else says to launch into what they want to say) and encourage participants to focus instead on what impacted them the most and why. Always steer feedback away from simply listing what was covered in the last session, and towards talking about what impact the session had on their thinking / behaviour / feelings. The lead facilitator to use reflective listening and the whole team to contribute positive reinforcement where appropriate.	<ul style="list-style-type: none"> ● Emotional development ● Trust ● Identity
10 mins	Hot Seat	This icebreaker is a lightning round of questions and answers. Starting with the teacher, you could ask what your favourite TV show is. The answer should be spontaneous and light hearted. The teacher should stop any personal or uncomfortable questions.	
SESSION 2		EXERCISE	
Timing	Approach	Teacher/Trainer Notes	Learning Aspect
5 mins	Paradigm shift exercise. Facilitator introduces the exercise and reads out the story.	Clarity is important to maintain engagement and momentum in between sections, so it is important for the facilitator to take a little time focusing the group's energy and explaining the process clearly at the start: <i>What we're going to do now is I'm going to read you a story, which is a couple of minutes long, and I want you just to listen to it, and then I'm going to ask you a question....</i> Make sure you read slowly, pausing for effect at key points. The aim is to recreate a storytelling tone in order to activate the <i>child</i> mind.	<ul style="list-style-type: none"> ● Listening skills
SESSION 2		DISCUSSION	
Timing	Approach	Teacher/Trainer Notes	Learning Aspect
20 mins	Facilitated group discussion asking the questions: What is this? What does this story mean? Can you think of a time you completely changed your opinion on someone who was really getting on your nerves? What happened? And how did it make you feel?	Split the class into two groups and ask each group to think about the situation and come up with their explanation for the behaviour and to feedback to the whole class. The aim of this discussion is to allow the young people to find their own words for what they have heard, and to explore the implications. The facilitator's tools are reflective listening and positive reinforcement of significant contributions. The key point to explore is that although nothing external changes for the man, i.e. the annoying circumstances stay just as annoying, his perception changes completely, moving from extreme irritation to total compassion.	<ul style="list-style-type: none"> ● Emotional development ● Trust ● Identity ● Self empowerment ● Negotiation skills ● Assertiveness

<p>20 mins</p> <p>10 mins</p>	<p>Facilitator reads out the 'boiling frog' story.</p> <p>Facilitated group discussion asking the questions:</p> <p>What is this? What does this story mean?</p>	<p><i>Has anything about the situation changed? What changed his mind/reality/paradigm? What was the trigger for that change?</i></p> <p><i>So this is quite exciting, it means the human mind has the power to completely change how a situation feels without changing anything about the situation (with the help of information, knowledge, insight, observation).</i></p> <p>Ask the question: can you think of a time you have completely changed your opinion about somebody who was really getting on your nerves? What happened? And how did the experience make you feel?</p> <p>Ask the two groups to report back to the whole class.</p> <p>If you have any additional spare time you may choose to run through the 'boiling frog' relationship analogy.</p> <p>The story is a metaphor of how an individual can be unaware of how the increasing abuse in a relationship can make it a dangerous environment. The longer the abuse is allowed to continue the more the abuse becomes accepted and rationalized, prolonging an unhealthy dysfunctional relationship as the abuse intensifies.</p>	
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SESSION 2 PRESENTATION

Timing	Approach	Teacher/Trainer Notes	Learning Aspect
<p>5 mins</p> <p>25 mins</p> <p>15 mins</p>	<p>Dynamic presentation of youth-related male and female archetypes in relationships</p> <p>Look at each pairing individually asking: What is Michaela getting out of this relationship?</p> <p>What is Moses / Andre / Jerome getting out of this relationship?</p> <p>Group Feedback</p>	<p>High energy core presentation: <i>male and female archetypes in relationships.</i></p> <p>This is the second of three core presentations with power point support. The focus is on transferring key information in a context made relevant to the target group. This presentation aims to clarify typical male and female roles within a relationship.</p> <p>Split the class in two and ask each group to decide who Michaela should choose to have a relationship with.</p> <p>Each group should use examples and personal narratives to illustrate the points listed for each male archetype (functional / dysfunctional / abusive).</p> <p>Look at each pairing individually, asking what is each person in each couple thinking / getting out of the relationship?</p> <p>Each group should now feedback their findings to the class.</p> <p>The teacher to collect responses on flipchart and then summarise the session.</p>	<ul style="list-style-type: none"> ● Healthy relationships ● Emotional development ● Trust ● Identity ● Self-esteem ● Reflection ● Self-empowerment

SESSION 2		CLOSE	
Timing	Approach	Teacher/Trainer Notes	Learning Aspect
10 mins	Bring the session to a close.	<p>The teacher to summarise the session, tidying off any loose ends or questions and/or comments from the class. It is important to end on a positive note.</p> <p>One to one support to be offered, either to speak to you, Youth worker, online support, access to the Child line number, etc. Distribute list of sources for additional help.</p>	<ul style="list-style-type: none"> ● Healthy relationships ● Emotional development ● Listening skills

SESSION 2 - MATERIALS

PARADIGM SHIFT EXERCISE

People were sitting quietly - some reading newspapers, some in thought and some resting with their eyes closed. It was a calm, peaceful scene. Then suddenly, a man and his children entered the subway car. The children were so loud that the whole climate changed instantly.

The man sat down next to me and closed his eyes, apparently unaware of the situation. The children were yelling back and forth, throwing things, even grabbing people's papers. It was very disturbing. And yet, the man sitting next to me did nothing. It was difficult not to feel irritated. I could not believe that he could be so insensitive as to let his children run wild like that and do nothing about it - taking no responsibility at all. It was easy to see that everyone else on the subway felt irritated too. So finally, with what I felt was unusual patience and restraint, I turned to him and said, "sir, your children are really disturbing a lot of people. I wonder if you couldn't control them a little more?"

The man lifted his gaze as if becoming aware of the situation for the first time and said softly, "Oh, you're right. I guess I should do something about it. We just came from the hospital where their mother died about an hour ago. I don't know what to think and I guess they don't know how to handle it either."

Can you imagine what I felt at that moment? My paradigm shifted. Suddenly I saw things differently, and because I saw differently, I thought differently, I felt differently, I behaved differently. My irritation vanished. I didn't have to worry about controlling my attitude or my behaviour; my heart was filled with the man's pain. Feelings of sympathy and compassion flowed freely. "Your wife just died. Oh, I'm so sorry! What can I do to help?" Everything changed in an instant.

Taken from **Stephen R.Covey's 7 Habits of Highly Effective People**

THE FROG THAT DIDN'T KNOW IT WAS BOILED

Imagine a pan full of water and inside a frog is swimming quietly. The water inside is heating over low heat. After a while the water becomes warm. This seems quite nice to the frog so he keeps swimming.

The temperature begins to rise. Now the water is hot, a bit hotter than the frog usually likes. The heat is making the frog feel a bit drowsy and fatigued, but he does not worry, just keeps on swimming.

Now the water is really hot. This begins to seem unpleasant to the frog. Unfortunately the frog is powerless, and merely endures to try to adapt doing nothing else.

Thus, the water temperature continues to rise slowly, never all at once, until the moment in which the frog dies boiled without having made any effort to get out of the pan.

If we had immersed the frog suddenly in a pan with hot water at 50 degrees, in one stride it would have pulled itself to safety, leaping out of the container.

"It's an experiment rich in teachings", says the author. Shows deterioration, if slow, unseen and often raises no reaction, no opposition or rebellion.

Meet Michaela



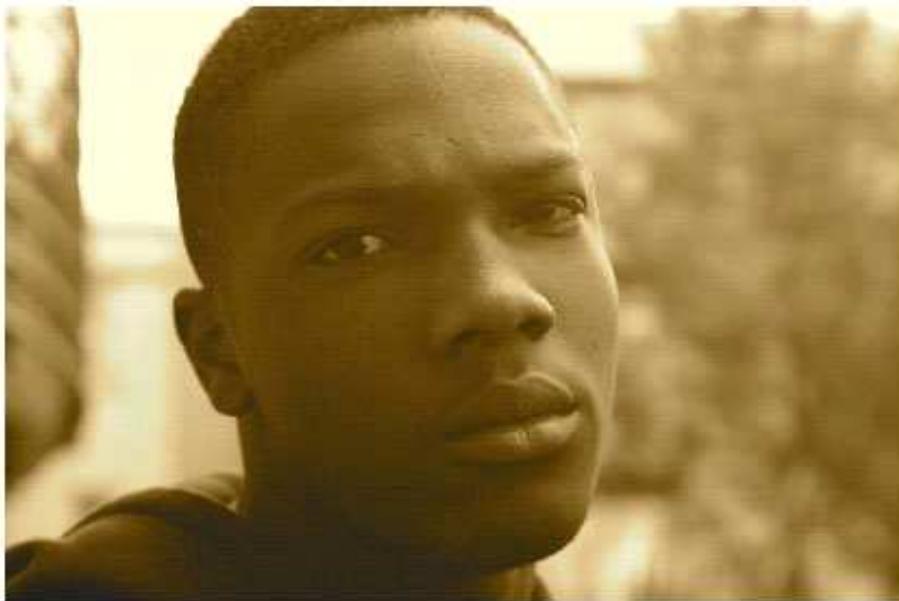


Michaela is...

- **16 years old and insecure about her appearance**
- **clever and funny and always full of stories**
- **always trying to keep everyone happy**
- **easily confused by her emotions, finding other people difficult to trust**
- **very sensitive to anger and aggression**

Michaela wants to be with someone

Is it Moses?





In a relationship Moses...

- **Says** he loves her.
- Does **not like to talk** about problems.
- Can be **inconsiderate** and does not always treat her in a way that shows he cares.
- Is **jealous** for no reason.
- Tells **lies**.
- Is always focused on **getting his way**.
- **Does not like** her seeing her friends and family alone or doing things without him.

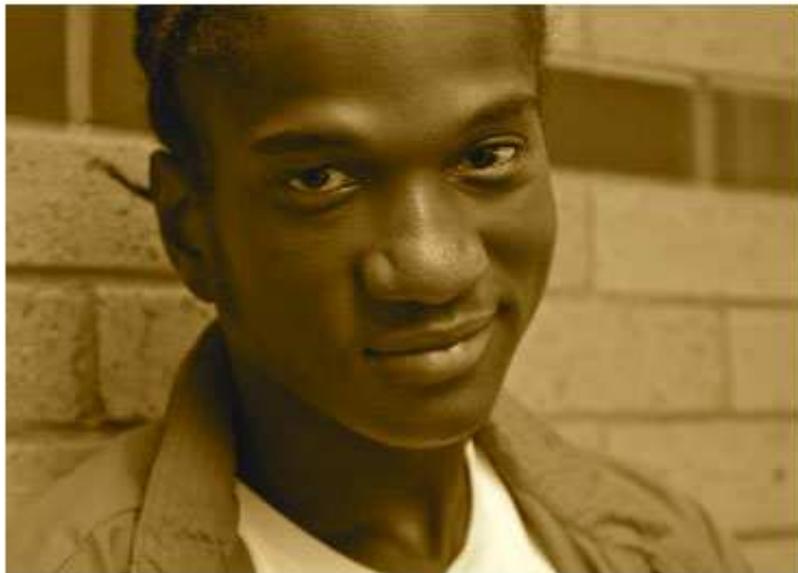
Is it Jerome?



In a relationship Jerome...

- **Says** he loves her.
- **Shouts** at her when they argue and insults her.
- Continuously **disregards** her feelings and physical safety.
- **Accuses** her of flirting or cheating without reason, sometimes harming her verbally or physically as a result.
- **Blames** her for the fights they have and the harm they cause.
- **Controls** where she goes, who she sees and who she talks to, and becomes abusive when challenged.
- Determines how, when and where sexual activity takes place, sometimes using threats and **violence** before or during sexual activity.

Is it Andre?





In a relationship Andre...

- **Says** he loves her.
- **Talks** to her about problems and is willing to compromise.
- **Respects** her opinions and treats her in a way that shows that he cares for her.
- **Trusts** her and earns her trust.
- Is **honest** with her about things that affect the relationship.
- **Enjoys** spending time with her and understands when she needs space.
- Makes sexual decisions with her and talks openly about what they **both** think is and isn't ok.

Who is she attracted to?



**We all know what a healthy relationship
looks like:**

respect - honesty - equality - freedom –
Consent - communication

So why do we end up in unhealthy and abusive ones?

SESSION THREE – WHY ARE PEOPLE IN UNHEALTHY RELATIONSHIPS?

Aims of session

Explore and educate around the facts why people stay in unhealthy relationships.

Learning aspect

- Define dating abuse and identify forms of dating abuse and warning signs.
- Quote at least one teen dating violence statistic.
- Describe ways they can help a friend in an abusive relationship.
- Name an action they can take to help prevent teen dating violence.
- Describe characteristics of a healthy relationship.
- Identify support resources for teens in an abusive relationship.
- Name an adult at school to whom they could turn for help.

Resources required

Laptop connected to White board, power point presentation, markers and card paper, media examples of unhealthy relationships.

Activities and length

After re-capping ground rules and previous lesson with the class, follow the session three plan on pages 47 to 48.

Ice breaker

Agree or disagree or unsure cards, this can be used with statements based on healthy and unhealthy situations, stereotypes in society etc. You'll need space and movement for this. The facilitator will need to mark out three separate areas in the classroom based on agree, disagree or unsure. These areas can be identified either using cards marked with these words or an imaginary room divider. The facilitator will make a statement and then the students will have to decide whether they agree, disagree or are unsure and then go that area. The facilitator will then reveal the answer.

How to introduce the session

Follow the Trainer notes details on pages 47 to 48.

Session materials

- Agree or disagree icebreaker.
- Sexual exploitation presentation (PowerPoint/handout).
- Post questionnaire (optional handout).

SESSION 3		REVIEW	
Timing	Approach	Teacher/Trainer Notes	Learning Aspect
10 mins	Facilitated group feedback asking: "What was the most important thing about last week's session for you?"	<p>This is a key part of the session and serves to focus the group's energy as well as individual participant's minds on their own process. Get as many participants to answer the question as you can, individually addressing any outspoken individuals from the week before. It is important to discourage piggybacking (when one person uses what someone else says to launch into what they want to say) and encourage participants to focus instead on what from last week impacted them the most and why.</p> <p>Always steer feedback away from simply reciting what was covered in the session, and towards talking about what impact the session had on their thinking / behaviour / feelings.</p> <p>The lead facilitator to use reflective listening and the whole team to contribute positive reinforcement where appropriate.</p>	<ul style="list-style-type: none"> ● Emotional development ● Trust ● Identity
10 mins	Agree or Disagree/Unsure	The teacher should divide the room into three areas marked Agree/Disagree/Unsure The teacher should then read out a statement on healthy or unhealthy relationships and then the class should go to the corresponding area depending upon what they think the answer should be. The teacher should reveal the answer once the class as made up their minds on the answers. This is a high energy fun game.	

SESSION 3		POWER GROUPS	
Time	Approach	Teacher/Trainer Notes	Learning Aspect
20 mins	<p>Group exercise using the flipchart creating a list of groups in society that have power over other groups, using prompts to fill out list if necessary.</p> <p>Facilitated discussion using given prompts.</p>	<p>Start the exercise by splitting the class into two groups. Ask each group to define "power"; these definitions will be revisited at the end of the exercise when you talk about power and control in an intimate relationship context. Ask each group to list which groups in society have power over others (rich/poor; white/black; men/women; police/civilians; adult/child; home/homeless), how that power is expressed (injustice; violence; bullying; abuse; neglect; aggression), and what all the power groups and all the non-power groups have in common. Use marker pens and A3 paper.</p> <p>Steer the discussion away from the perspective of the individual and towards the concept of groups of people who (whether they abuse it or not) have power over other groups of people in our society, for example in the form of significant advantages.</p> <p><i>What power does an adult have over a child? How is that power expressed?</i></p> <p>Almost all people are represented on both sides of the power dynamic in one group or another. Children are the slight exception because in our society they are particularly powerless, team to make sure there are power and non-power groups on the list that children belong to (able-bodied / disabled; heterosexual / gay; British / foreign; healthy / sick).</p>	

SESSION 3			
POWER GROUPS IN SCHOOL			
Time	Approach	Teacher/Trainer Notes	Learning Aspect
20 mins	Repeat exercise looking only at power groups in their year at school.	<p>In this version the exercise explores which groups of people in their school have power over which other groups, and how that power is expressed.</p> <p>Ask the class:</p> <p><i>What do we notice about this list?</i> <i>Where are you on this list?</i> <i>How does this list make you feel?</i></p> <p>Bring the session to a close by revisiting the power definitions at the beginning of the exercise and asking what the difference is between healthy and unhealthy relationships between power and non-power groups.</p>	<ul style="list-style-type: none"> ● Emotional development ● Trust ● Identity ● Self-esteem ● Self-empowerment
SESSION 3			
PRESENTATION			
Timing	Approach	Teacher/Trainer Notes	Learning Aspect
30 mins	<p>Presentation of youth-related facts and definitions surrounding sexual exploitation.</p> <p>Facilitated group feedback / comments / questions.</p>	<p>Core presentation: <i>sexual exploitation of young women on the roads.</i></p> <p>This is the third core presentation with power point support. The focus is on transferring key information in a context made relevant to the target group. This presentation aims to present youth-relevant facts and information about sexual exploitation of young women.</p>	<ul style="list-style-type: none"> ● Healthy relationships ● Emotional development ● Identity ● Self esteem ● Reflection ● Self empowerment
SESSION 3			
QUESTIONNAIRE			
Timing	Approach	Teacher/Trainer Notes	Learning Aspect
10 mins	<p>The facilitator distributes the questionnaire to all participants after explaining the process.</p> <p>Young people given 10mins to complete the questionnaire.</p> <p>Questionnaires collected.</p>	<p>The use of the questionnaire at the beginning and end of the programme is for evaluation purposes and should be introduced very briefly with the emphasis on transparency.</p> <p><i>This programme is all about you. As we said at the beginning, we are here for you. So now that we have finished we are going to ask you to do the same exercise as we did at the beginning, circling acceptable and unacceptable for each statement based on what is acceptable and unacceptable to you now.</i></p>	<ul style="list-style-type: none"> ● Healthy relationships ● Emotional development ● Trust ● Identity
SESSION 3			
CLOSE			
Timing	Approach	Teacher/Trainer Notes	Learning Aspect
15 mins	Bring session and programme to a close.	<p>Summarise the session, tidying off any loose ends or questions and/or comments from the class. It is important to end on a positive note.</p> <p>One to one support to be offered, either to speak to you, youth worker, online support, access to the Child line number, etc. Distribute list of sources for additional help.</p>	<ul style="list-style-type: none"> ● Healthy relationships ● Emotional development ● Listening skills

SESSION 3 - MATERIALS

AGREE OR DISAGREE OR UNSURE EXERCISE

Suggested statements for the Agree/Disagree/Unsure ice breaker game.

Read out one of the following statements to the class. Ask them to think about the statement and then to go to a place in the room depending if they agree, disagree or are unsure about the answer.

Once they have made their choice you can tell them if they have made the right choice.

You can read out as many statements as you time in your session plan and the class are ready to move onto the next section.

- One in three children experience bullying by their peers during childhood.
- One in three boys admits that they have bullied other children.
- One in four girls admits that they have bullied other children.
- One in four people bullied by their peers reported long term harmful effects.
- One in four teenagers will experience abuse by the time they are 18.

If you want to make the session more light hearted, you can use any piece of general knowledge as a statement.

For example:

The prime minister of the UK is Lady Gaga- Do you agree, disagree or are unsure?

Obviously the answer is disagree!

**Would you ever let your
boyfriend hit you?**

I didn't think so

Young women with low self-esteem are particularly vulnerable to sexual exploitation by boys and men



- **One in five** teen girls admits to being physically or sexually abused by their partner.
- **One in three** teen girls admits to being pressured into sexual acts by a boyfriend.
- **One in five** teens admits to being emotionally abused in the past year.
- **70%** of teen girls who have been sexually assaulted knew their abuser.
- **80%** of teen girls who have been victims of physical abuse in their relationships stay with their abuser.
- **Two** women are killed **every week** in the UK by their boyfriends or husbands.



The NSPCC are alarmed by the number of teenagers who view abuse as normal

Wow

POST-QUESTIONNAIRE

Post-questionnaire

Date..... Class..... POST-LESSON

School.....

SHER Healthy Relationships Survey

Thanks you for taking the time to fill in this questionnaire. Simply answer the questions based on what you think is ok or acceptable in a girlfriend/boyfriend relationship. We would like you to answer the questions whether you are currently in a relationship or not. **For each question please tick just one box to indicate your response. Remember that this questionnaire is anonymous, so please be as honest as you can.**

Tick who do you think should make the decisions about...

	I should decide	We can discuss it, but I should decide	We should make the decisions together	We discuss it, but my partner should decide	My partner should make the decisions
what friends you have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what clothes you wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what you spend your money on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick what you think is acceptable when you talk about...

	He/she should listen carefully & offer helpful comments	He/she should listen for a short time	It's ok if he/she isn't interested	It's ok if he/she laughs at me	It's ok if he/she criticises me
your plans for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your problems or mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is it ok for you girlfriend/boyfriend to...?

	It's never ok	It's not ok but I would forgive them if they did	It's ok if I have done something to upset them	It's ok most of the time	It's always ok
cheat on you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
touch you even if you don't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Post-questionnaire

put you down?	<input type="checkbox"/>				
force you to have sex?	<input type="checkbox"/>				
push you?	<input type="checkbox"/>				
hit you?	<input type="checkbox"/>				

Is it ok for you to...

	It's never ok	It's not ok but I should be forgiven if I did	It's ok if they have done something to upset me	It's ok most of the time	It's always ok
cheat on your boyfriend/girlfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
touch him/her even if they don't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
put him/her down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
force him/her to have sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hit or push him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Contacting each other: is it ok for your girlfriend/boyfriend...

	It's never ok	Some times	Occasionally	Most of the time	Always
to go through your phone?	<input type="checkbox"/>				
to phone or text you constantly?	<input type="checkbox"/>				
to pass on photos or films of you without permission?	<input type="checkbox"/>				
to leave nasty comments about you on facebook or other sites?	<input type="checkbox"/>				

Post-questionnaire

If you have experienced any of the above, did you tell anyone? YES NO

If yes, who did you tell?

Friends Relative Youth Worker Teacher

Health Worker Police Other

Do you feel you know enough about building a healthy relationship? YES NO

Feel free to tell us what more you would like to know about building a healthy relationship

.....
.....
.....
.....
.....

About the SHER course...

How is your satisfaction with the course?

Very high High Medium Low Very low

Do you feel you have an increased awareness about healthy and abusive relationships?

Yes No

Did the course increase your understanding of the effects of power and control in relationships?

Yes No

Do you think you can use the knowledge from the course to improve your current or future relationships?

Yes No

For those of you who are in a relationship:

Did you ask for help from peer mediators or mentors to improve your relationship?

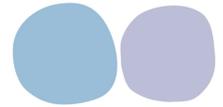
Yes No

If you asked for help from peer mediators or mentors: Did the help from peer mediators and peer mentors help you improve your current relationship?

Yes No

If you have something you would like to talk about regarding relationships please speak to the youth worker in class today or you can speak to your teacher.

Chapter 5. Pilot Evaluation



PILOT EVALUATION SUMMARY

This toolkit has been piloted in schools and youth groups in Spain, Bulgaria, and the UK. Over a 1000 young people aged 13 – 24 years took part in the pilot.

The overall aim of the toolkit is to promote awareness of healthy relationships to young people and combat domestic and dating abuse. Through participating in the programme young people will have:

- Increased awareness of what is and isn't a healthy relationship and that dating violence is not acceptable.
- Enable self-assessment/examination of their relationships.
- Promote understanding that they have choices about making positive changes and how to access advice on how to do it.
- Know where to go for help and support if they are in abusive relationships or witnessing domestic violence at home.
- Reduced risk of becoming victims or perpetrators of domestic abuse in the future.

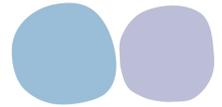
In order to measure the any change in attitude of the young people as a result of participating in the SHER programme a questionnaire was developed (see session 1 & 3 materials). The young were asked to complete the questionnaire at the beginning of the programme and complete the same questionnaire at the end of the programme. The information collected from the questionnaires was then analysed.

Key Findings

- **89%** of respondents expressed 'high' or 'very high' overall satisfaction with the programme.
- **91%** reported an increased awareness about healthy relationships.
- **93%** reported an increased understanding of the effects of power and control in relationships
- **87%** stated that they would use the learning gained from the programme in current and future relationships.
- **24%** of respondents asked for help and advice from peer mediators or mentors to improve their current relationship.



Chapter 6. Sources of Help



DOMESTIC ABUSE HELP GROUPS AND WEBSITES

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

Women's Aid

Website covers many aspects of domestic violence, including information about refuges and other services, as well as research, campaigning, networks, links etc.

Website: www.womensaid.org.uk

National Domestic violence Helpline

24hr free phone helpline offering a number of support services to women and children experiencing domestic violence. **Tel: 0808 2000 247**

Website: www.nationaldomesticviolencehelpline.org.uk/

Southall Black Sisters

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

Broken Rainbow

A service for lesbian, gay, bisexual and transsexual people who are experiencing domestic violence. **Tel: 0300 999 5428** **Website:** www.brokenrainbow.org.uk

Male

Support for male victims of domestic abuse. Men's advice line and enquiries:

Tel: 0808 802 4040 **Website:** www.mensadvice.org.uk

Respect

Information for domestic violence perpetrators, partners & practitioners.

Website: www.respect.org.uk

Refuge

Refuge's network of safe houses provides emergency accommodation for women and children. **Website:** www.refuge.org.uk





Solace Women's Aid

London based charity with a primary focus supporting women and children affected by domestic and sexual violence.

Website: www.solacewomensaid.org

DOMESTIC ABUSE HELP GROUPS AND WEBSITES FOR YOUNG PEOPLE



The Hideout

Website specifically for children and young people affected by domestic abuse.

Website: www.thehideout.org.uk



Bursting the Bubble

Website for teenagers living with family violence.

Website: www.burstingthebubble.com



Childline

24 hour confidential listening service for children. **Tel: 0800 1111**

Website: www.childline.org.uk



I wanna Know

Website giving teenagers advice on sexual health and healthy relationships.

Website: www.iwannaknow.org



Teens Health

Health website also giving advice on healthy relationships.

Website: www.kidshealth.org



The Heart Programme

Advice on issues to do with healthy relationships and problems related to gang violence and youth crime.

Website: www.heartprogramme.org/

Children Act 1989

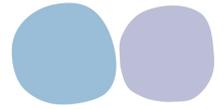
www.opsi.gov.uk/acts/acts1989/ukpga_19890041_en_1

Children Act 2004

www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_1

Every Child Matters Green Paper

<http://publications.everychildmatters.gov.uk/eOrderingDownload/CM5860.pdf>



APPENDIX A. EXAMPLE OF SAFEGUARDING LOG

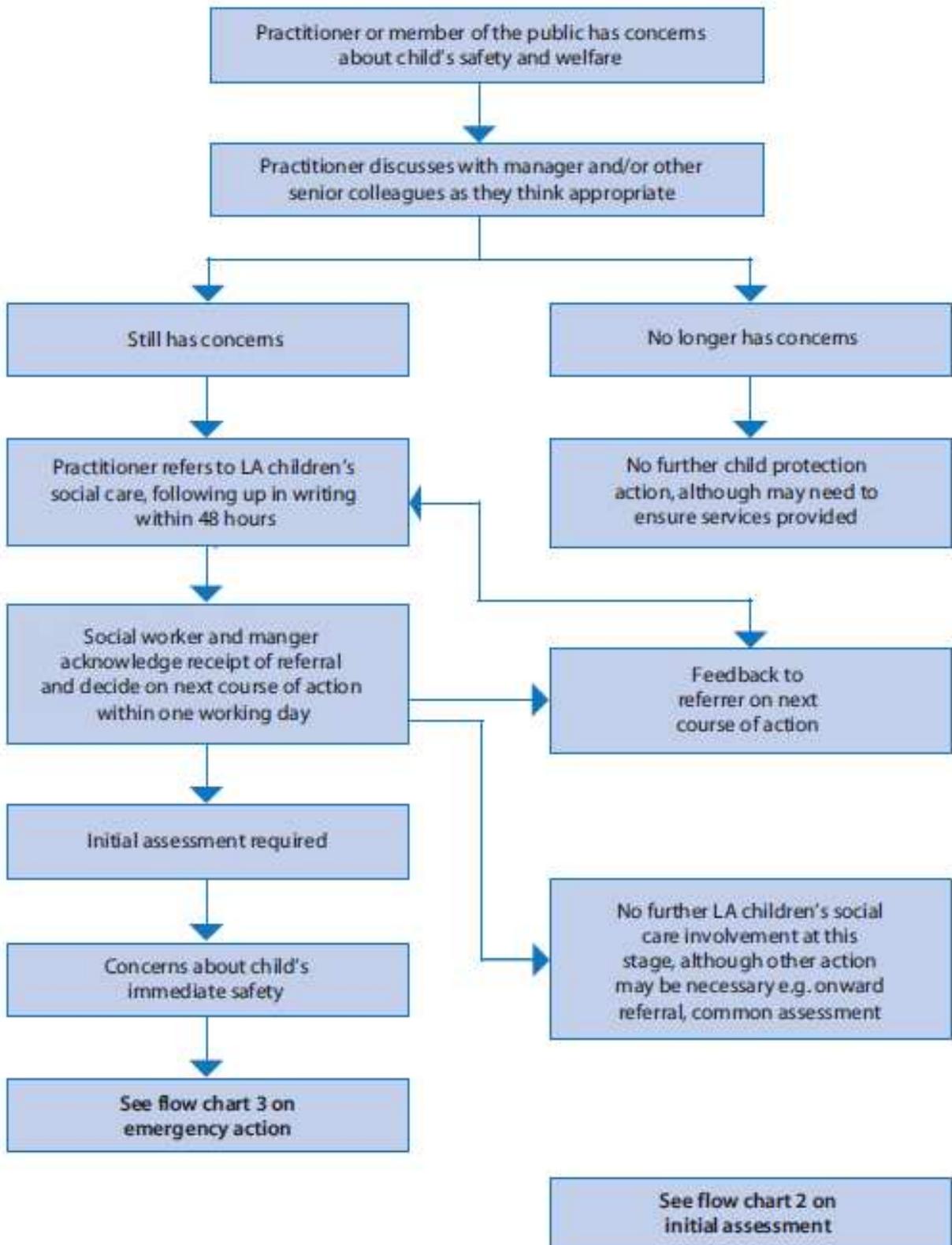
Agency.....

Worker.....

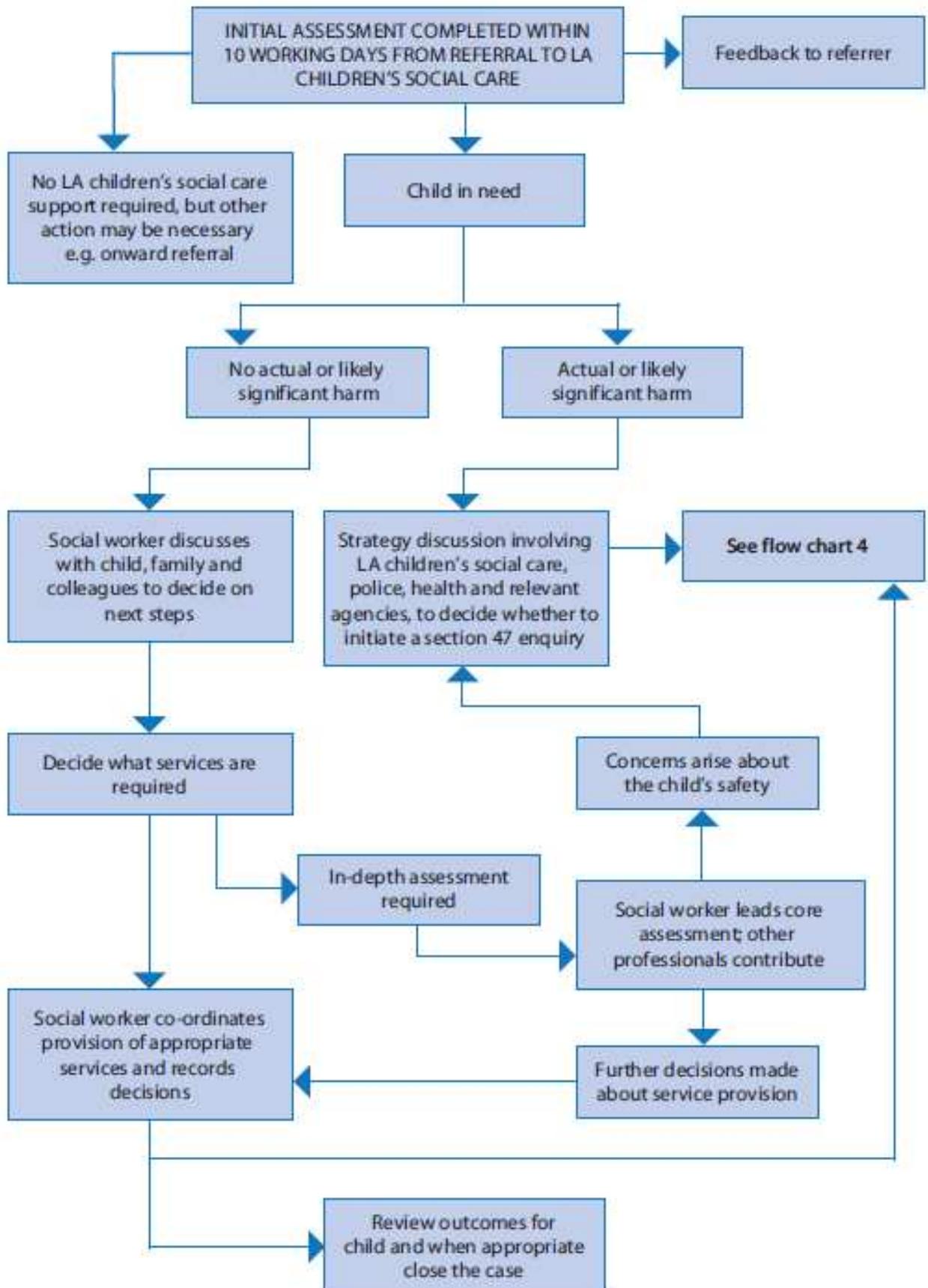
School & Year group	Nature of disclosure/query & date	Action taken & date	Outcome & date

APPENDIX B.
UK SAFEGUARDING PROCESS

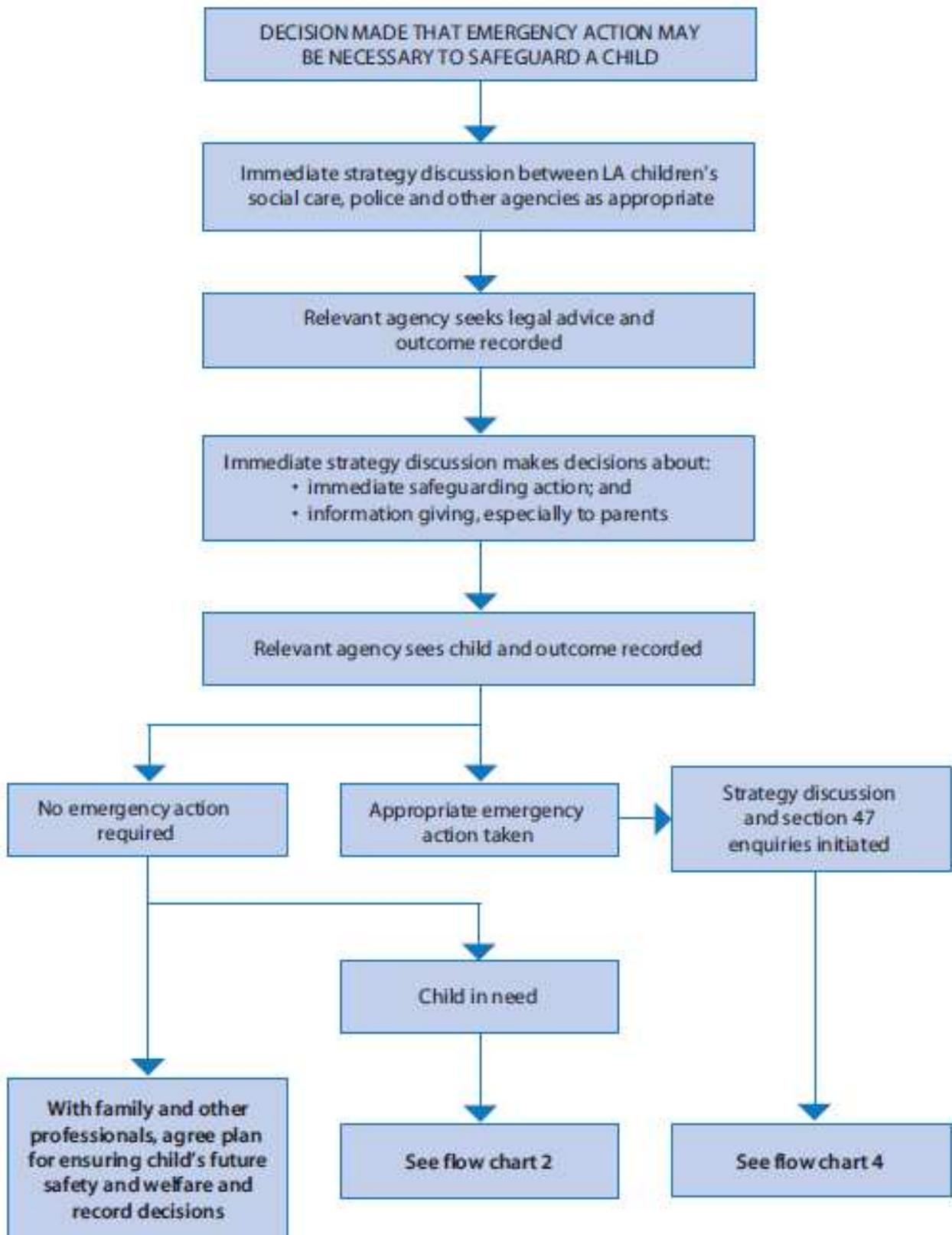
Flow chart 1: Referral



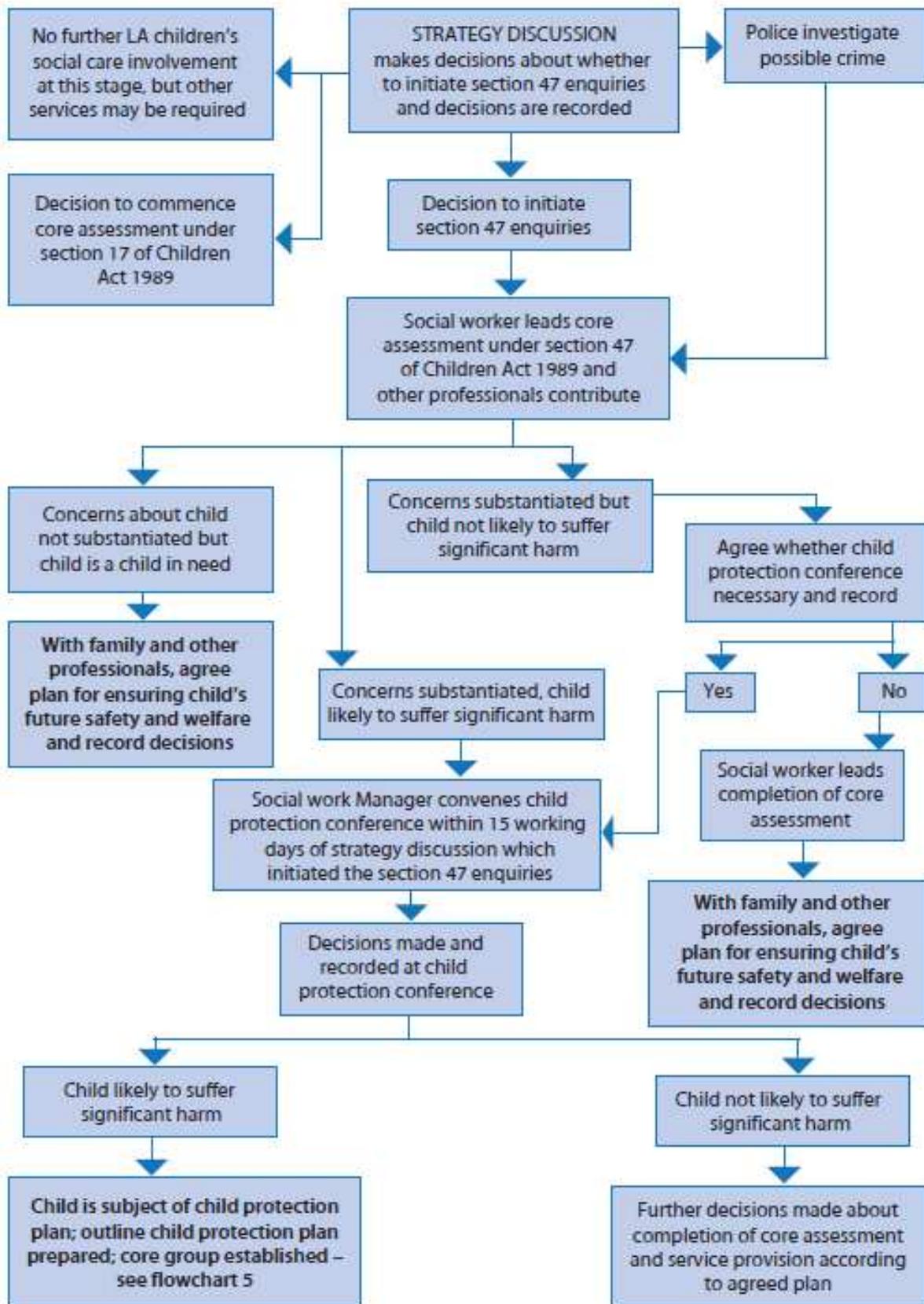
Flow chart 2: What happens following initial assessment?



Flow chart 3: Urgent action to safeguard children



Flow chart 4: What happens after the strategy discussion?



Flow chart 5: What happens after the child protection conference, including the review process?

