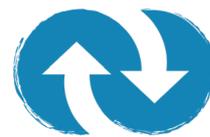
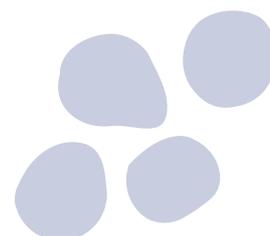
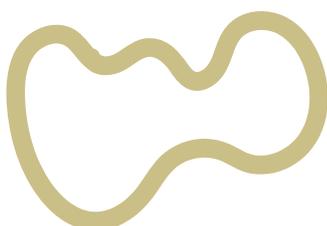
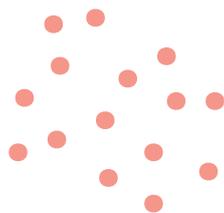


DEMYSTIFYING DOMESTIC ABUSE

an education toolkit



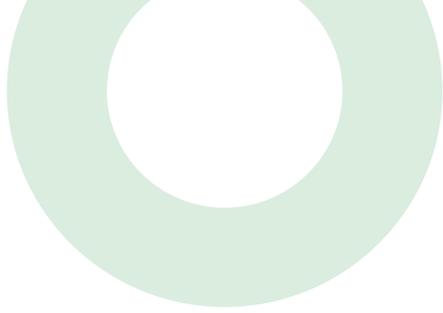
CHANGING RELATIONS



Toolkit Preview

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BAG – What have you learned that you will take away from today to put into practice outside of the classroom?



BIN – What attitudes or behaviours will you throw away (change) that you now realise are unhelpful?



Toolkit Preview



Year Eight

HEALTHY RELATIONSHIPS

Time approximately 60 minutes

Learning Outcomes

By the end of this lesson...

All young people will be able to identify acceptable and unacceptable behaviour in relationships;

Most young people will be able to explain why some behaviours can be seen as abusive and identify a range of people or services who could offer support;

Some young people will be able to explain in greater detail why it is the intention or motivation that lies behind a behaviour that is significant when identifying abuse.

Resources

- **Appendix 1 – Student Resource: Is it ever ok?**
- **Appendix 2 – Teacher Resource: Is it ever ok?**
- **Appendix 3 – Student Resource: Breaking the trust;**
- **Appendix 4 – Student Assessment: Me and My Learning - Healthy Relationships;**
- **Appendix 5 – Social Norms Assessment: Relationship Behaviours.**

NB. You may wish to use the relationship behaviours included in **Appendix 1 – Is it ever ok?** as an assessment tool for your overall programme of work around Relationships Education, using the social norms approach referenced in **Section 1**. If you wish to do so, tips are explained in **Appendix 5**.

Introduction

Time approximately 5 minutes

1. Explain that in today's lesson, we are going to think about acceptable and unacceptable behaviours within relationships and when behaviours can become abusive.
2. Share the following information from a survey carried out by the organisation Refuge and cosmetic company Avon in 2017.

Information collected showed that:

- **One in two young women have experienced controlling behaviour in an intimate relationship;**
- **A third of young people said that how a controlling partner had treated them prevented them living their lives;**

- **1 in 3 say they find it difficult to define the line between a caring action and a controlling one;**
- **Over a third (37%) would not know where or who to turn to for support if they were experiencing the issue.⁷**

Activity 1

Time approximately 10 minutes

1. Now, share amongst the group copies of student resource **Appendix 1 – Is it ever ok?** which has examples of different behaviours that 'may' occur in a relationship (how many depends on your group size; there are 19 in total).

2. Ask the young people to work in small groups to consider the statement (s) they have been given and do a preliminary ordering of their statements into being an 'ok' behaviour or a 'not ok' behaviour. Circulate the classroom and have small discussions with groups about the reasons they are giving for whether an example is ok or not ok.
3. Now, ask the groups to look at their two columns. Could they pick one and try to give an example that could be both an 'ok' behaviour and a 'not ok' behaviour? Could they give an example of when this could be ok and when it might not be ok? The most obvious example is: **Call someone a lot or send a lot of texts.**

NB. Ok? - You may be concerned about a friend starting at a new school or who's just gone through something difficult and may be in touch to offer support. Alternatively, it could be you seeking a lot of support from a friend at a moment when coping with something difficult.

Not ok? - When it becomes intrusive, is unwanted and disrupts a person's day to day life. What we want to make clear here is that checking up on someone in ways that indicate controlling behaviour is not acceptable.

4. Ask groups to feedback on their answers.

NB. It can be really difficult to recognise when the same things are being done for the right or wrong reasons. See **Appendix 2 – Teacher Resource** for reference to support your discussion with students. But also note that this activity has been broken up into 2 stages with an example in the middle to support student understanding.

It should be made clear that some of the answers are exclusively 'never ok', e.g. forcing someone to have sex if they don't want to is 'never ok' as this would be rape. Threatening violence or making someone fear that violence may be used against them is recognised as coercive control and a form of domestic abuse by law.

Activity 2

Time approximately 10 minutes

Sequence of Activities

1. Hand out copies of student resource – **Appendix 3 – Breaking the Trust** and ask your students what it means if we can trust someone and, if we have a friend/family member/teacher/club leader we can trust, what do we tend to assume is their intention towards us?
2. Ask students to compare the two examples given. These stories are taken from one participant in our Us Too project, an illustrated soundscape resource, that captures 6 stories from people who experienced domestic abuse with the aim of expanding ideas of who can be affected.
3. Ask your students:
 - **What is the difference in the two examples?**
 - **What's the difference in the behaviour of 'Victoria's' two partners towards her?**
 - **What is the difference in intention of each of 'Victoria's' partners? What did they want to achieve by sending a lot of messages?**
 - **How do they think 'Victoria' may have felt as a result of being on the receiving end of each of these different behaviours?**
 - **Why might she have been wary at first when her new husband was sending a lot of messages?**

NB. The young people may find it difficult to recognise how the same behaviours can read differently in a different context. Both examples show a partner keeping in regular contact, however we want the young people to begin to recognise, both in the previous activity and here, that it isn't necessarily the behaviour that's the issue; but the intention/motivation behind it and the desired impact on the other person: is it about care or control?

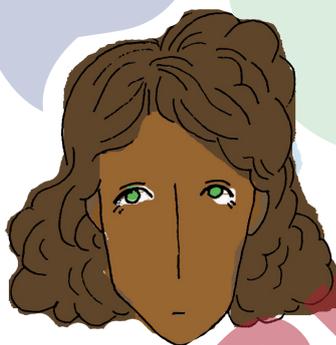
Year Eight Appendix 3
Student Resource: Breaking The Trust

Example 1:

“ He would turn up at work and meet me from work and take me to work and turn up at lunchtime; made it so difficult to just hold down a job that the easiest thing became to just give it up, so it was kind of a manipulation to that point.”

Example 2:

“ My husband really worries about me. He likes me to text him to say that I've got there. In a previous relationship, that might have been about control or checking out where you are. It took me a while to not be a bit bristly about that cos I would think, “Well why do you need to know that?” He just feels he can't settle until he knows I'm ok.”



Q1) What is the difference between the two examples from 'Victoria's' story?

Q2) What do you think the motivation of the person acting out each behaviour was? How do you think this made Victoria feel in each case? Was this their intention?



Suggested Activity for Year Nine

'Picture Perfect'

Time approximately 60 minutes

Resources

- A variety of magazines, printed images or photos;
- Background paper/card;
- Glue and sharp paper scissors.

Introduction

'Photomontage' is the process and the result of making a composite* photograph or collage by cutting, gluing, rearranging and overlapping two or more photographs into a new image.

*Compositing is the combining of visual elements from separate sources into single images, often to create the illusion that all those elements are parts of the same scene.

Hannah Höch was one of the first artists, around 1918, to use the collaging of diverse photographic elements from different sources to make art (now called photomontage). This strategy of combining formerly unrelated images to make sometimes startling, sometimes insightful connections was one that came to be

adopted by many Dada and Surrealist artists of her era, and also by later generations of 'post-modern' conceptual artists in other media, including sculptural installations, mixed media and moving images, as well as in still photography.

NB. This type of activity is ideal for a visual learner. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge. Students can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns.

Depending on the image source, this activity could lead to wider discussion about media, image and cultural representations of what is perceived as 'normal'.

Sequence of Activities

1. First ask young people to choose a type of relationship and story that they want to tell. It could be a single idea such as 'showing kindness' or it could be exploring several qualities/behaviours. It is up to you whether to give direction on whether the group explore healthy or unhealthy relationships or a mix of both.
2. Then, using magazines, other found images or the computer (magazines work well because of their paper structure), ask individuals to collect and cut out images that they feel represent or challenge their chosen theme. If they have a focus and a tangible outcome they are looking for, it saves them from getting lost in just sitting and reading articles. It can be helpful to have a plastic wallet or envelope with the student's name on so they can keep hold of their images as they go.
3. When they have collected all their images, they should try to create a photomontage representing different types of relationship structures, by cutting, gluing, rearranging and overlapping images to create a new coherent image. Don't allow students to use glue until they have worked out their final layout. Taking a photograph can be really useful before taking the image apart to start gluing all the elements down. It is important to pay attention to the visual/formal elements in art to include looking at detail such as harmony and balance in composition, scale and perspective, colour and pattern.

NB. Some young people may struggle to find images they think are relevant. A good starting point is to help them remove the specifics of the content of the image they are looking for and instead to look for images that relate to a broader theme, e.g. for 'Healthy' relationship stories, look for images that use harmony, balance, symmetry, friendship, comfort and cooperation. For 'unhealthy' relationships look for images that communicate disharmony, difference, friction, struggle, battle, clash, conflict etc.

Discussion

Have your students lay out or display their artwork; see if they can guess the different types of relationship structures or behaviours their peers were trying to portray.

- Ask them to consider what were the similarities or differences? Is there a mix of types of relationship e.g. romantic, friends and family structures? Is there a broad representation within these e.g. heterosexual, gay, lesbian, men and women, old and young? Could they develop additional work to create a more inclusive range if necessary?
- Engage the group in discussing what could the wider narrative be; what story is the artist trying to tell us? Could there be additional links such as image and identity?

NB. If you wanted to create a wider school display, you could ask the young people to focus on sharing positive and healthy relationship behaviours. Their artwork could be on display alongside key words and messages.

