The Young Women’s Respect, Protect, Connect (RPC) Manual

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Special thanks and mention to the RPC Peer Educators, past and present for their time, dedication and enthusiasm for the program, without the Peer Educators the program would not reach the amount of young people it currently does (approximately 50 schools per year which means we deliver the program to roughly 4000-5000 female students per year).

Furthermore, thank you to Carolyn Worth and Sally Kempler for their support and guidance.
Part One: Introduction

Background Organisational Information:

SECASA is a counselling agency that provides information, counselling and support to people who have experienced violence. Our main service is to provide counselling for past and recent survivors of sexual assault, both female and male. SECASA also assists the parents, partners and friends of those who have been abused.

Services offered by SECASA include the following:

- 24-hour crisis service for adults, children and non-offending family members
- Confidential short-term to long-term counselling and support for those who have been sexually assaulted recently or in the past
- Urgent medical care and follow up when required
- Community and professional education
- Groups for survivors and non-offending care-givers
- Information and referral
- Legal advocacy and court reports
- After-hours family violence service

Counselling and other services are offered in Moorabbin, Clayton, Frankston, Cranbourne, Rosebud, Dandenong and St. Kilda.

To contact SECASA please phone (03) 9594 2289 on the 24 hour-line or (03) 9928 8741 on the Administration Line 9:00am – 5:30pm weekdays, or fax (03) 9928 8749.

Email: Secasa@southernhealth.org.au
Respect, Protect, Connect (RPC) Program Background:

The Southern Eastern Centre Against Sexual Assault (SECASA) facilitate both the young women’s and the young men’s RPC program for students in south eastern metropolitan Melbourne secondary schools. The Young Women’s RPC program was originally established in 1996 by Women’s Health in the South East (WHISE). It was funded by the Department of Human Services’ Taking Injury Prevention Forward Campaign, to raise awareness of the impact of violence on the health and well being of young women and to reduce the risk of injury associated with interpersonal violence. Since 1996, WHISE continued to run the young women’s RPC program in partnership with SECASA who continued to run a young men’s RPC program. More recently, in 2010, the young women’s program was handed over to SECASA where the coordination of both the young women’s and young men’s RPC program in secondary schools still occurs.

The young women’s RPC program is aimed at raising the awareness of violence and its impact on the health and well being of young women, as well as reducing the risk associated with interpersonal violence. RPC has also been adjusted to not only prevent all types of violence, but to broaden the student’s awareness of current issues that arise within the year 7-12 age group.

RPC is implemented within the secondary school environment with the use of workshops facilitated by peer educators. These peer educators are young women aged between 18-25 years of age. Women within this age range are chosen as they are closer to the age of the students than most teachers. This ensures that students are at ease and are able to relate more effectively with the facilitators. Our peer educators are specially trained to communicate with students on their own terms, to promote resilience, empowerment and provide knowledge of how to access help if ever needed.

Throughout the workshop peer educators will define relationship violence and the impacts it can have on women’s health, in addition to providing students with strategies to deal with violence. Injury prevention and personal safety will also be touched on, as will relationships, increasing self respect, bullying and safe partying.

Workshops range from 60 minutes to 100 minutes and can be run with different groups throughout the day. To make these workshops more friendly and safe they are kept single-sex at all times and ideally cater for a maximum of 25 students in each sitting. Usually, two peer educators will facilitate the session, presenting various information to the students and running interactive activities.
This manual is a revised updated version from the 2009 WHISE RPC manual. The manual provides a brief overview of the context of violence against women and girls accompanied by RPC workshop outlines and resources.

SECASA acknowledges that violence against men does occur however; women are more likely to experience violence in their own home and by someone they know, compared with men, who are more likely to experience violence outside of their home and by someone who they do not know (VicHealth 2008).

Statistics on the prevalence of violence against Australian women have been identified by the Australian Bureau of Statistics (ABS 2006). These statistics have identified that from the age of 15 years:

- One in three women have experienced physical violence
- Nearly one in five women have experienced sexual violence
- One in six women have experienced violence by a current or previous partner
- One-third of women have experienced inappropriate comments about their body or sex life
- One-quarter of women have experienced unwanted sexual touching
- One in five women have been stalked

Violence prevention programs in schools are vital at getting the message across to young people that any form of violence is not acceptable.
Part Two: The Context of Violence against Women

Violence against women means ‘any act of gender based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life’ (UN 1993).

Gender means ‘the economic, social and cultural attributes and opportunities associated with being male or female in a particular point in time’ (VicHealth 2006).

Sex means ‘the biological characteristics which define humans as female or male’ (VicHealth 2006).

One of the largest and least noticeable global problems in the world is violence against women. Violence against women is a violation of basic human rights; it is the purposeful use of power to either physically, verbally, sexually, socially and financially gain control over a woman (NCRVWC 2009). Such force over a woman is highly likely to cause injury, death, psychological damage and abnormal development or deprivation as stated in the 2002 WHO world report on violence and health.

Violence against women is one of the least noticeable forms of violence in the world, the reason for this is because violence against women is predominantly carried out in the seclusion of the home and is most commonly committed by a close male family member or friend. Often acting violently towards a woman allows a man to feel that they have control, especially when they may feel that they have no control over other areas of their life. Let’s not forget that violence also happens against men however, it is more likely to occur to a man by another man, outside of their home and by someone they do not know or whom they wouldn’t consider a close relative or friend (VicHealth 2008).

The Australian Bureau of Statistics (ABS) found in their 2006 Personal Safety Survey that Women who were assaulted in the last 12 months were assaulted by someone they knew, 30.6% were assaulted by either their current partner or former partner and 36.8% had been assaulted by a family member or friend. In comparison, 65.7% of men were more likely to be physically assaulted by someone they did not know and only 4.4% of men were assaulted by a current or previous intimate partner.
In the past and often still, it has been a common misconception in society to remain respectful of the privacy of others in their own home and so violence against women has become a sly, shameful secret and a blight in communities where people may hear what is happening to their close friend or neighbour however, people will still not interfere in ‘other people’s business’ and are therefore unintentionally contributing to allowing a culture of violence against women to continue, if people do not call the police and therefore do not intervene, they are condoning violence against women (VicHealth 2006).
Part Three: RPC Workshop Activities

The workshop activities listed on the following pages are not presented in workshops in the order that you see here. Ideally that would be wonderful, but most schools do not have the time for us to visit their school every week for a term or two.

We cater our workshops to meet the needs of the school who request the workshop. Every workshop will have included in the workshop outlines activities one, two, three, fourteen and fifteen. However, the other activities listed in between are included in the workshop outlines depending on what the school would like to address or as a result of an ongoing issue that needs to be addressed with the students at the school.

Activity 1: Introduction

This activity is part of every Respect, Protect, Connect workshop and is delivered at the beginning of each session.

Objective: To give participants an idea of what to expect in the workshop and an understanding of the organisation SECASA, what we do and why we are here.

Time Required: 2 – 5 Minutes

How to facilitate: It is important to let the students know who we are and what we are here for but when it comes to the crunch we sometimes get stuck for words. Here are some examples of introductions for SECASA and RPC that you can use to introduce a workshop:

Choose either one of the following statements that explains together both SECASA and RPC.

1. SECASA or South Eastern Centre Against Sexual Assault is a counselling agency that provides information, free counselling and support to people who have experienced violence. Our main service is to provide counselling to people who have been sexually assaulted however, we do provide free counselling and support to those who have experienced family violence or interpersonal violence (violence between people).
The Respect Protect Connect program is a violence prevention program that is run in secondary schools with young women like yourselves. We are peer educators so we are not teachers, we are young women just like you.

OR

2. SECASA or South Eastern Centre Against Sexual Assault is a counselling agency that provides information, free counselling and support to people who have experienced violence. Our main service is to provide counselling for past and recent survivors of sexual assault, both female and male. SECASA also assists the parents, partners and friends of those who have been abused. We also help people who have experienced other forms of violence.

The Respect Protect Connect program is a peer-education program which means that SECASA trains young women (like us) to go out to schools and talk to younger women (like you) about relationship violence and how to recognise what is a healthy relationship and what is not. We really want to give you an opportunity to talk about the way these issues affect women your age and let us know what your concerns are so that we can give you the information you need to feel more confident. We are not teachers or professionals; so there are times when we do not have all the answers, but we can refer you to people and places that may be able to assist you.
Activity 2: Ice Breaker/Warm up Activities

This activity is part of every RPC workshop and is always delivered after the introduction, there may be the odd occasion where you may not have the time to do this activity, whereas, at other times you may even be able to do another warm up activity in the middle of the workshop or at the end of the workshop.

Objective: To add movement, create opportunities for participants to mix together, change their perspectives and create a climate of trust and co-operation.

Time Required: Approximately 5 - 20 minutes

How to facilitate: There are several different icebreakers and warm up activities. Here are a few that you could try before you get started with a workshop:

1. Eyes up, Eyes Down: Approximately 3 - 5 minutes

   Everyone stands in a circle (shoulder to shoulder) and the facilitator instructs everyone to look at the floor. When the facilitator says “eyes up” everyone has to look at another person in the eyes (not at the floor or the ceiling). If two people make eye contact then they both have to sit out, but if person A is looking at person B and person B is looking at person C they are not out of the game as they aren’t looking back at each other in the eyes – they are looking in the eyes of someone who isn’t looking back at them. The facilitator then says “eyes down” and everyone looks at the floor again. The process is repeated until there are only two people left. The other facilitator is to help monitor if anyone is cheating. This game is all about honesty, admitting when you and someone else are out of the game.

2. Knots: Approximately 10 - 20 minutes

   Form a circle, everyone raises their right hand in the air and then places their right hand into the centre of the circle. Then everyone raises their left hand in the air, each person’s left hand grabs/holds another person’s right hand in the circle (make sure each person has this right as it will not work if it is not done this way). Without breaking grip, the group has to work out how to untangle and form a circle (it’s OK if some people are facing backwards). If it is a large group you can break them into 2 evenly number groups and give them the opportunity to race against each other.
3. **Basic Introduction:** Approximately 2 - 5 minutes

Go around the circle and get everyone to introduce themselves and either their hobby/favourite food/something interesting about themselves/what they will be doing on the weekend/etc. The facilitators are also part of this activity.

4. **The number game (1 to 10):** Approximately 3 - 5 minutes

Stand in a circle. Anyone can say up to 3 numbers in a row, i.e. 1-2-3 or 4-5-6 etc. Usually the facilitator starts by saying for example 1-2 then a student 3-4-5 then another student 6 then another 7-8-9 then the person that is forced to say 10 is now out and must sit down. Continue doing this until there is no one else left. Although you can say up to 3 numbers, usually try and start with 2 so the students can understand the concept. Sometimes helpful to do a practice round.

5. **Fruit Salad:** Approximately 5 - 15 minutes

Have the group seated in a circle (Make sure there is one less chair than the number of people and have the odd person stand). Choose 3-4 types of fruit. Go around the circle and allocate each member of the group a name of the 3 types of fruit (e.g.; Apple, Orange, and Pear). Tell the group the rules of the game:

The person standing is ‘it’ and calls out one of the fruit types. All of the members of the group with that fruit name (e.g. apple) must run to a seat, other than their own. Whoever is left without a seat is ‘it’ and calls out another fruit type etc. The person who is ‘it’ also has the option of calling out ‘fruit salad’ instead of a fruit type. When that happens everyone must find another seat. This is a good game to use in the middle of the workshop if you are finding the students hard to handle as it enables you to split them up while having fun.

6. **Zip Zap Zoop:** Approximately 5 - 15 minutes

In this warm-up, one of the players points to another player to one side of them and says ‘zip’. That player turns to the next player in the circle, points to them and says ‘zip’. Thus the ‘zip’ zips around the circle in one direction. At any time a receiving player can say ‘zap’ to the person pointing at them. When they do, the player that said ‘zip’ and was pointing at them must change direction and ‘zip’ the other way. This means that they must quickly turn around, point and say ‘zip’ to the person that just pointed at them. Now the ‘zip’ can zip around the circle, but when a person wants to change direction again they must say ‘zap’. Lastly the person that receives the ‘zip’ may elect to yell ‘zoop’ and point at someone anywhere in the circle. That player then restarts the ‘zip’ going in the direction of their choice.
7. **The Ball Game:** Approximately 10 - 15 minutes

The group is split into smaller, equal teams (depending on the size of the group). The facilitator distributes a ball per group and explains the rules. Each of the groups tosses the ball to each other in alphabetical order according to the first letter of their first name.

The facilitator then calls “Ready Set Go” and the teams race each other. The winner is the first team to complete the task. The task is repeated however this time each team has to complete three rounds (toss the ball to each other in alphabetical order 3 times around). The first team to complete 3 rounds wins.

8. **Blink Murder:** Approximately 10 - 20 minutes

Get the students to move into a circle. Explain to the students that 1 student will be sent out of the room to guess who the murderer is and another student within the circle will be (the murderer) secretly blinking at students. Once the guessing student returns to the room, this guessing student must observe the group and guess who the murderer is. If the murderer does blink at a student this student is then out and must sit down in the circle. Or lie down on the ground (if they were sitting in a circle).

Once the guessing student has correctly guessed the murderer the game is finished.

9. **Squiggles:** Approximately 5 -10 minutes

Pair the students up and ask them to spread out to give themselves room. Ask one person to be the drawer and the other person to be the follow.

The drawer needs to draw in the air and the follow needs to follow the pattern/ the finger of the drawer. (Facilitators to demonstrate).

Give the pairs about 1 to 2 minutes doing the activity and then ask the drawer and followers to swap roles, so the drawer becomes the follower and the follower becomes the drawer. Allow the pairs another 1 to 2 minutes, then get them to stop and ask everyone who they preferred being, the person drawing or the person following the drawer? Explain about Power and Control and how people like to have power and be in control of their own lives and sometimes this spills over into controlling the lives of other people, which can be detrimental / harmful to the other person.
10. **Rumours / Chinese Whispers:** Approximately 5 – 15 minutes

The facilitator whispers in a student’s ear at one end of the semi circle a statement and the student then has to pass this statement to the next person and so on. When the statement reaches the end of the semi circle/line the last person has to stand up and say out loud the statement they heard. The facilitator then lets the group know how correct the statement was or how much it had changed along the way.

This game is usually best done when running a cyber bullying workshop or if just discussing bullying in general, as the activity demonstrates how stories can get changed and mixed up the more the story/rumour is spread around.

Some statements that facilitators can use when facilitating this activity:

1. “Send reinforcements, we’re going to advance.”
2. “The moon shines on a windswept beach near the foggy sea.”
3. "Tina tumbles to the gym on Tuesdays to take tae kwan do."
4. "Susie skips to school except on Saturdays"
5. “I heard Jane had to move schools because her parents found out that she was sleeping around with different guys from school.”
6. “Robert changed his facebook status to ‘Bess is a slut’ because he saw her on Saturday night making out with another guy.”
Activity 3: Group Agreement

Objective: To come up with a list of ‘rules’ or class agreements on the whiteboard or if this class is receiving the program again on another day please write the group agreement on butcher's paper provided.

The main idea behind the group agreement is to make the class aware that some of the topics we discuss in the workshop may be sensitive for some people, or some people may even feel embarrassed with the topics we discuss, so we must be aware of how we respond and react to people around us and be mindful of their feelings or needs.

The group agreement also allows facilitators to monitor the class’ behaviour and refer back to the group agreement if the class’ behaviour begins to get out of hand. It also helps you to refer student’s to see a teacher if their behaviour is not acceptable during the RPC session.

Note: When working on issues of a sensitive or personal nature, it is essential that some agreement is reached concerning confidentiality, trust, respect and support.

Time Required: Approximately 5 Minutes

How to facilitate: Explain that in the workshop some very important issues will be discussed. The issues discussed will not always be nice or straightforward so we need to provide a safe and supportive environment so that all students feel comfortable to participate.

It is also important to explain that we need to develop a group agreement so that everyone feels safe and supported when participating. These rules will not be the same as general classroom rules but of course some common courtesy rules will apply.

Get the students to brainstorm a list. Make sure confidentiality and respect are there (may need some prodding!) After both you and the students are happy with the list ask them if they are happy to abide by these for the duration of the workshop. Keep the list on the board and remind students that you may need to come back to it if the group agreement is not being followed.
Activity 4: Identifying Relationships

Objective: To ensure that the students are aware of what we mean by relationships and what types of relationships we can have throughout our lives.

Time Required: Approximately 5 -10 Minutes

How to facilitate: Explain to the students that over our lives we have many different relationships with people. Ask the students what they think we mean by the word relationships? Ask the group about the kinds of relationships that they may have now or when they are older. Write on the board the answers the students come up with.

Answers may be: Friend- Friend (of same gender), Friend-friend (of opposite gender), Romantic/intimate relationships (of opposite gender), Romantic/intimate relationships (of same gender), Parent-child relationship, sibling-sibling relationship, you-teacher; you- coach, you - pet etc.

Explain that when we talk about relationships we don’t mean just romantic relationships; we also mean any regular interaction you have with another person in your life. So this might mean your relationship with your mother raising you and looking after you, or your relationship with your teacher who is assisting you to learn and achieve.
Activity 5: Healthy and Unhealthy Relationships

Objective: To identify components of healthy and unhealthy relationships.

Time Required: 15 – 20 minutes

How to facilitate: Break the class of students up into groups of 3 or 4, if you have a big group try not to have any more than 6 to a group. Give each group a piece of butcher’s paper, the butcher paper may already have writing on it saying ‘HEALTHY RELATIONSHIP’ or ‘UNHEALTHY RELATIONSHIP’. If it doesn’t already have something written on it, ask each group to write either ‘HEALTHY RELATIONSHIP’ or ‘UNHEALTHY RELATIONSHIP’ on their piece of butcher’s paper. For example; if you have 4 groups, get 2 groups to do ‘healthy relationships’ and the other 2 groups to do ‘unhealthy relationships’.

Depending on what is written on the groups butcher paper get the group to list the ingredients that make up a healthy relationship or an unhealthy relationship.
NOTE: You may need to emphasise that we mean all types of relations; not just intimate relationships with partners.
For example; the groups who have healthy relationships may write on their butcher paper - trust, care, support etc. whereas; the groups who have unhealthy relationships may write down – lack of support, poor communication, violence, distrust etc…

After the groups have had a few minutes to make their lists get all the groups to stop writing their lists (seems to work best if you take the textas/markers off of the groups before you start discussion – as often there is a tendency for students to doodle). Ask the first group who are doing ‘healthy relationships’ to choose 3 or 4 items from their list to share with the class, then ask the other group who is doing ‘healthy relationships’ to read out 3 or 4 items off of their list that the other group didn’t have. Then do the same for the groups who were doing ‘unhealthy relationships’.

(No doubt the issue of violence will have been bought up in the unhealthy relationships groups)- pick up on this when they say violence or abuse is unhealthy in a relationship - “Great you’ve identified that violence is wrong and that it is not a healthy relationship if there is violence”.


Every now and then when a group shares an item off their list, reinforce why it is either healthy or unhealthy in a relationship e.g.: “and so why do you think trust is important to have/ why is trust important in a healthy relationship”. You may follow this up with… (Depending on the response from the student/s) “If you feel that you cannot trust your partner or your partner doesn’t trust you, do you think it is necessarily good to stay in a relationship where this problem or issue may cause distrust and arguments or jealousy?”

If you have time you can always address the item of ‘love’ if it is brought up in the healthy relationships group. You could say or suggest, “that is great that you have mentioned love, but is love everything in relationships? Could love sometimes be unhealthy?” With these questions we are trying to get the students to think about relationships where one person may say, “sorry, I didn’t mean to hit you or yell at you, I just love you SO much that sometimes I get over protective”… (or something along those lines). It is good to prompt the student’s to think about what love actually is and to recognise what is healthy and what isn’t.

Note: Another way of doing this activity if you are short of time is to involve the whole class by doing the activity on the whiteboard. So for example, writing Healthy Relationships on one side of the board (line down the middle) and unhealthy relationships on the other side. Then get students to put their hands up and call out what makes a healthy relationship and then do the same for unhealthy relationship. Continue with a discussion at the end.
Activity 6: Relationship One Liners

Objective: To assist participants to identify their feelings /expectations about relationships.

Time Required: 10 – 20 Minutes

How to facilitate: Prior to giving out the handout tell the students that their answers will be read out, so they are not to put names on these sheets. No students will be identified during this activity.

Handout Relationship One Liners sheet (as shown on following page) and ask students to fill out on their own. Once finished, ask participants to fold and put their answers in the middle of the circle. One facilitator is to read out about 4 – 8 Relationship One Liner sheets and the other facilitator can list the common themes on whiteboard and create a small discussion.

NOTE: You may need to come back to the Group Agreement for this activity.
RELATIONSHIP ONE LINERS

1. A good relationship makes me feel …
   ________________________________________________________________
   ________________________________________________________________

2. The most important thing in a relationship for me is …
   ________________________________________________________________

3. The thing that annoys me most about romantic relationships is …
   ________________________________________________________________
   ________________________________________________________________

4. A bad relationship makes me feel …
   ________________________________________________________________
   ________________________________________________________________

5. Having a partner is/is not important because …
   ________________________________________________________________
   ________________________________________________________________

6. If I end a relationship, I…
   ________________________________________________________________
   ________________________________________________________________

7. If I get dumped, I…
   ________________________________________________________________
   ________________________________________________________________
Activity 7: What is Violence?

Objective: To provide the students with a clear understanding about the various forms of violence that can occur in the community and also in relationships.

Please Note: Violence can be a one off incident or it can become abuse which is on-going incidents and accounts of violence.

Time Required: 10 – 15 Minutes

How to facilitate: Facilitators will be provided with a sheet that reads ‘What is Violence?’ (as shown on following page). Get the students to brainstorm the 8 types of violence, as they name each of them, one facilitator writes them up across the top of the board. You may need to give clues if they are not coming up with them. For example; you might say to them,”this type of violence may happen if you are being bullied at school in front of your peers”, then hopefully they get that you mean ‘SOCIAL’. If not you may have to say, “it begins with the letter ‘S’ or your co-facilitator may start writing the letters one by one until a student as a ‘oh I know’ moment.

Once the 8 types of violence are written across the board, place the violence cards face down on the floor in the middle of the circle. Make sure each card has a bit of blue tack on the back of it. Then invite the students to come and pick up 1 or 2 cards each (depending on how big the class is) and to have a think which type of violence their card would fit under. Let the students know that their card could go under more than one heading, but they must choose only one heading to put it under. For example; ‘Name Calling’ goes under VERBAL Violence, but it could also go under EMOTIONAL violence, as it could hurt your feelings etc. The students are able to help each other out or they can ask you for help too.

NB: if there are any spare cards still on the floor ask some students to choose another card to put up on the board.

Once all cards up on the board, a facilitator will go through each of the 8 types of violence and choose one example (one card) under each category to discuss.

Remember: when doing the Violence activity with the cards, make sure you only choose one example from each category to discuss as it gets a bit tedious going through them all. Of course if any student has a burning question or are confused about one card you haven’t explained – please explain it to them.

For example, the cards I recommend that you pick out and talk about might be:
Verbal- Ethnicity
Physical – either withholding meds or stopping sleeping
Emotional – this category is pretty self explanatory – unless any questions
Sexual – Incest
Social – clarify what we mean by checking up on you all time
Financial – clarify what we mean: not giving you access to money through control or making you pay for EVERYTHING
Harassment - pretty self explanatory – unless any questions
Technological – explain about filming and taking photographs.

Examples of how you can talk about the cards above:

Ethnicity: Ask students, “What does ethnicity mean.”….. Reply to student, “yes, you are correct, ethnicity means what country or background you come from, it also means, that everyone has a different ethnicity because we all have different religious beliefs or we may not have a religious belief, our parents also bring us up with lots of different values, morals and beliefs and this is all what makes up our individual ethnicity.” The message that we are trying to get across to the students is that ethnicity is not bad or wrong, we all have a different ethnicity and diversity which makes life exciting and interesting.

Stopping you from sleeping: “so by someone deliberately stopping you from sleeping we mean, someone who may have threatened you and said that when you fall asleep they are going to hurt you or someone else in your house. Sometimes, we have clients who come to us and say they were too frightened to go to sleep because in the past they had woken up because someone was hurting them or touching them inappropriately.”

Incest: “Does anyone know what the word incest means?” …. “yes, very good, it does mean when a blood relation (e.g.: brother and sister) have a sexual relationship. Incest also means if someone has a sexual relationship with you who is a family member, not necessarily a blood relation to you they might be your step parent or foster parent or someone who has adopted you, they could even be someone who is your parent’s best friend who you have seen to be like an uncle or aunt. Why do you think in Australia the law says incest is illegal?”

Answer: “Incest is illegal because a person who has a position of authority or care over you (Duty of Care) is meant to be there to make you feel safe and cared for. If they are having a sexual relationship with you this means they have not come into the relationship on an equal level as they have authority or power over you in other areas of your life and could make you feel as though you had to do sexual things you didn’t want to do, especially things that make you feel unsafe. A person who cares for you, or looks after you, or who is your brother or sister is not meant to have a sexual relationship with you, if they do have this kind of relationship with you, this can then have a negative impact on the relationship that is a ‘brother/sister’, ‘step father/step daughter’ relationship and can make you feel confused and does affect other relationships within your lives.

Technological: (sending you rude or inappropriate emails, SMS’, messages via Facebook).

“This one is important, if you send an inappropriate photo (naked) of someone to your friend or anyone else, you can be charged with distribution of child pornography (if the photo is of someone under the age of 18). If you are found with a photo of someone naked on your mobile or on facebook etc you can be charged with possession of child pornography.”
These charges then mean that you are placed on the sex offenders’ registry which then means it is very difficult for you to get a job, as you can’t work with children or anywhere near where children are’. For example, people have been charged with possession and distribution of child pornography when they have sent a photo of their ex-girlfriend or ex-boyfriend onto other people ‘just to get back at their ex for breaking up with them’.
WHAT IS VIOLENCE?

VERBAL

Shouting, making put downs, name calling, negative comments about age, ability, ethnicity, culture or physical appearance.

PHYSICAL

Hitting, kicking, slapping, punching, biting, choking, hair pulling, using a weapon or object, placing you in danger e.g., dangerous driving, drugging you, withholding medication, deliberately stopping you from sleeping, threatening to hurt or kill friends/family, breaking furniture, smashing doors.

EMOTIONAL/PSYCHOLOGICAL

Making you do things you don’t want to do through manipulation, threatening suicide to control your behaviour, threatening physical violence, ignoring and withdrawing contact, trying to stereotype you, humiliation, extreme jealousy.

SEXUAL

Rape, incest, unwanted or pressured sexual act, sexual put downs, treating you as a sex object, bragging about your sexual behaviour, forcing you to watch sex, pose for sexual pictures, using sex to hurt or belittle you.

SOCIAL

Isolation from friends/family, stopping you from going out, contacting friends, making you socialise with people you don’t want to, insulting you in public, locking you in the house, hiding keys, spreading rumours, checking up on you all the time.

FINANCIAL/ECONOMIC

Stealing, controlling shared finances, not giving you enough money to buy things for the household/family, withholding money.

HARASSMENT/STALKING

Repeated, unwanted attention, following you, ringing you up repeatedly, sending you letters, emails, text and msn messages constantly, writing unwanted messages on your MySpace/facebook page, hanging around your home, school, and workplace.

TECHNOLOGICAL

Insults, put downs, making negative comments about you on Facebook, MySpace, MSN or sending you emails which make you feel upset, intimidated or scared. Constantly calling your phone or sending you text messages that make you upset and hurt, or filming/taking photographs of you with a mobile and sending it to people without your permission or putting it on their Facebook page for everyone to see.
Activity 8: The Love Control DVD

Objective: To provide the students with a visual understanding about the various forms of violence that can occur in the community and also in relationships. To emphasise other forms of abuse and control other than physical violence.

Time Required: 15 – 20 minutes

How to facilitate: Explain to the students that you are going to show them a short 5 minute DVD called ‘Love Control’. (A copy of the DVD will be in your workshop box; alternatively if a school has access you may be able to view it on YouTube via this link: http://www.youtube.com/watch?v=DP_MuGJIAjA). The film was produced by Women’s Health in the North. It draws directly from young women’s experiences of abusive relationships and shows how quickly controlling behaviour can escalate into full blown violence. The film demonstrates the early warning signs of an abusive relationship.

After the film has played through ask the girls who would like to share with the rest of the group what was the key message that they got from watching LOVE CONTROL?

Often these are the types of responses you get from asking the question:

What was the key message that they got from watching LOVE CONTROL?

• Go with your gut instinct. (listen to your stomach vibes).
• No one deserves violence.
• Don’t put up with violence/abuse get out of the relationship asap.
• Don’t fool yourself into thinking the person will change or that you can change them.
• Love isn’t everything. Question a person if they say they love you but hurt you at the same time.

N.B: On the odd occasion sometimes you won’t receive any response from the student’s (i.e.: no one offers to answer the question). In this case refer back to the What is Violence? activity that they did earlier. Ask the students:

What sort of violence and/or control did the boyfriend display? (Remember the different types of violence we were talking about before/earlier up on the board?)
Often these are the types of responses you get from asking this question: (and also the types of responses that you are trying to draw out from the students to ensure that their learning has been consolidated from the activities before and from seeing it on the DVD). Give them a chance to bring up their own ideas, if they get stuck then refer to below and prompt by saying “what happened on the train....”

**Emotional / Verbal/ Social Violence/:** “I had an uneasy feeling that night” “It seemed like the littlest of things would upset him” – like walking on egg shells, don’t know when they are going to snap.

“I just wanted to keep the peace”. Going along with something because she is afraid she might cause an argument

Saying that she can’t wear certain clothes “He didn’t like what I was wearing, that other guys would hit on me.” (Jealousy).

Not liking other guys looking at her/paying attention to her – obsession with thinking another man might steal her --- ‘ownership’. On the train: “then he thought some guy looked at me and he got worked up about it. Early on in our relationship if had reacted that way I’d think he really cared about me and wanted to protect me, now he seemed to be jealous all the time.” (Notice the body language feet up across where they are sitting on the train, preventing her from getting past him easily (control/power).

Not allowing her to have/see friends/hang out with friends (at the pub/restaurant). “When I saw some friends I hadn’t seen in ages, his mood suddenly changed and he didn’t want to be there anymore.” “I made some excuse why we had to leave; I had been making a lot of excuses lately.”

Again body language feet up across where they are sitting at the bar (preventing her getting out unless asking his permission) Control.

**Emotional Violence:** Trying to win her back, “he tried to smooth things over, he told me how much he loved me and how I was the only one who could make him smile – BUT I had heard it all before.” Mention to the students how this is the cycle of violence, a person will often try to make up for their abuse to try to get you to stay with them, or to guilt trip you (you made me do it). Buying flowers, chocolates, holidays (honeymoon cycle – trying to make everything romantic and lovely again).
Financial/Economic Violence: Making her pay for everything. It wasn’t the first time, we get the impression that she pays for everything every time they go out. “He didn’t have any money so I ended up paying, how did things like that become unspoken habits between us”.

“Unspoken Habits” little things we let slide in a relationship that upset us but those little things often turn into bigger problems.

Sometimes students notice: That the guy still manages to find money to buy a rose for her when he feels that he is losing her and losing control over her. (sometimes good to mention if not brought up.)

Physical/Emotional Violence: Pushing her/holding her up against the brick wall. Hitting the wall behind her and kicking the crate, hitting objects or things around the person makes the person feel that this is what you actually want to do to them and one day might actually physically hurt them.

After watching the film and having a 5-10 minute discussion on the above please remind them the following.

IMPORTANT: Explain that if any of them would like to talk about the film / if they have any concerns about situations in their own lives – that you will stay back after the workshop for them to talk with you or they can speak to their teacher or student welfare counsellor. If you need to give them any more contact numbers at the end of the workshop here are some useful contacts below:

- South Eastern Centre Against Sexual Assault 9594 2289
- Women’s Health in the South East 9794 8677
- Women’s Domestic Violence Crisis Service 1800 015 188
- Kids Help Line (up to 25 years old) 1800 55 1800
**Activity 9:** Reasons / Excuses for Violence

**Objective:** To identify myths and misconceptions about violence against women.

**Time Required:** 5 – 20 minutes

**How to facilitate:** There are a few different ways to facilitate this activity depending on how much time you have and what the outline says to do.

**Method 1:** (20mins) On the 4 pieces of butcher’s paper you will notice one of the four statements (below) written on each piece.

1. Men use violence because….
2. it’s time to leave a relationship when…. 
3. Women stay in violent relationships because…. 
4. A good relationship is….

Spread the 4x butcher’s paper across the room and place 2 or 3 markers/textas next to each piece of paper. Tell the students that they have about 5 -10 minutes to go around the room answering each question on the butcher’s paper.

Once finished, get the students to sit back in the circle and collect the butcher’s paper and one by one hold each one up and discuss the main answers to the questions, especially comment on any comments that are questionable.

Talk about there being no excuse for relationship violence, there is always another better choice. There are 2 words that describe what violence is about. They are P(ower) and C(ontrol). Anger is an emotion, violence is the action and we can choose how we react to our emotions.

If someone makes us angry at the shops we don’t punch them, because we know we can be charged with assault and apart from that violence is wrong! So if someone we know, like a family member makes us angry does that give us the permission to physically lash out at them? No!
Method 2: (10-15mins) Write on the board the 4 statements below (spread these across the board and ask the students to approach the board and write something near the statement).

1. Men use violence because…
2. It’s time to leave the relationship when…
3. Women stay in violent relationships because…
4. A good relationship is…

N.B.: On average women will leave a violent relationship and return 9 times before they eventually leave and the reason is because of all the things you have just spoken about.

(If the students don’t feel comfortable approaching the board, you could scribe for them)

Go through the statements in the order above and discuss each in some depth (being wary of time). You can draw on some of the discussion points that were mentioned on the last page in (method 1) or below in (method 3). Emphasise that nobody deserves violence!

Emphasis that the only reason violence is ever justified is when it is self defence. When you are in immediate danger and you need to get out of the situation. Ask the girls what situations may require violence to be used as a form of self defence.

At the end explain that violence is often about power and control. The perpetrator takes the victims personal power away from them and takes control.

Method 3: (5 -10 mins) Usually presented after the Love Control DVD and when short on time. Ask the group as a whole, why do you think women stay in violent relationships? (Can write answers on board).

The examples they might come up with are:
(Children, $, housing, security, lonely, no family/ friend support, not aware of services that can assist, low self esteem, fear – many times violence/threats escalate after they leave, feeling of low self-esteem due to partner putting them down or the feeling that they caused their partner to be violent or that they couldn’t fix their partner’s problem).

On average women will leave a violent relationship and return 5 - 7 times before they eventually leave for good and the reason is because of all the things you have just spoken about.
There are 2 words that describe what violence is about. They are p(ower) and c(ontrol)
Anger is an emotion, violence is the action and we can choose how we react to our emotions.

Emphasise that nobody deserves violence!
Activity 10: Impact of Violence (the Bess activity)

Objective: To identify all the ways that violence can affect a person’s health; exploring different determinants of health and wellbeing.

Time Required: 15 – 20 Minutes

How to facilitate: Draw a large outline of a woman’s body on a white board. Explain that this is Bess and she is a victim of violence or bullying. (The age group you are working with will determine the term you will use). Usually year 7 & 8 use the term bullying and year 9s and above use the term violence.

Ask the students how Bess might be feeling and invite them to call out (with their hands up) all the ways that violence could be affecting her health (and the health of women in general). As the impacts are called out write or draw them on Bess. The students will probably try to make Bess look as horrible as possible so dispel any myths or silly comments as they arise. Some of the things they may come up with or that could be added if they don’t come up include:

SCHOOL/PERFORMANCE
- “acting out”/ behaving inappropriately to get attention
- damaged reputation
- delayed graduation
- drop in quality of school work
- dropping a class
- dropping out of school
- inability to concentrate/feeling distracted
- loss of friends
- loss of trust in the education system
- lower grades
- switching classes
- switching schools
- lateness/truancy

EMOTIONAL
- anger
- confusion
- depression
- detachment
- embarrassment
- fear
- feeling degraded
- feeling intimidated
- feeling powerless
- feelings of dread
- hopelessness
- guilt
- humiliation
- irritability
PHYSICAL

- changes in body weight
- dependence on alcohol and/or drug
- head, stomach, back aches and pain
- loss of appetite/eating disorders
- nausea
- sleeplessness/sleep disturbances
- STI's/Pregnancy
- isolation/withdrawal
- loss of trust in others
- low self esteem
- mood swings
- stress
- shame
- self-doubt

Once Bess is covered in problems ask the students what they could do to help Bess and what Bess could do to help herself. Make a list of strategies and services from what the students suggest and ask them what things we could rub off if she was to do that /present at that service/speak to that person, etc.

* Suggestions may include: SECASA, Police, Doctor, Centrelink, Charities, Friends, Family, Counsellors, Teachers, Student Welfare Counsellor, Nurse, Kids Help Line, Beyond Blue, Life Line etc.*

Once all effects are gone ask the students if they think Bess would be happy now? Explain that even though we have only taken a few minutes to rub off all of the effects it can take a lot longer for some things to heal. Even though bruises and scratches may heal in a short amount of time the emotional effects can last a lot longer. Violence and its effects are not an overnight fix so it may take Bess a long time to feel happy again.

This activity can be followed up with a discussion of ways that the students deal with something bad that has happened in their life; a stressful event, bad day at school, argument with a friend or family member. Possible suggestions could include exercise, eating chocolate, taking time out and then organising to come back and calmly talk at a later time/date, crying – releasing emotions (but in a non-violent manner), etc.
**Activity 11:** That’s Objectionable!

**Objective:** To consider a range of sexual harassment situations and to demonstrate how people often feel more uncomfortable about a situation if the person who is harassing them is physically close to them. Also, people can feel more uncomfortable about a situation if they have experienced or witnessed that situation before.

**Time Required:** 20 – 30 Minutes

**How to facilitate:** You will need the set of ‘That’s Objectionable’ cards, which are over the next page. You will get about 4 or 5 sets of cards.

Divide the group into small groups of about 4 (depending on the group size and sets of cards you have). Ask the groups to sort their cards in order from worst case scenario to least worst case scenario to be in. Remind the group that everyone has different opinions due to our varying experiences in life, so just for this activity compromise.

N.B.: You may need to tell the students that each group has the same scenarios and that the ABC letter on each card has nothing to do with the order they go in (it is just there to make sure we are not missing any cards).

Bring the groups back together and ask each group one by one to share the scenario that they put as the worst (at the top) and ask them why. After one group has said their worst case scenario say, “did any other group have that same scenario at the top”? Go around to each group until they have all shared their response. Then go around and ask the groups what they put down the bottom as being the least worst case scenario to be in. Ask for their reasons why and ask what would have to happen in this situation for them to put it higher on their list. Go around to each group until they have all shared what they had down the bottom. If you have time get them to tell you what they had in their top 2 or 3 and the reasons why they rated those scenarios highly, if time permits talk about the scenarios in more detail.

N.B.: Activity 12 ‘Assertive Communication’ usually follows this activity.
<table>
<thead>
<tr>
<th>A shopkeeper squeezes your hand and calls you sweet heart when he gives you your change.</th>
<th>An anonymous caller breathes heavily down the phone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A guy at school tries to touch your breast as you walk past him.</td>
<td>At family parties one of your father’s friends hugs and kisses you in a way that makes you feel uncomfortable.</td>
</tr>
<tr>
<td>A group of workers whistle and call out to you as you walk past a construction site.</td>
<td>A guy on a crowded tram presses up against you.</td>
</tr>
<tr>
<td>One of the men at work tells crude jokes and has pictures of women you find offensive the wall.</td>
<td>The sports coach puts his arm around you and tells you what a sweet little thing you are.</td>
</tr>
<tr>
<td>Your boss tells you if you are nice to him you will get a promotion.</td>
<td>One of the male teachers tells you how attractive you look and comments on how well developed you are.</td>
</tr>
<tr>
<td>The guys at work comment on your body.</td>
<td>After a first date, the guy you went out with puts pressure on you to have sex with him and won’t take no for an answer.</td>
</tr>
</tbody>
</table>
Activity 12: Assertive Communication

Objective: To discuss ways of dealing with awkward or unsafe situations and to practice assertive behaviour.

Time Required: 15 – 30 Minutes

How to facilitate: Pick one scenario from the list of ‘That’s Objectionable’ cards. Tell the students that there are 3 different ways that you can react to a situation. Ask them firstly what could be an extreme way of reacting?

Aggressive: Kicking, Punching, And Swearing

What would be the opposite of doing this?

Submissive/Passive: Ignoring the situation, going along with something you don’t want to do

What would be the best way of dealing with this situation to get your point across in a confident and considerate manner?

Assertive: Can use the phrase:
I feel…… (say how you feel)
When you……….. (say what the problem is)
I'd prefer if…….. (say how you would like things to happen)

E.g.: I feel uncomfortable...
When you touch me like that...
I’d prefer it if you'd stopped...

Aggressive behaviour is based on the belief that ‘my’ needs or desires are more important than anyone else’s, ‘your needs don’t matter’.
Passive behaviour comes from the idea that ‘your’ needs are more important than mine, ‘my needs don’t matter’.
**Assertive** behaviour is the middle ground, based on the assumption that 'my' needs and 'your' needs are equally important, 'our needs matter'. An assertive response looks to accommodate everyone in the situation.

Talk about the appropriateness of using each type of communication. You may need to be aggressive if someone is holding you down and not taking no for an answer, whereas, it may be best to stay quiet and do what the person asks of you if they have a gun or knife and are asking you to hand over your money. Explain why assertive may not work in these situations.

If you have time:
Once you have made it clear through giving your own examples get the students to pick one scenario or choose their own scenario and act out the 3 different communication styles in groups of 2 or 3. Once they have practised each style invite the students to present in front of the class. (Don’t pressure the students to present if they don’t feel comfortable).

The following diagram can be used to make the communication styles clearer and also determine who has power in the situation.

**Aggressive** – perhaps a smart comment however you need to be careful not to put yourself in an unsafe position by saying or doing something that the other person does not want to hear.

In a situation where you are acting aggressively...

Do you have power? (It may seem you have power and control but this is debatable?)
Do you have control? ?? (Pose the question ‘Do you think you may be out of control?’)

**Submissive/ Passive**

In a situation where you are acting passively/ submissively…

- Do you have power? (NO)
- Do you have control? (NO)

**Assertive**

In a situation where you are acting assertively…

- Do you have power? (YES)
- Do you have control? (YES)
Activity 13: Sexual Consent & the Law

Objective: To identify what consent is and the conditions that have to be in place for consent to be given.

Time Required: 20 – 30 Minutes

How to facilitate: Ask the young women “What consent means?” Often they will say that it means asking permission. This is a good starting point for further discussion and for introducing the idea of mutuality (i.e. that it is not so much a question of seeking permission for what they want to do but checking that their partner shares their feelings). If the students are unclear on what consent really is the idea of permission can be used for the purpose of this activity. Please inform them (if it has not been brought up already) that consent means free agreement. When we are talking about Sexual Consent we also have to take into consideration what the law states. Remind the students of this before reading out the scenarios.

Prior to or during discussion about ages of consent, it is important to state that you are not saying that having sex at a particular age is a good thing or a bad thing; we are just talking about what the law says.

Put 3 cards out on the floor “Consent”, “Not Consent” and “Unsure”. Read out the scenarios 1 by 1 and get the students to stand at one of the cards. Discourage discussion during the selection time and tell them to go where they feel they should go and not where everyone else is standing. Get the students to share their reasons why after each scenario. Once they have given their reasons give the answer and the reason that it is either consent or not consent. Do the same for all scenarios.

*If you have a big group and a small room, you may want the students to remain seated while doing this activity and in this case give each student a RED = ‘Not Consent’ Card, a YELLOW = ‘Unsure’ Card and a GREEN = ‘Consent’ Card and ask them to hold up there card in response to the statement that you read out.
Once all scenarios have been read out and discussed get the students to sit back down and go through the situations where both people may have agreed to the act taking place yet it is still not considered consent. One way to explain this is to say that even though consent has been given by both parties, the law overrides that consent.

**It must be free** - That both parties must be freely agreeing to something without being pressured, forced or threatened into doing something they don’t want to do or that they have reservations about.

**Informed** – The person must not be intoxicated by drugs or alcohol as this may have impaired their judgment and render them unable to give informed consent.

**Incest** - Even if both parties agree to have sexual contact, this is against the law between family members.

**Position of Authority** - Some roles and occupations are prohibited from having sexual contact with their client group. This includes teachers with students, doctors with patients, police officers with someone they are investigating, social workers with clients plus other examples.

**Age of consent** - Currently Victorian law gives the age of consent at 16 years old. However, if 2 people are aged 12 to 15 years, sexual contact is legal so long as there is no more than 2 years difference in age. It’s illegal for children under 12 years old to have sex.

Consent must be free and informed. The law attempts to stop people taking advantage of others due to their power, whether this power comes from position, age or strength.

Remind the group that sexual consent applies to both males and females, straight or same-sex attracted. We all have the right to safety and to say no if we don’t feel comfortable.

**Consent/ not consent or unsure scenarios:**

1. **A guy goes up to a girl at a party and asks ‘can I kiss you?’ She says ‘yes’ and they kiss.** (Y)
   - Is this consent or not consent?
   - Why is this consent?
   - In real life at a party, does a kiss always happen like this? If, no, then how else could you tell if someone wanted to kiss you/ wanted to be kissed? (Talk about body language).
2. **A guy pressures a girl to do a sexual act that she doesn’t want to. (N)**
   - Is this consent or not consent?
   - Why is this not consent? (Key word here is ‘pressure’ – no one should feel forced or pressured into participating in a sexual act).

3. **A husband and wife are having sex but the wife stops enjoying it and wants’ to stop, however she does not say no, she just lays there frozen. He continues to have sex with her anyway. (N)**
   - Is this consent or not consent?
     If student’s say it is consent because she didn’t say anything, ask the student’s how they can tell when their best friend is not happy or is unwell? Should similar apply to 2 people in a relationship? …. Even in the dark you can tell when your partner is into something or not.
   - Why is this not consent? (He continues to have sex with his partner even though she is just lying there and not participating, it is a persons’ responsibility to double check whether there partner is ok or not ok with what is happening, if their partner has gone silent, not moving/tense.)
     - Should a husband know his wife well enough to know when she is not enjoying sex?
     - How would he know that she wanted to stop? (Body language/ lack of)
     - Why might she not have said no to him? (Fear, being hurt before, violence)
   - How does he know she isn’t enjoying it anymore?
   - Should he know if she isn’t saying/doing anything? (frozen)
   - Why is she silent/frozen?
     - Refer to 1st scenario (body language/not only vocal)
   - You shouldn’t assume the other person is comfortable just because you are and vice versa
   - It is essential to always communicate in a relationship
4. A boy and a girl start making out at a party. He starts touching her in a way that makes her feel uncomfortable and she asks him to stop. He persists and she stops saying no so he continues (N)

- Is this consent or not consent?
- Why is this not consent?
- How many times should a person have to say no?
- Does silence ever mean yes?
- Why might she have stopped saying no?

5. A thirteen year old girl and a seventeen year old boy both agree to have sex (N)

- Is this consent or not consent?
  (Remember to think about what the law believes).
- Why is this illegal?
  (2 people must be over the age of 16 years to freely and legally give consent; only exception is if you are between 12 to 15 years old (under 16 years) there cannot be more than a 24 months age gap between the 2 people (decriminalised).
- Who has more power in this situation?

- A 13 year old is usually in year 7 and a 17 year old is usually finishing school/out of school
- Remember to think about what the law believes
- Why is this illegal?
- Is there a balance in power?
- If they really want to be together, they can still kiss & wait until the 13 year old is 16 (it’s only illegal to have sex)

6. A sixteen year old girl and a 40 year old guy both agree to have sex (Y)

- Is this consent or not consent?
• Even though legally a 16 year old and a 40 year old could have a sexual relationship, what do you think could be wrong about this situation?

• Who has more power in this situation?
  - A 40 year old is at a different life stage to a 16 year old.
  - The 40 year old may have power and influence over the younger person, i.e.: buy the 16 year old things in return for sexual favours.
  - The 40 year old may be more comfortable with sexual acts compared with what a 16 year old may be emotionally comfortable/ready for.

NB: The law allows you to make these decisions for yourself once you turn 16 years old. But please be aware that the law is not saying that just because you are legally allowed to have sex at 16, it does not mean that you are or have to be ready at that age for a sexual relationship or for sexual intercourse. You need to be comfortable within yourself and feel emotionally at ease before making such decisions.

*Ask yourself this before you and your partner have sex…. does my partner and I feel comfortable going to buy protection (condoms)? Do I feel comfortable talking to a doctor about contraception/sexual health? …and most importantly, does my partner and I feel comfortable enough with each other to talk about our likes and dislikes when we are having sex? If you are unable to do this, then you are not emotionally ready for a sexual relationship, or your partner may not be ready.

7. A girl new to a co-ed school is going out with a guy 1 year older than her. He threatens her that if she doesn’t have sex with him that he will tell everyone in his year level that she is a “slut”, so she has sex with him. (N)

• Is this consent or not consent?

• Why is this not consent?

• Why did she agree to have sex with him?

8. Two 17 year old guys both agree to have sex (Y)

• Is this consent or not consent?

• Does it make any difference if they are in a same sex relationship?

9. A teacher and a 17 year old student fall in love secretly and have a relationship. (N)
• Is this consent or not consent?

• Why is this not consent?

• Why is this illegal?
(Duty of care, Power and Control, same situation as a doctor and their patient or social worker and client etc, even if you are a uni student and have a relationship with a tutor, that tutor can then me sacked from working at the uni, same for student teachers they will not be allowed to register to become a teacher if they have a relationship with a student.)

• Who has more power and control in this situation?

• What might be the implications of this relationship?

N.B: There’s nothing wrong with falling in love with a teacher – in fact it’s pretty common.

But telling your teacher you’re in love with him or her is a bad idea, and will probably only result in embarrassment. Your teacher is off-limits - because it’s illegal for him or her to have a romantic or sexual relationship with you. It’s illegal for a number of reasons.

Teachers have more power than students – for example, they have the power to assess your academic performance. Also, teachers have a professional duty to treat all students equally. (They have a duty of care over you)

Don’t let yourself get caught up with fantasies about having a relationship. Accept that you have to get over it. Focus on something or someone else to distract you from these feelings. If you can’t get over it, talk to another trusted adult about it.

10. A guy wants to have sex with his girlfriend for the first time but she doesn’t feel ready. He says, “if you don’t I’ll find someone else”. She then agrees to have sex with him. (N)

• Is this consent or not consent?

• How is this not consent even though she agreed?

• Why might she have decided to agree?

11. A guy goes up to a girl at a party who is really drunk. He starts feeling her body and she doesn’t respond or push him so he takes her outside where he has sex with her (N).
For consent to be given people need to been informed – they are not able to give consent freely if they are drunk or under the influence of drugs which makes people feel less inhibited and do things they usually wouldn't have done.

- Is this consent or not consent?
- Why is this not consent?
- Why is this illegal?
- What things might someone do when they are drunk that they wouldn’t normally do?

12. A girl wants to have sex with her boyfriend for the first time because she is ready and she thinks he is. He has told her that he loves her but isn’t ready yet. She is getting sick of him refusing her all the time and says to him if he doesn’t have sex with her before the end of the month she’ll dump him. So he is forced to have sex before he is ready. (N)

- Is this consent or not consent?
- Why is this not consent?
- Does it matter that it is a girl forcing a boy?

13. A girlfriend takes a naked picture of herself and sends it to her boyfriend. His friend secretly gets it off his phone and sends it to his friends. (N)

(Under 18, it is illegal to take provocative pictures of yourself or someone else even if they consent; POSSESSING CHILD PORNOGRAPHY even if you receive it you need to delete it/report it)

It is illegal to send provocative pictures of yourself or someone else:

- You can never be 100% sure that someone is not going to send it to someone
- Think about the emotional impacts you will experience if it happens to you
- what should you do if you receive it or are aware it is being circulated?
Additional Statement: 14. Statement: A guy’s mates encourage him to hook up with a girl at a party by saying “look at that chick she wants some, whoever hooks up with her is gonna get some tonight, look - she is wearing such a short skirt.”

Question: Just because a girl wears tight clothing, short skirt/dress or low top does it mean that she wants to have sex?

Question: What if a guy is not wearing a shirt, does that mean he wants to have sex?

Question: Does what a person wear, give someone else the permission (consent) to force them or pressure them into having sex?
Activity 14: How to Support a Friend

Objective: To assist participants to understand the ways in which they can support a friend who has experienced or disclosed an experience of violence

Time Required: 5-15 minutes

How to facilitate: Hand out the ‘How to Support a Friend’ resource sheet (as shown on following page).

Explain that these tips can be used for when a friend comes to talk to you about anything from breaking up with her partner to her parents getting a divorce.

Go around the circle reading.

After reading the do’s pull out a few examples and ask why we should do this when a friend comes to us.

- Why should we respect her confidentiality
- When might we need to break this confidentiality
- Why should we support her in whatever choices she makes?
- How do we do this?

After reading through the don’t’s pick a few examples and ask why we should not do this.

- Why shouldn’t we try to rescue or council her?
- Why should we not talk about our own issues or experiences?

At the end ask the students if they have any questions about anything they have just read.
HOW TO SUPPORT A FRIEND WHO TELLS YOU ABOUT A VIOLENT INCIDENT

It takes a lot of courage for a young woman to trust someone enough to talk about violence.

Because she has chosen you as a trusting person it is important that you respect her trust and not talk about it to other friends.

You may feel angry, upset, like laughing and making jokes or be confused but it is very important that you LISTEN, BELIEVE, RESPECT HER CONFIDENCE & ASSIST HER TO SEEK HELP.

She may be feeling frightened, powerless, responsible, ashamed, guilty or angry so here are some ways you can help.

**DO**

- LISTEN TO HER AND BELIEVE HER SITUATION OF VIOLENCE
- THANK HER FOR TALKING TO YOU BECAUSE IT IS A VERY DIFFICULT THING TO TALK ABOUT
- TELL HER IT IS NOT HER FAULT
- RESPECT HER RIGHT TO CONFIDENTIALITY
- GIVE HER INFORMATION OF WHERE TO GET HELP AND SEEK SUPPORT
- SUPPORT HER IN WHAT EVER CHOICES SHE MAKES - WHETHER YOU AGREE OR NOT
- RESPECT HER STRENGTH AS A SURVIVOR

**DON’T**

- IGNORE IT
- MINIMISE THE ABUSE OR THE PAIN SHE HAS SUFFERED
- TRY TO COUNSEL HER OR RESCUE HER FROM HER SITUATION
- TRY TO SEEK REVENGE THROUGH FURTHER VIOLENCE
- SYMPATHISE WITH THE ABUSER
- TALK ABOUT YOUR ISSUES/EXPERIENCES OF VIOLENCE

**BREAK THE SILENCE ON VIOLENCE**
Activity 15: Evaluation

Objective: To provide a closing for the program. It is used as a way of gaining information and feedback from students. It is also used to sum up the program.

Time Required: 5 – 10 Minutes

How to facilitate: Hand out the Evaluation form that is relevant to the group, see examples of forms below. Form 2 is specifically for special education/needs schools, for students with reading and writing difficulties and for students who have English as their second language (culturally and linguistically diverse communities - CALD).

Please hand out SECASA’s contacts details it will either be a sticker or a post card. If you do not have these details in the workshop box please write the contact details on the board and ask the students to write them down on the back of the how to support a friend sheet.

SECASA: 9594 2289
www.secasakids.com.au
EVALUATION

Please take the time to fill out this form so that we can find out a little about what you think. Please feel free to add comments if they are relevant.

Please DO NOT write your name on this sheet.

Do you think you will be able to use any of the information we talked about today to assist you in the future?

____________________________________________________________

What was helpful to you today?

____________________________________________________________

____________________________________________________________

____________________________________________________________

Is there anything you would like your school to follow up on in regards to this workshop topic?

____________________________________________________________

____________________________________________________________

____________________________________________________________

What could we do to improve this workshop?

____________________________________________________________

____________________________________________________________

____________________________________________________________

Any other comments?

____________________________________________________________

Thank you.
Evaluation

Please fill out this form so that we can find out what you think about today’s session.

Please DO NOT write your name on this sheet

1. Did you like today’s session? (Please circle face below)

   LIKE
   DISLIKE

2. How did the session make you feel? (Please circle face below)

   CONFUSED   SHOCKED   HAPPY   ANGRY   BORED

3. What would you still like to talk about? (Please circle picture below)

   LOVE   HELP   RELATIONSHIPS   VIOLENCE

Thank you
Part Four: Additional RPC Workshop Activities

Activity 16: What is Cyber Bullying?

Objective: To identify some definitions and examples of what Cyber Bullying is and how to recognise it.

Time Required: 5 – 10 Minutes

How to facilitate: Brainstorm on the board / or Butcher Paper/ ask students what they think Cyber Bullying is? Students will usually say something like, “Cyber Bullying is when someone hurts you or threatens/harasses you over the internet or via their mobile phone to make you feel frightened, intimidated or threatened.” (This could be through emotional, social, verbal, sexual, harassment/stalking and/or financial violence/control.)

Ask students if they can think of any examples of what might be considered Cyber Bullying? Students may say:
Using any electronic form of communication to threaten or intimidate you.
For example; Via email, msn chat, mobile phone/ SMS, internet, Facebook, MySpace, YouTube, or telephone/fax.

Ask students why someone may use technology to bully another person? Common answers are usually: The person who is bullying may think they can get away with it if they threaten you via social media than in front of your face. The bully is often too afraid to say something to you in person. A bully can hide behind a false identity over the internet or when using a mobile phone. A bully can be supported or encouraged by others over social networking sites to harass others. Someone who usually wouldn’t bully another person may bully someone over the internet as they cannot see the immediate hurt or damage that they have caused another person, as they cannot see that persons facial reactions.
Activity 17: Cyber Smart Agree/Disagree

Objective: To get students thinking about the repercussions of their daily actions on the internet and how sometimes what may seem like a little thing could affect us for the rest of our lives.

Time Required: 10 - 20 Minutes

How to facilitate: Read out the statements below and discuss with the students as a group. Get discussions happening with students. Students are to move to one side of room if they agree or disagree and move to other side of the room. The middle can be unsure, or alternatively use AGREE/UNSURE/DISAGREE cards. Use common sense where possible to stop any discussion that gets out of hand or is unreasonable/directed at anyone is particular.

1. Forwarding hurtful emails and text messages that someone else has written is ok.

2. When someone sends you a nasty email it is worrying because you don’t know who else they have sent it to.

* Please note that people can send an email and BCC (Blind Carbon Copy) to another person, therefore not letting you know who else they have sent it to.

3. If you post a photo of yourself on your MySpace/Facebook page you are the only one who can access it.

4. Cyber bullying can have unhealthy affects on a person.

5. Things that are posted on the internet can affect your life in the future.

6. Writing a nasty text message to someone is less hurtful to them than saying it to their face.

7. The internet is great!
8. When you post something on an internet site it cannot be traced back to you.

* Please note the police and telecommunications companies can trace your post back through your (ISP) Internet Service Provider number.

9. You can write whatever you want on an internet site. If someone is offended by it then it is their fault for reading it.

* Yes we have freedom of speech, but if you wouldn’t say something to someone’s face (in person) then don’t put it on the internet or via SMS. We all have the right to an opinion, but we don’t have the right to hurt others personally by using their name and publicly humiliating them.
Activity 18: Let’s Fight it Together DVD

Objective: To demonstrate visually the effects of cyber bullying and its ramifications.

Time Required: 15 - 30 Minutes

How to facilitate: Tell students that you will be showing a 5 minute DVD on Cyber Bullying and that you will as a class have a discussion about the DVD after.

Ask students these following questions and discuss as a class or if have time split the students up into pairs or groups of 3 and get them to re-enact the following statements in front of the class or small groups allow 5 mins prep time before presenting. If handing out these statements for students to role play – write a statement down for each group and hand it to them.

N.B: You may need to explain what the term bystander means: Get students to give you the answer first, if they don’t know, explain that it is someone who sees something happening to someone else and this gives them the ability to choose to intervene in the situation.

1. How could Joe have told his Mum about what was happening?

2. How could’ve Joe’s friend Rob reacted as a bystander and approach Kim about how she was treating Joe?

3. How can Joe and Rob work it out and be friends again after Rob went along with the bullying that their friend Kim initiated?

4. How could have Joe told his teacher or principal about what was happening?

5. Is anything earlier on that Joe/Rob/ Kim could have done differently to change the outcome?
Activity 19: Cyber Bullying Fact Sheets

Objective: To give students the resources and knowledge on Cyber Bullying and the Law, How to Report Cyber Bullying and How to support a friend who is being Cyber Bullied.

Time Required: 10 - 20 Minutes

How to facilitate: Hand out fact sheets to students (as seen on following pages).

With time permitting, get students to take it in turn to read out sheets. Main thing to focus on is Child Pornography and what the law says. Making certain students are aware that they are committing a crime if they take a nude/indecent photo of themselves, partner or friend and keep it in their possession (Possession of Child Pornography) or forward it on to anyone (Distribution of Child Pornography). Also, explain the importance of the role of a bystander and it also may be beneficial to explain about sexual offenders who groom young people over the internet (social networking sites), pretending to be a young guy in their early 20s when really they are 50 years old. Highlight the importance of not giving out any identifying information to people over the internet. Even your name can be searched and you can be found by perpetrators if you attend a social club or sport and are part of a team.

Some newspaper articles may be provided in the workshop box detailing some cyber Bullying/ cyber safety scenarios. Please pass these around for students to have a look at and see images of real life people being involved cyber incidents. A sad case to highlight internet safety is the case of Carly Ryan who was lured by a middle aged man who posed as a 20 year old guitarist to lure her to her death. This article was in the herald sun on April 3, 2010.
Cyber Bullying and the Law

The Police are able to retrieve ANYTHING and EVERYTHING that you put up online, or send/receive on your mobile.

In Australia children from the age of 10 can be held Criminally Responsible, you must think twice before posting anything on the internet, or when you send or receive texts and photos on your mobile as you can get into trouble if you break laws which fall under the following categories:

**Defamation** (Portraying or saying something false about another person that damages their reputation)

**Child Pornography** (ie. Sexting, sending nude photos of yourself or others under 18 years of age).

**Stalking** (Using any electronic communication, for example: email, fax, telephone, text message, internet etc. to make a person feel frightened by being; threatening, harassing, intimidating etc...)

**Accessory to a crime** (ie. Recording with a camera phone, having nude/semi-nude photos of a person who is 16 years old or younger)

**Assault** (ie. Posting/Sending threatening messages)

The Commonwealth Law states that even if you send 1 threatening message you can be charged under the Criminal Code/Act # ss474.15-474.17. Depending on each individual case the maximum penalty is 3 to 10 years in prison!

**FACT:** You can be charged with underage drinking if someone takes a photograph of you drinking alcohol and the police see it.

**TRUE STORIES:**
In the US (Florida) a 15 year old was charged with distributing pornography by emailing nude pictures of his ex-girlfriend to her family and friends to get back at her for breaking up with him. He is now on the sex offender's registry and the charge is on his permanent record, making it difficult for him to obtain a job.

Allem Halkic from Melbourne committed suicide at the age of 17 after his former friend kept sending him threatening and abusive text messages. Allem’s former friend was sentenced to 18months community service in Australia’s first cyber bullying case.

How to Support a Friend who is being Cyber Bullied

Do

👍 Listen to them and believe their situation

👍 Tell them it’s not their fault

👍 Give them information on where to get help, advice and support

👍 If you read something inappropriate, rude or embarrassing online about a friend, stand up for your friend by commenting on the nasty comment. Acknowledge that it is cyber bullying and that they should not be publicly posting up such things about another person regardless of whether the comments are true or not true

👍 Never underestimate the power you have as a bystander! If you see a comment online that puts down your friend and is offensive, give your friend a call and see how they are doing. You could say, “I saw/read what was said on Facebook, is there anything I can do to help”

Don’t

👎 Ignore the problem or nasty messages

👎 Minimise the abuse or pain your friend is suffering

👎 Try to counsel your friend without the help of someone who is an adult

👎 Encourage or take part in posting comments that hurt another person, always think before you send a message. (Consider that what you have typed could come across to another person with an unintended meaning)

👎 Sympathise with the abuser

What can you do if you notice someone being bullied online? How can you make them feel better?
**How to Report Cyber–Bullying**

**IMPORTANT:** Always save the evidence! Sometimes it can be very difficult to stop re-reading the nasty messages that you have received on msn, Facebook or your mobile, this can be harmful if we keep re-reading things that have been said about us.... So here are some ways you can save messages for evidence purposes and not have the message in a place where you can re-read it all the time.

- Download and print the message
- Take a photo of the message with your mobile phone or camera and store the photo
- Forward the message to a parent’s mobile phone and save it there
- Save the message in a folder on your computer

**Nuisance calls or messages – Contact your Service Provider**

To make a complaint a number of calls must be documented and involve the following incidences:

- Three or more unwelcome calls over a 48 to 120 hour period
- Unwelcome calls made at consistent and/or regular intervals (e.g., 2am every Wednesday)
- Ten or more unwelcome calls over a 24 hour period

When reporting cyber bullying calls or ‘unwelcome calls,’ they are often referred to as harassment’ or nuisance’ calls by service providers.

- Responsibility of the service provider;
  - After receiving a complaint, a warning letter must be sent to the customer making the calls advising that the mobile phone service is not provided to make unwelcome calls and to cease these calls. The company must respond within 14 days to investigate and send out a letter.
  - If calls do not stop within 14 days you need to contact your service provider for a second warning letter to be sent. This letter advises that it is an offence to use a telephone service to menace or harass and Telecommunications Services will be suspended if the unwelcome calls continue.
  - If calls do not cease, then the service must be discontinued.
  - If you would like the call to be traced, a call trace form must be completed. Service providers recommend that you answer all phone calls to make tracking of calls easier, even if this means picking up for a second and immediately hanging up.

Complaints may be made to mobile phone service providers in line with Industry Code ACIF C525:2006 Handling of Life Threatening and Unwelcome Calls. All service providers must have internal policies and procedures for handling Life Threatening Calls and Unwelcome Calls consistent with this Code. However, do not be surprised if you encounter service providers unaware of the reporting procedures.

**Threatening calls or messages – Contact the Police and your Service Provider**

**FIRSTLY** you need to establish if your situation involves a crime as this will determine if the Police can assist your or not. Phone the Police on 13 444 and direct your questions to them if you are unsure.

When might Cyber–Bullying need to involve the Police?
The Police have an Online Exploitation Squad who primarily investigate sexual grooming, abuse or exploitation of children. They may become involved in cyber bullying cases depending on the circumstances and severity.

www.cyberfriendly.com.au 04/2010
Activity 20: Cyber Bullying Safety Tips Card

Objective: Resource for students to keep

Time Required: 5 Minutes

How to facilitate: At end of Cyber bullying workshop hand out little Cyber Bullying Safety Tips card. There is a copy below of what is on the card.

Front of Card:
Cyber Bullying
Net Alert – 1800 880 176
Kids Help Line – 1800 55 1800
Bullying. No Way!
www.bullingnoway.com.au
Cybersmart Kids Online
www.cybersmartkids.com.au

Back of Card:
Safety Tips
Always be alert when on the internet
Do not give out any personal information including address, phone number, school or workplace.
Be careful when downloading files and games on the internet as they may contain viruses.
Keep your log in information private.
If something appears on your screen that disturbs you tell an adult or Net Alert.
Think about future affects before sending or posting anything.
If someone cyber bullies you do not respond/retaliate.
Activity 21: Harm Minimisation

Objective: To identify how alcohol/drugs can affect individuals in different ways and ways that an individual can minimise the effects.

Time Required: 10 - 15 Minutes

How to facilitate: Hand out ‘Harm minimisation’ worksheets. There is one for Alcohol and one for Ecstasy.

Explain to the girls, that while many of the students may not have tried drugs or alcohol as it is illegal, it is important to know what to do if they ever come across it themselves, or come across someone that has taken drugs.

Get one student or peer educator to read the first half of the sheet.

Then either in small groups or as individuals get the students to complete the worksheet as best they can.

Discuss the student’s answers once everyone has completed the sheet. (There will be a cheat sheet provided in each box for the peer educators to use if they need help with answers.)

Make sure you re-read the closing message:

STAY CALM, SEEK ASSISTANCE and THINK SAFETY.
Harm Minimisation

Harm minimisation involves a range of strategies. It is about making positive changes. For some this may mean not using drugs/alcohol altogether, for others it may involve changing aspects of their use such as the amount they use, who they use with, how they use, seeking help and making lifestyle changes.

List 4 harm minimisation strategies that can be used with alcohol:

1.
2.
3.
4.

Vomiting is a sign of ___________________________. If you vomit after excess alcohol you are NOT sobering up. STOP drinking as you are at risk of coma or death.

If you are at a party and your friend passes out due to excess alcohol, what should you do?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

STAY CALM, SEEK ASSISTANCE and THINK SAFETY!
Harm Minimisation

Harm minimisation involves a range of strategies. It is about making positive changes. For some this may mean not using drugs/alcohol altogether, for others it may involve changing aspects of their use such as the amount they use, who they use with, how they use, seeking help and making lifestyle changes.

List 4 harm minimisation strategies that can be used with ecstasy:

1. 
2. 
3. 
4. 

Very high body temperature is a sign of ____________________. If you experience overheating after taking ecstasy you are NOT experiencing normal effects of the drug. STOP what you are doing as you are at risk of coma or death.

If you are at a party and your friend overheats and is dehydrated due to ecstasy use, what should you do?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

STAY CALM, SEEK ASSISTANCE and THINK SAFETY!
**Part Five: Dealing with Disclosures**

A disclosure is when a person tells you something serious that they have never told anyone about before.

The question that you need to ask to identify if it is a report or a disclosure is:

- Have you ever told this to any other adults?
- Am I the first person you have ever told about this?

If the person says that you are the only person they have told, then this is a disclosure. If they have told someone else before then it is likely that they are only telling you because they see it as relevant to the topics discussed in the workshop. Please ensure that they are seeking the right services for help and support though as they could be telling you because other people they have talked to may not have taken it seriously or acted in the correct way.

As a peer educator you do not have a legal obligation to report any disclosures that are made to you during or after the workshop, but you do have a moral obligation, especially if the student is reporting that they or someone else is going to be hurt or in danger.

If the student is under the age of 16 you need to inform the student that you do not feel right not telling someone about it. Give the young person the option of the choosing the person you tell and go together to tell them. If the student refuses then it is best to report to the contact teacher for the day. (Student Welfare Counsellor, year level coordinator or school nurse).

If the student is over the age of 16, it is best to encourage them to tell a trusted adult about it so that they can get some support, but if they request that you do not say anything then you must keep it to yourself, unless they themselves or someone’s life is in danger. You must debrief with the RPC program coordinator for your own emotional health.

If in doubt contact the RPC program coordinators at SECASA on (03) 9928 8741.
Part Six: References


VicHealth 2008, Research Summary 4, ‘*Violence against women in Australia as a determinant of mental health and wellbeing*’, Victorian Health Promotion Foundation.

VicHealth 2006, Two steps forward, one step back, ‘*Community attitudes to violence against women. Progress and challenges in creating safe and healthy environments for Victorian women: A summary of findings*’, Victorian Health Promotion Foundation.

Women’s Health in the South East (WHISE) 2009, *Respect, Protect, Connect (RPC) manual*.