

EXPLORING HEALTHY RELATIONSHIPS

A person wearing a dark, quilted jacket is sitting on a gravelly surface. Their hands are clasped together in their lap. A large, stylized speech bubble with an orange border and a white interior is positioned over the person's hands. Inside the speech bubble, the word "TALK" is written in large, bold, multi-colored letters: 'T' is yellow, 'A' is green, 'L' is red, and 'K' is teal. The background is a blurred outdoor scene with a red wall on the left and a blue structure on the right.

TALK

A Resource Pack for 14 to 16 year olds



This pack is designed as an educational tool kit for use as a resource to help prevent Domestic Violence and Abuse and encourage discussion and debate around healthy relationships and self esteem. It creates a shared language and activity pack for both facilitators and young person.

Young people within the 14-16 year old age group are at the greatest risk of experiencing relationship abuse and this resource has been born through realisation that there is a significant gap in support for these young people. Activities and information are aimed at supporting and empowering the 14-16 year old age group of either gender to gain skills and knowledge in 4 main areas; Love, Safety, Esteem and Respect. The activities are designed to be used independently of each other with learning objectives and outcomes outlined.

Written by the Children and Young Persons team at Devon Domestic Abuse Support Service (Splitz Support service) and funded by the OPCC this has been written to provide support and resources to professionals such as teaching staff and complements and builds on the information given on relationships in PHSE lessons but also can easily be used by anyone working with a young person.

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Ministry
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The Police and
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Competed fund

(outcomes measure)

(outcomes measure)





TALK

LOVE

Resource 1 - What is Love

Resource 2 - Power and Control Wheel

Resource 3 - My Relationship Landscape

Resource 4 - Continuum Line

Resource 5 - True or False

WHAT IS LOVE?

Activity overview

This activity is designed to give clear guidance on what a healthy and non-healthy relationship could look like.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, to give an understanding of what a healthy relationship looks like.

It is designed to challenge perceptions of what is acceptable in a relationship.

Learning objectives and outcomes

To understand what would be unacceptable in a healthy relationship.

To Challenge pre-conceived ideas of what is acceptable in a healthy relationship.

To allow a venue to discuss experiences.

Resources

Photocopy of sheet

Pens, pencils

Paper

What to do

Look at the list of words provided , using discussion decide which words belong in which list.

Discuss what is acceptable and unacceptable in a healthy relationship.

Create two lists 'Love is' and 'Love isn't'.

WHAT IS LOVE?

Using the words below, chose which words belong in which list:

Responsibility
 Hard work
 Caring
 Jealousy
 Pain
 obsession
 Sex
 Violence
 Selfish

Manipulation
 Fear
 Closeness
 Vulnerability
 Respect
 openness
 Scoring
 Getting pregnant
 Recognising differences

Dependency
 Honesty
 Communication
 Friendship
 Strong feelings
 Sharing
 Making someone
 pregnant

List one
 this is love...

List two
 this isn't love...

POWER AND CONTROL WHEEL

Activity overview

This activity is designed to give clarity on ways in which Domestic Violence and Abuse is perpetrated and to understand ways in which power and control affect the victim.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, to help them explore ways in which people can be affected by less obvious channels of Domestic Violence and Abuse.

Learning objectives and outcomes

To understand what would be unacceptable in a healthy relationship.

To Challenge pre-conceived ideas around Domestic Violence and Abuse.

To discuss responsibility for abuse within relationships.

Resources

Copy of Power and Control Wheel.

A safe space to discuss and challenge the subject.

What to do

Looking at the list decide, using discussion, what is acceptable and unacceptable in a healthy relationship.

Discuss if young people agree with the definitions.

Change wheel to an Equality wheel.

POWER AND CONTROL WHEEL



Physical Abuse

Pushing, Shoving, Hitting, Slapping, Choking, Pulling hair, Punching, Kicking, Grabbing, Using a weapon against you, , Beating you, Throwing you, Twisting arms, Tripping or Biting.



MY RELATIONSHIP LANDSCAPE

For someone who has experienced abuse it can be useful to explore their own perception of the impact an incident. This can help provide an insight into their own relationships and reflect on what support they may have needed at the time and what support they may need in the future.

Activity overview

This Activity is designed to be a visual aid for young people who have experienced abuse to see how the abuse may have changed and their perception of the impact of the abuse, allowing the young person to determine what safety measures need to be put in place and how.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, who have experienced or are still experiencing abuse.

Learning objectives and outcomes

To allow the young person a chance to reflect on past incidents.

To give the young person a visual aid in determining triggers of abuse and the impact.

To ensure the young person is given a chance to acknowledge the impact the abuse may have had on them.

To allow young person to voice what support they might have needed at the time and how they could access it.

To support the young person to access safety measures in the future.

Resources

Photocopy of sheet, Pens, pencils

What to do

Fill in the time line on the work sheet. This can be in weeks or months depending on the length of the relationship.

Discuss particular incidents that have happened and mark them on the time line.

Allow the young person to give these incidents an impact score out of 10. (10 being a great deal of impact and 1 being minimal impact to young person.)

Plot these on the chart creating a mountainous landscape.

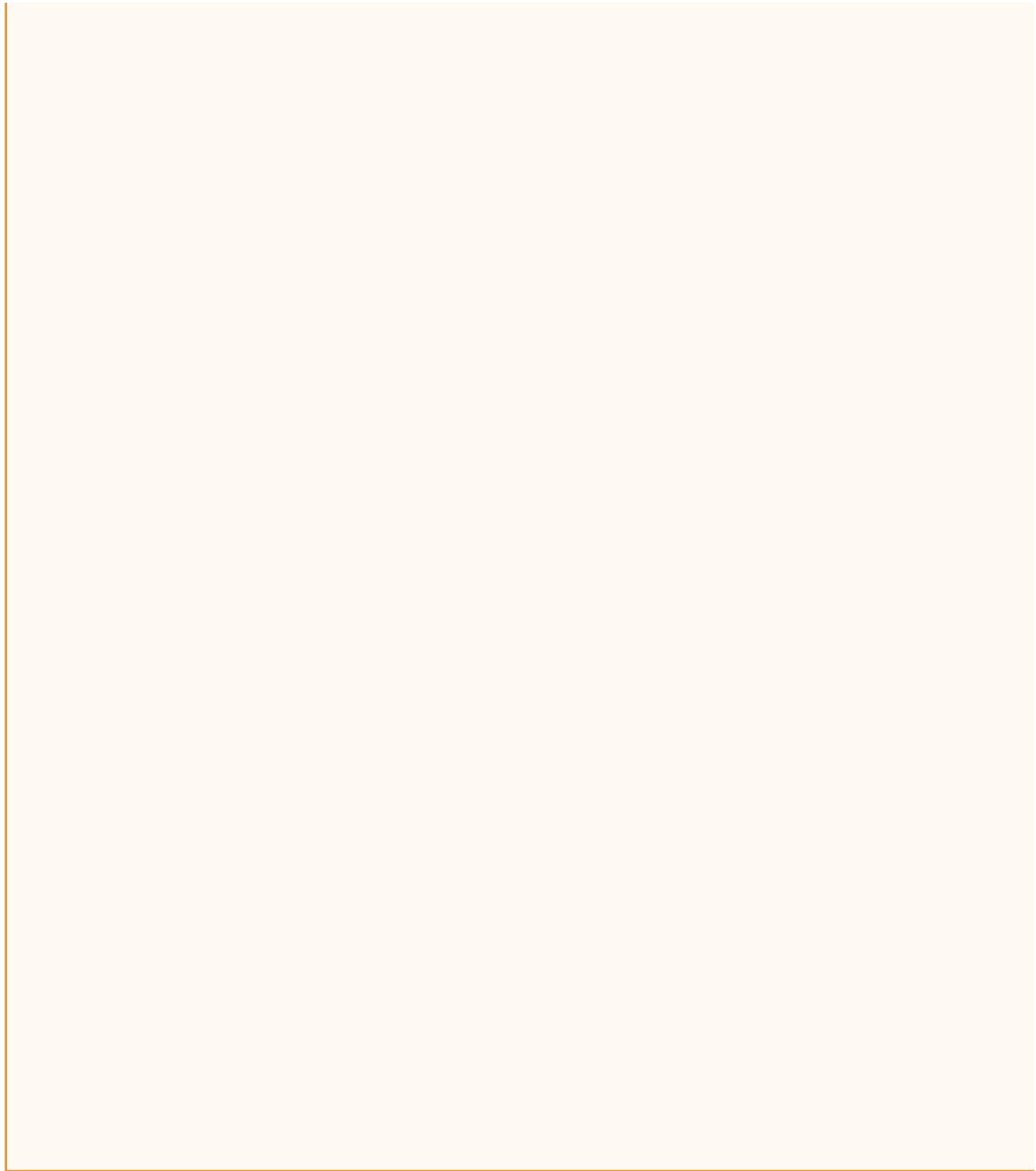
Reflect on the support that was needed during the peaks and troughs and what safety measures could be put in place.

Discuss what a non-abusive relationship would look like in comparison.

MY RELATIONSHIP LANDSCAPE

Impact

10
9
8
7
6
5
4
3
2
1
0



Time line



WHERE DO I STAND?

Allowing young people to challenge their own perception of what is acceptable in a relationship can be a good starting point for discussion, especially if a young person has been reluctant to share their own personal experiences.

Activity overview

This activity is designed to give guidance on what a healthy and non-healthy relationship could look like, whilst challenging existing perceptions of what is acceptable. This activity can be useful in a group setting as a means for peers to appropriately challenge each other.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, to give an understanding of what a healthy relationship looks like.

It is designed to challenge perceptions of what is acceptable in a relationship.

Learning objectives and outcomes

To understand what would be unacceptable in a healthy relationship.

To Challenge pre-conceived ideas of what is acceptable in a healthy relationship.

To allow a venue to discuss experiences.

To encourage confidence in expressing opinions regarding safety and abuse.

Resources

Photocopy of sheet to use as a starting point for questions.

What to do

Create a line one end labelled 'acceptable in a healthy relationship' and the other end labelled 'unacceptable in a healthy relationship'.

Using the questions on the sheet discuss where on the line the statements should go. Some will be very clearly one end or the other but some maybe in the in between grey area. It is important to discuss the young person's perception of what is right or wrong without criticism.

WHERE DO I STAND ?

I get jokes made about me in front of my friends.

My ex has mates who watch me and tell on where I go.

I sometimes get told what to wear.

I get nagged for eating too much, but sometimes I think I do eat too much.

I get sent texts and get phone calls all the time, even late at night.

I get lots of gifts.

I have to be careful what I say so I don't upset anyone.

I am constantly told how great I am and how loved I am.

My partner tells me they couldn't live without me.

I get phone calls checking where I am.

I don't get to see my friends very much.

I was hit when I was caught talking to someone else.

I often get told what's best for me.

I feel safe most of the time.

I'm scared my partner will leave me.

I'm worried my secrets will get told.

Sometimes I want to be on my own.

My partner and I don't often agree.



TRUE OR FALSE?

Activity overview

This activity is designed to develop a better understanding on what an unhealthy relationship looks like. It is designed to challenge perceptions of what is acceptable in a relationship.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, to give them an understanding of what a healthy relationship looks like.

Learning objectives and outcomes

To understand what would be unacceptable in a healthy relationship.

To Challenge pre-conceived ideas of what is acceptable in a healthy relationship.

To allow a venue to discuss experiences.

Resources

Photocopy of sheet

Pens, pencils

Paper

What to do

Looking at the list, decide which of the statements is true or false.

Use this as a basis for discussion.

TRUE OR FALSE

1. It's ok for men to hit women.
2. If it only happens once, it's not domestic abuse.
3. It's no one else's business what goes on in someone's relationship.
4. If it was that bad, she'd have left.
5. Men are programmed to be more aggressive.
It's just human nature.
6. Withholding money is counted as domestic abuse.
7. Marriage is for life.
8. Domestic abuse is a crime.
9. It's only abuse if there is violence involved.
10. Domestic abuse doesn't affect children.
11. Women are more likely to get abused during pregnancy.
12. If you cheat on someone you deserve to get hit.
13. If you love someone you should 'take the rough with the smooth'.
14. Domestic abuse doesn't have to be a serious injury,
it can be a slap or a push.
15. Verbal abuse is counted as domestic abuse.
16. It can't be abuse if it's a woman hitting a man.
17. Being told what to wear and how to act isn't abuse.
18. It doesn't happen to gay couples.
19. It's more likely to happen if you are poor.
20. Domestic violence has only been happening in the last 40 years.



The image features a speech bubble with a teal border and a white background. Inside the bubble, the word 'TALK' is written in large, bold, multi-colored letters: 'T' is orange, 'A' is green, 'L' is red, and 'K' is teal. Below 'TALK', the word 'SAFETY' is written in a smaller, bold, teal font. The background of the entire page is a blurred image of a modern building with a glass facade, reflecting light. The bottom half of the page is a solid teal color.

TALK

SAFETY

SAFETY AND SUPPORT NETWORKS

1. Maps
2. Warning Signs
3. Safety Tips
4. Safety Plan

MAPS

Someone who has experienced abuse will often feel fearful of certain areas and places. It can be helpful to raise confidence by exploring where the fear originated and providing an opportunity to find solutions in the form of safe planning.

Activity overview

This activity is designed to encourage young person to think about how they can address their own safety needs and gain confidence in relation to accessing safety measures in places where they might be fearful.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, who needs some support identifying aspects of their own safety.

Learning objectives and outcomes

To ensure young person understands how to access safe places.

To allow young person a chance to explore their own concept of safety.

To allow a venue to discuss areas of safety.

To encourage a solution focused attitude to own safety.

Resources

Photocopy of sheet

Pens, pencils

Paper

What to Do

Discuss areas of concern the young person has regarding safety. For example where they feel the least safe, where the last incident happened.

Draw a map of this area (it could be local area, school, own home so on).

Identify safe areas. What makes these areas safe? (It could be there are people around, this room has a phone, lock on the door).

Discuss less safe areas (secluded areas, rooms with potential weapons, no phone signal).

Create a plan of action

If young person feels unsafe, what do they do? How will they access safe place and what will they do?

This activity can be repeated for several different areas as needed.

MAPS

Safe Areas:

Unsafe Areas:

If I feel unsafe I will:



WARNING SIGNS

Often when someone is in an abusive relationship they don't realise the extent of the abuse or they excuse the abuse. Having a resource that gives a definite, clear example of what abuse is can help with the realisation of the different areas of abuse, especially coercive control.

Activity overview

This activity is designed to give clear guidance on what warning signs signal a potentially abusive relationship.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, to give an understanding of what to look for if a relationship starts to become abusive.

Learning objectives and outcomes

To give clear guidance on what is not acceptable in a relationship.

To young person to reflect on their own relationships.

To allow a chance to discuss concerns.

To raise confidence of young people that they will recognise the signs of an abusive relationship.

Resources

Photocopy of sheet

Pens, pencils

Paper

What to do

Look at the Warning Signs resource and discuss.

Areas to explore

Do you agree that they are all abusive or would you challenge that some aren't abusive?

When would you notice these signs and what could you do to access support?

Can you add any of your own?

WARNING SIGNS

- Physically hurting you in any way
- Constantly putting you down
- Jealousy or insecurity
- Checking your phone or social media pages without permission
- Excessive temper
- Possessiveness
- Pressurising you into having sex
- Isolating you from friends
- Trying to control what you wear or do



SAFETY PLANNING

As well as reducing risk, putting in place effective safety planning can raise confidence and ensure that the impact of abuse is lowered.

Safety planning doesn't just cover physical safety but also emotional safety.

Activity overview

This activity is designed to enable young people to explore the issues surrounding their own safety and encourage them to plan and access support and help.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, who might be at risk or need confidence regarding their safety, both physical and emotional.

Learning objectives and outcomes

To create a safety plan that suits individual needs.

To enable safety to be appropriately discussed and allow young person to understand risks.

To allow young person to identify areas of support needed.

To ensure Young Person has confidence in their own safety, and accessing safety.

Resources

Photocopy of sheet

Pens

Pencils

What to do

Using the safety plan work sheet enlarge to fill four A4 sheets, fill in the appropriate areas and discuss.

SAFETY PLAN

Staying Safe at Home

I can talk to about my worries

The safest way for me to leave my house in an emergency is

.....

If I had to leave my house in an emergency I could go to

.....

These are my identified safe people

.....

.....

.....

I have a Code word:

If I don't want to be alone I can contact

.....

Staying Safe at School

The safest way to get to and from school is:

.....

I can move between classes safely by:

.....

I am safe when I eat lunch or at break times by:

.....

There are areas in school that are safe:

.....

If I feel unsafe or upset I can:

.....

Things I may need in an emergency

Spare money and bank card

Spare Keys

Mobile Phone (with Credit)
& Charger

Change of clothes

Medication

Special photos/valuables

Any paper work or documents

Important phone numbers

Safety Plan

People and Places I can go to for support in school

-
-
-
-
-
-
-
-
-

Supportive Friends

SAFETY PLAN

Keeping myself safe when I'm out and about

I will let
know where I am.

I will do this by

Places I know I'm safe / feel safe

.....
.....

If I feel unsafe I will

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

or

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

Things to help keep me safe

I will keep my mobile with me,
fully charged & with credit.

I will identify people who know
my situation and can help me.

I will leave a situation if I feel
unsafe.

I will phone 999 if I need to.

I will let someone know where
I am.

I will tell someone if I feel
unsafe.

I will spend time with people
who make me feel happy
and safe.

I will remind myself this is not
my fault.

I will keep a record of all
abusive events.

I will keep all my social media
profiles as private as possible.

*other important information I need
to remember:*

Getting Support in the Community

Police: 999

Non emergency: 101

Crime stoppers: 0800 555 111

Childline: 0800 1111

Splitz Support Service:
0345 155 1074

Devon Rape Crisis:
01392 204 174

Doctors:

.....



SAFETY PLAN

Staying Safe Emotionally

I feel unsafe or bad about myself when

.....

I know I'm feeling unsafe because

.....

.....

When this happens I will think about these positive things

.....

.....

I will do things I enjoy like

.....

.....

There are things that are really important to me

.....

.....

I know I'm

.....

.....

What I feel I need to make myself safe

.....

Who can help me achieve this

.....

How can I achieve it

.....

When I feel down I can call on these people:

.....

.....

.....

.....

.....

.....

Someone who has a copy of this Safety Plan:

.....

.....

.....

.....

.....

.....



SAFETY TIPS

Activity overview

This list is designed to help Young Person understand their risks and plan accordingly.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, especially those who are at risk.

Learning objectives and outcomes

To understand what risks they might be exposed to.

To ensure confidence.

To allow Young Person to explore their own risks and plan accordingly.

Resources

Photocopy of sheet

What to do

Read through the list and high light which safety tips apply most to you.

SAFETY TIPS

If someone is repeatedly sending you unwanted texts or ringing, do not reply. Keep the messages as evidence.

Get your number changed or have their number barred. Be wary of answering 'withheld numbers' unless you are expecting a call (eg from the police).

Let your friends know the situation so they can help support you

Go out with friends you trust, who will not leave you on your own and will leave with you if you feel unsafe.

If you are out and about, have a trusted taxi numbers stored in your phone, in case you need to leave in a hurry.

Keep some extra money on you for emergencies.

Plan ahead

When you are going out, think about how you are getting there, times you will be there and how you are getting home.

Have a contingency in place in case things don't go as plan.

Don't be afraid of seeking help

Speak to a trusted adult about the situation and ask if they can help you create a safety plan.

'Check in' with this person regularly so you don't feel so alone.

Keep a list of numbers of people who can help

If they are close friends and family then you could think about using a code word to use in case of an emergency.

Always dial 999 and ask for the police if you feel you are in any danger







TALK

ESTEEM

FEELINGS AND SELF ESTEEM

1. Journal Work
2. Feelings Hand
3. Mood Board

JOURNAL WORK

Reflective writing or drawing is a way of sorting through your thoughts and providing a mental clarity to an issue, which in itself can be beneficial as a form of stress relief.

Activity overview

This activity is designed to give an understanding on using a journal for intentional reflective writing or drawing.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16.

Learning objectives and outcomes

To allow the young person to the opportunity to use reflective writing or drawing in a way they can relate to and access.

Resources

Photocopy of sheet

Pens

Pencil

Journal

What to do

Using the work sheet discuss using a journal and how this can be achieved.

JOURNAL WORK

What is Journal work

Using a journal is a good opportunity for a young person to put down their thoughts and feelings without having to share these with anyone else. It can have a guaranteed level of confidentiality with similar benefits to talking to someone. The act of getting it out of your head and onto paper has very cathartic effects.

What do you need

A journal, a book, a diary.

Pens or pencils.

Online diaries are available on the internet, be sure to check security settings.

What to do?

Although writing a diary entry can sound easy, in practice, to begin with it's quite difficult. After you have got a few things written down, you will find it becomes easier and easier.

Write or draw anything that comes into your mind. It can be happy, sad, funny, interesting, boring. The idea is to get it out of your head and on to the paper!

Start small and keep it simple. You could begin by just recording your mood and slowly as you get used to writing things down you may find it easier to open up and write lots.

It doesn't matter if the spelling or grammar is correct. It's just for you.

If writing isn't your thing, try drawing.

If you get stuck have a list of things you can write or draw about. Your family, yourself, the things you love and the things you hate. Or your favourite song lyrics, inspirational words and quotes.

Find time to write or draw in your journal regularly. The more you do it the easier and more fulfilling it will become.

Don't get stressed out by it. There is no wrong or right way to keep a journal. Just have fun!



FEELINGS HAND

Activity overview

This activity is designed to give an insight into how the young person is feeling and address what support is needed.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16.

Learning objectives and outcomes

To allow young person a chance to express their feelings.

To give an opportunity to explore areas that need addressing.

To give a visual aid to see improvement or change over a period of time.

Resources

Photocopy of sheet

Pens

Pencils

What to do

Draw around hand twice.

On one hand label each finger with following - Fear, Anger, Sadness, Blame, Shame.

On the other hand label with Happiness, confidence, safety, optimism, health.

On each finger draw a scale of 1 – 10 (10 at the tip of each finger)

Colour or mark where young person is feeling at this time.

Use the scores as a basis for discussion surrounding what support is needed.

This exercise should be repeated at regular intervals to measure need or success of support.

Over time and with ongoing support it would be expected that the first hands scores would reduce, whilst the second hands scores increase.

FEELINGS HAND



MOOD BOARD

Using a Mood board as a way of visually organising thoughts, wishes, desires can offer a creative outlet for stress whilst creating something that is positive.

Activity overview

This activity is designed to give an understanding on creating a mood board and enable a young person to create a mood board in a way they can relate to and that is easily accessible to them.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16.

Learning objectives and outcomes

To offer the opportunity of allowing a young person to create a mood board for them self.

To use a mood board to create a level of self esteem.

To encourage young person to focus on positive aspects of their lives.

Resources

Photocopy of sheet

Pens, pencils, glue

Pin board, canvas, card

Photos, magazine pictures so on

What to do

Using the work sheet discuss using a mood board, what materials to use, what areas will be focused on.

HOW TO CREATE A MOOD BOARD

What is a Mood Board?

A Mood Board is simply a collection of images and words that create a 'theme'.

For example, if you were creating a Mood Board for your ideal car. You might find lots of images of cars that inspired you. You could add the names of cars. Find pictures of your idea colours and add pieces of fabric that you would want for the interior so on.

What Could I Put on my Mood Board?

Ideas for a Mood Board could be anything from a new decorating theme for your room to your ideal design for... anything!

TAKE THIS FURTHER...

Create a Mood Board of yourself

This could be your personal history. Add photos (copies of!) of your life. Google images of toys you had as a child or draw from memory and add these. Write words or sentences that remind you of certain things.

Or you could put together a Mood Board of yourself now. Put photos on, favourite quotes that 'sum you up' or inspire you. Cut out pictures of your favourite clothes from catalogues or magazines.

Try to really concentrate on your favourite things and not dwell too much on things that make you feel bad or depressed.

The idea of making a Mood Board is to be fun and inspiring.



The image features a large speech bubble with a blue border and a white interior, set against a background of a sunset over water. The word 'TALK' is written in large, bold, multi-colored letters (orange, green, red, teal) and 'RESPECT' is written in blue, bold letters below it.

TALK RESPECT

ASSERTIVENESS, BOUNDARIES AND GENDER

1. Healthy Core and Boundary
2. Assertive Rights
3. I Statements
4. Beliefs and Attitude
5. Gender Roles
6. Boundary Setting

BOUNDARIES

Activity overview

This activity is designed to give an understanding of boundaries and what we mean by the term 'Healthy Core'.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16 who has been identified as needing support setting boundaries as a result of experiencing domestic violence and abuse.

Learning objectives and outcomes

To ensure an understanding of boundaries and why they are important

To understand the term 'healthy Core' and why this is important.

To explore how unhealthy boundaries can affect your self esteem, identity and self respect.

Resources

2 photocopies of work sheet

Paper, scissors

Paint in a variety of colours

Brushes

Newspaper to protect surfaces / apron to protect clothing

What to do

Write name in first circle, which represents their 'Core'.

Using the paint pick colours to represent friends, family, partner, teachers so on (anyone who they feel has a direct influence on their life)

The first copy of the work sheet represents no boundaries.

Using the paint, one colour at a time, splatter paint over the page.

Continue until the page is full.

Now using the second copy place a piece of paper over the circles on the page (you may need to secure this with blue tack). Now repeat the exercise, splattering paint over the work sheet. Remove the circle of paper to reveal the 'core' protected from paint.

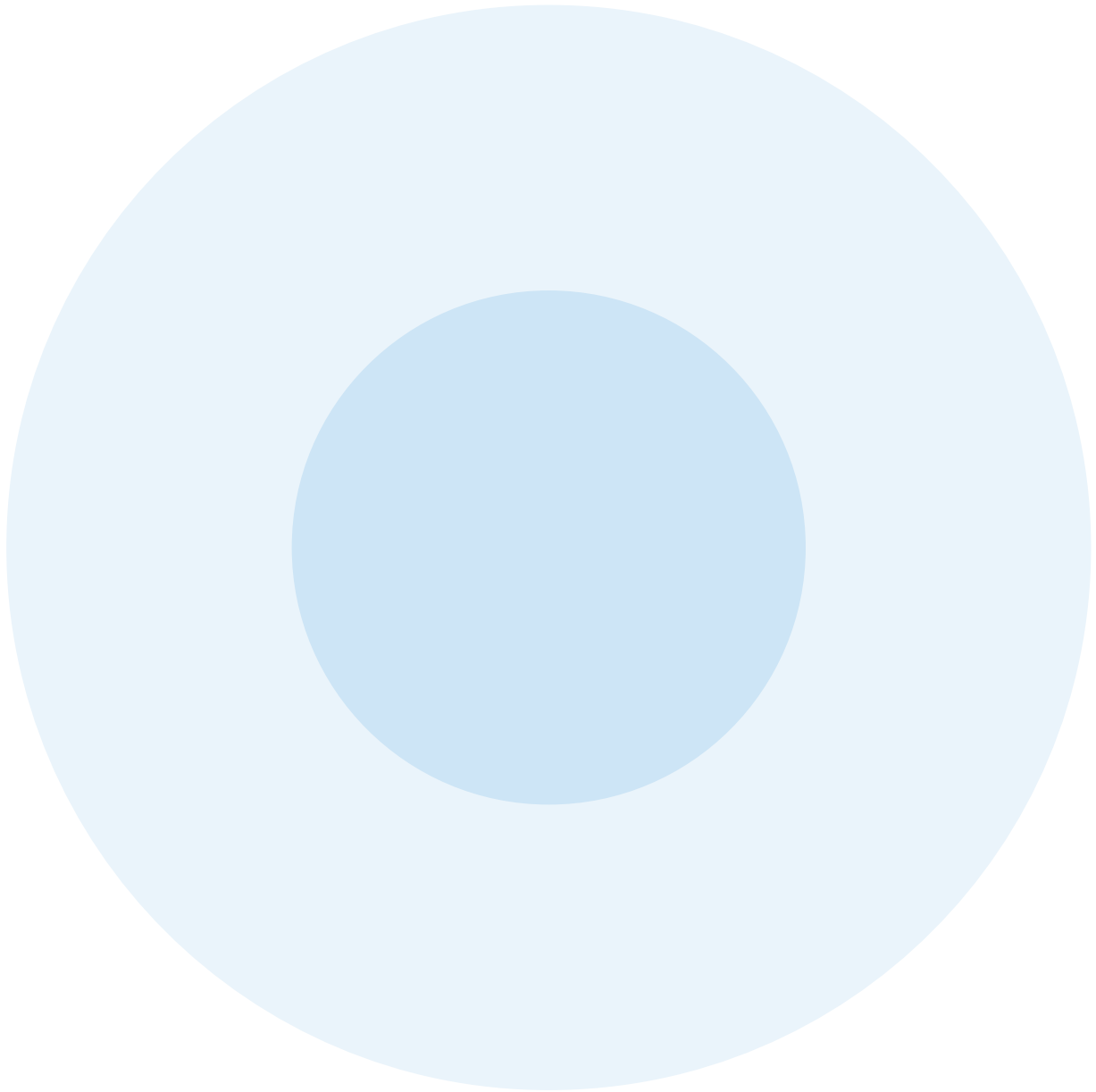
Discuss the difference between the two sheets (healthy core and with boundaries and the affect on the core with no boundaries).

Without the protection the 'core' has been covered with other peoples paint/ influences/ demands/ baggage.

With the protection the 'core' (sense of self worth, self esteem, identity) is left undamaged and healthy.

Discuss the importance of boundaries. Discuss how to put boundaries in place.

BOUNDARIES



IT'S MY RIGHT!

Activity overview

This activity is designed to give examples of the rights everybody has. These are often taken away during abusive relationships.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16. Helping them have a clear understanding of their own fundamental rights.

Learning objectives and outcomes

To allow young people to explore and understand their own rights.

To explore times when they feel these rights have been taken from them, how or when.

To examine times when they may have taken these rights from others.

Resources

Copy of Worksheet

Pens, paper

What to do

Look at the list of Assertive Rights. Discuss who has these rights.

Discuss when these rights have been taken away. How were they taken away?

Have they ever taken rights away from others?

How can they get the rights back?

Are there any other rights in addition to these?

Decorate the sheet and add other rights.

IT'S MY RIGHT!

I have the right to say YES or No without any guilty!

I have the right to express my opinions (or needs or feelings)

I have the right to change my mind

I have the right to ask for what I want or need
(accepting the answer may be 'no')

I have the right to be treated as an equal human being

THE I MESSAGE

Being assertive can take practice, particularly if someone has experienced abuse. Giving a 'formula' to practice expressing feelings and needs can be an effective way of re-learning how to become more assertive in a non-abusive way.

Activity overview

This activity is designed to young people a way of expressing their feelings and needs in an appropriate, non-aggressive, non-blaming manner.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, to help them explore ways in which they can effectively express their needs.

Learning objectives and outcomes

To give young person a way in which to express their needs.

To give young people an opportunity to practice expressing their needs.

Resources

Copy of the 'I message' work sheet

Paper, pens

What to do

Looking the work sheet discuss how to use the I statements.

Practice using the prompts I feel... when... because... what I need is...

Write a list of scenarios and practice using the statements to express feelings and get needs met.

Examples

Your friend asks you to cover for them when they go and meet someone they met at a party.

You leave your phone in a friend's house and need it back but they aren't willing to go out of their way to help.

THE I MESSAGE

First - Identify your feelings....

I feel...

I feel upset

Second – Describe the situation (no blame allowed!) ...

When...

When my books aren't returned

Third – Explain the effect on you ...

Because...

Because I need them for course work too.

Forth - Describe what you need instead....

What I need is...

What I need is for them to be returned when I ask for them.



MY GENDER ATTITUDE

Activity overview

This activity is designed to give young people a chance to explore their attitudes on gender.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16.

Learning objectives and outcomes

To understand different gender attitudes.

To discuss gender attitudes and why they might be important.

Resources

Copy of Gender Attitudes Sheet

Cards with Agree, Disagree, Unsure written on them

What to do

Read out the statements on the sheet. For each statement allow young person to hold up the card appropriate to their belief.

The statements that have been agreed with or are unsure of can be highlighted.

Use discussion to explore these attitudes and where they have come from.

MY GENDER ATTITUDE

Men should not be nurses – that's a woman's job.

Its ok to hit your partner in some circumstances.

Both people in a relationship are equal.

The boy should always pay on a date.

Women make better parents.

Women should stay at home and look after the kids.

Men and Women are not equal.

Men are better than women.

Women should keep themselves looking nice.

Women are better than men.

Domestic abuse is a crime.

If a woman has a lot of sex she's a slut.

Guys who have a lot of sex are studs.

Men can't get raped.

Some rape victims were 'asking for it'.

It's nice when your partner takes an interest in where you are.

It's ok to be controlled, it shows how much they love you.

Women should do as they are told in the bedroom.

Women shouldn't be ashamed of not being a size 8.

INFLUENCE CHART

Activity overview

This activity is designed to explore where beliefs and attitudes come from.

Who is this aimed at?

This activity is aimed at any young person aged between 14-16, to help them explore where their way of thinking has come from and what the influences have been.

Learning objectives and outcomes

To understand how outside influences affect our beliefs.

To explore where a young person's beliefs and attitudes originated.

Resources

Copy of the 'Influence Chart' worksheet

Completed Copy of 'My Gender Attitudes' Worksheet

What to do

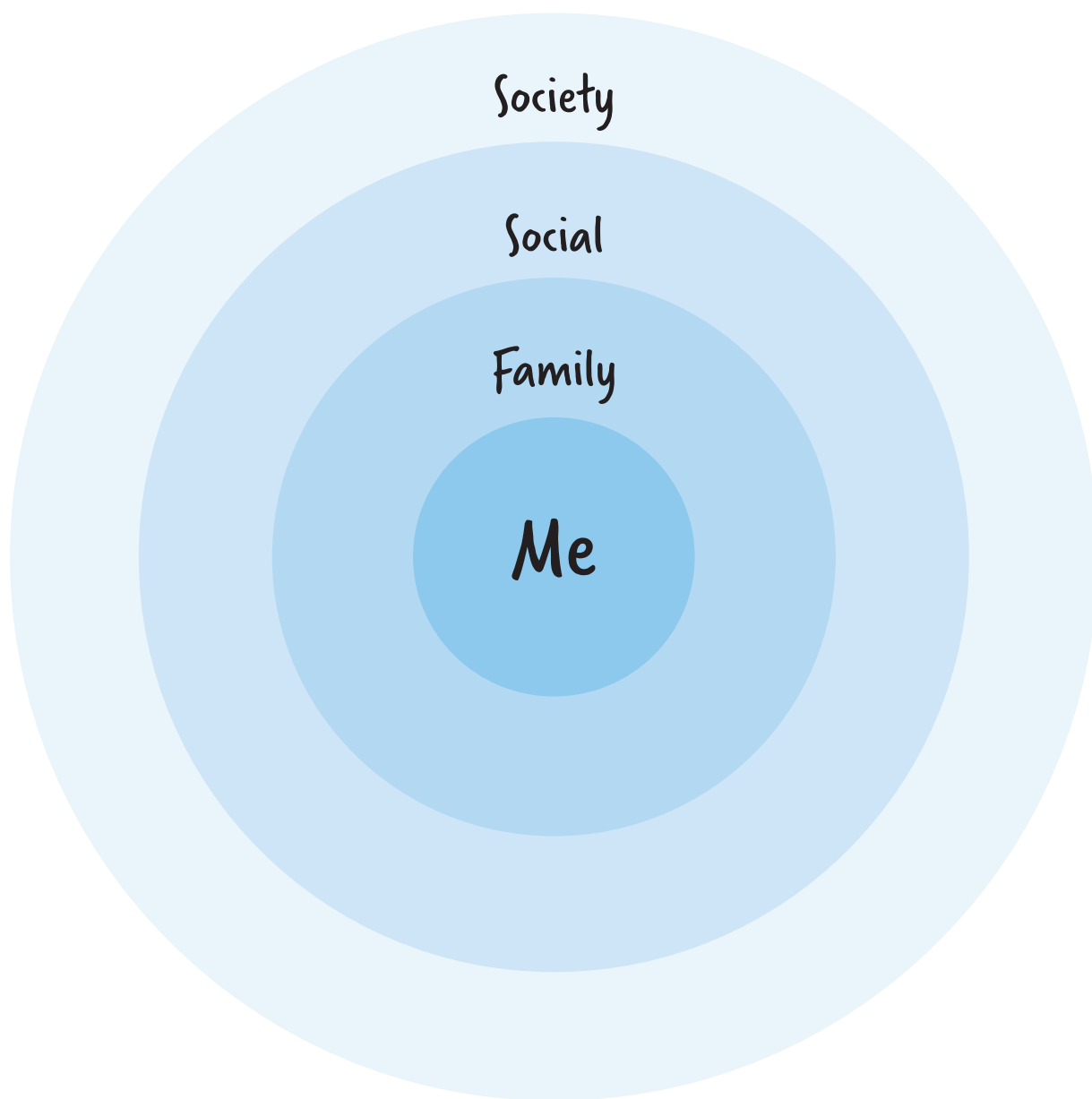
Looking at the completed 'My Gender Attitudes' worksheet number each highlighted attitude.

Explore where these attitudes have come from using the Influence Chart.

Plot them on the work sheet putting the numbers in the circles they feel are most appropriate.

Explore where most of the attitudes have come from. Is there a pattern? Why does the young person think this is?

INFLUENCE CHART



SUPPORTING HELPLINES & WEBSITES

24hr National Domestic Abuse Freephone

Helpline: 0808 2000 247
www.thisisabuse.direct.gov.uk



Child Line

www.childline.org.uk
0800 1111

Opening Times:
Daily, open 24 hours a day

Respect not Fear

Respect not Fear
www.respectnotfear.co.uk



The Hideout

www.thehideout.org.uk



For women and children.
Against domestic violence.

Refuge

www.refuge.org.uk
0808 2000 247

Opening Times:
Daily, open 24 hours a day.



Respect

www.respectphoneline.org.uk
info@respectphoneline.org.uk
0808 802 4040

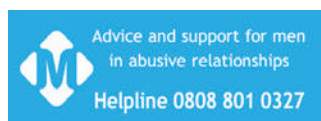
Opening Times:
Monday - Friday: 9am - 5pm



Broken Rainbow

www.broken-rainbow.org.uk
help@brokenrainbow.org.uk
0300 999 5428

Opening Times:
Monday & Thursday: 10am – 8pm
Tuesday & Wednesday: 10am – 5pm



Mens Advice Line

www.mensadviceline.org.uk
info@mensadviceline.org.uk
0808 801 0327
(free from landlines and most mobiles)

Opening Times:
Monday - Friday: 9am - 5pm



Splitz Support Service

1st Floor, Buckland House, Pavilion 3, Park 5 Business
Centre, Harrier Way, Exeter, EX2 7HU

Tel: 0345 155 1074 Fax: 01392 368071

Enquiries: admin@splitzdevon.org

Referrals: referrals.devon@splitz.org

Charity number: 1064764



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