

Spiralling tool kit for safer, healthier relationships

Bristol Domestic Abuse Prevention project

Information, activities and resources tool kit for teachers

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Introduction: why this tool kit and film were developed

This tool kit and accompanying film are part of a project set up by Safer Bristol, assisted by Domestic Violence Responses (DVR).

The staff at Safer Bristol want the children and young people who are now at school in Bristol to grow up and have safe relationships. They want to eliminate domestic abuse in Bristol. Many other people in Bristol want to do the same, as do many other people across the UK.

People who work with perpetrators of domestic abuse to try to change their abusive behaviour and make them safer and more respectful to live with say that some of the things they teach on their programmes could be better taught before abuse happens, taught before attitudes harden and behaviour patterns get engrained.

People who work with survivors of domestic abuse sometimes say that they would like everyone to know how to recognise the controlling behaviour that so often turns into emotional, physical and sexual abuse, and to know that they deserved better, and know what to do. They wish that someone could prevent the unhelpful attitudes that victims find so often when they try to seek help. They would like everyone to know what rights they have to legal and other protection.

Most people living with abuse from a partner or ex-partner do not realise that they have legal rights and that what is happening

is illegal and unacceptable.

The staff at Safer Bristol and the other people involved in the Bristol Domestic Abuse Prevention project in schools want to do something about all of these things.

People who work for Domestic Violence Responses have been developing programmes and activities to prevent domestic abuse and other forms of violence against women and to promote gender equality. They developed, tested and wrote the activities in this pack. Some of them are well used activities used in many settings. Most are new. All of them have been specifically written to work together as part of a full programme of activities designed to prevent domestic abuse in the next generation and to equip that generation with the skills to deal with it if it does happen.

Introduction: why this tool kit and film were developed continued

Our approach

We have written these activities assuming that we are educating not only the next generation of potential victims and abusers, but also the next generation of friends and family members, colleagues, bosses and employees. We are helping to develop the attitudes, skills and knowledge of the next generation of police, social workers, midwives, doctors, nursery nurses and health visitors, not to mention the manicurists and hairdressers.

We aimed to make the activities positive and wherever possible fun: we are trying to teach positive behaviour and attitudes as a way of preventing abusive behaviour. We promote the concept of healthy and safe relationships, respecting the fact that the young people in the class will make many different choices as they grow up about the sorts of relationships to have.

We have included lots of active games and activities designed to help children and young people work together co-operatively and without being controlling. These games usually always work on several levels: they are designed to build the skills we think are necessary for safe relationships, they are fun, they help to build a group focus, and they often link directly to the exploration of alternatives to abuse, through using stories and what we call "[comic strip](#)".

The film

People from Domestic Violence Responses and National Youth Theatre have been working together for many years in different ways and for the last 18 months on domestic abuse prevention work for schools and domestic violence prevention programmes in Tower Hamlets and Hounslow. We wanted to combine the skills, talent and imagination of the young actors in National Youth Theatre with what we had all learnt about domestic abuse and prevention work to make a film featuring young people.

The National Youth Theatre brought in yeastculture to work with them and Domestic Violence Responses to make the film. Yeastculture, a film company, brought in many other experts needed to make the film. The activities in the last part of this tool kit are designed for use with young people aged around 12 and upwards, focusing specifically on domestic abuse.

Young people and domestic abuse

Young people aged between 16 and 24 are the part of the population at highest risk of domestic abuse. The most recent British

Introduction: why this tool kit and film were developed continued

Crime Survey, the most comprehensive national survey of people's experiences of crime, not just reported crime, showed that nearly one in ten young people have experienced domestic abuse in the last year and that young women are also at the highest risk of sexual assault. Some of the young people in classrooms in Bristol and in the rest of the country right now will be experiencing some form of abuse from a boyfriend or girlfriend. Many of them will think that it is normal, or feel confused by the way their partner's behaviour changes in front of other people, or simply not know who to talk to. Many of them will have become isolated from their friends, or simply put on an act in front of them, because they think they should.

The people involved in Safer Bristol, Domestic Violence Responses and National Youth Theatre worked together to produce this interactive tool kit and original film.

Section 1

What is domestic abuse or violence?

There are various definitions of domestic abuse. The most commonly used definitions include an understanding that the abuse can include physical, emotional, sexual, verbal, financial and other forms of behaviour that hurt, frighten, injure, threaten or control the person abused, that the behaviour is usually used by men against their female partners or ex-partners, but that it can also be used by women against their male partners or ex-partners or in lesbian or gay relationships and that the abuse is used to control the partner or ex.

Some people use the term “domestic abuse”, others use “domestic violence” and there are other terms as well, such as “dating abuse/violence”. In Bristol, the term “domestic abuse” is used by most agencies involved in helping people affected. Some people feel that “domestic violence” does not cover non-physical forms of abuse, others feel that it does or that this does not matter. Some agencies cannot use a definition that includes behaviour that is legal, even though unacceptable. In this tool kit we have mostly used the term “domestic abuse” but sometimes use “domestic violence” which reflects how we work with children and young people.

The Bristol Domestic Abuse Forum definition of domestic violence or abuse:

[Domestic Abuse is] “the misuse of physical, emotional, sexual or financial control by one person over another who is or has been in a relationship. This includes family members.

Domestic Abuse covers a wide range of behaviours and may be actual or threatened.

Domestic Abuse is usually perpetrated by men against women, but not exclusively.

Domestic Abuse occurs in all groups and sections of society and may be experienced differently, due to, and compounded by, race, sexuality, disability, age, religion, culture, class or mental health.”

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What has domestic abuse got to do with schools?

In 1998, the Zero Tolerance Charitable Trust found that 1 in 5 young men and 1 in 10 young women think that abuse or violence against women is sometimes acceptable. Attitudes may have improved, but these figures reflect things we still hear from young people.

It may sound obvious to most people: we should try to prevent it because it hurts so many people. Here are ten other reasons:

1) Domestic abuse or violence affects and will continue to affect about a quarter of the children in schools today;

2) Domestic abuse or violence affects and will continue to affect children's education in ways that can often be prevented or alleviated;

3) Young people aged 16-24 are at the highest risk of experiencing domestic or dating abuse of any age group

4) Young women aged 16 – 19 are at the highest risk of experiencing sexual violence, more than any other age group of women or men.

5) School is a place of education and learning;

6) Schools have various legal responsibilities towards young people's social and moral development as well as

their educational achievement;

7) Schools have various legal responsibilities towards the protection of children currently at risk of abuse or harm;

8) School is the place children and young people learn about how to live together;

9) Activities designed to prevent domestic abuse help with other more immediate problems such as classroom bullying or dealing with gender identity or resolving conflict;

10) The subject is directly relevant to the National Curriculum on Personal, Health, Social and Citizenship Education and the activities we have provided also help to fulfil objectives for other parts of the National Curriculum, particularly English, but also Maths, Social Science, etc.

11) School is a universal experience and therefore a key way to reach a whole generation of people.

What can schools do to help prevent domestic abuse?

We aren't expecting schools to be anything other than schools – teachers and school staff already have enough to do and we don't think this work should add to the load. The activities and other things we have included in this tool kit fit into schools' existing legal responsibilities to pupils or into the National Curriculum, or help with challenges schools are already facing (such as bullying), or all three.

- **Attitudes towards domestic** violence and gender roles help to make it possible for abusers to abuse, so attitudes need to change.
- **We have good** laws, but not everyone knows about them and not everyone knows how to make use of them, so knowledge needs to improve.
- **Sometimes the ways** these laws are used does not help to protect victims and their children, so the ways people use these laws need to improve.
- **Friends, family and** others don't always know what to do or say to someone they think is suffering. We could all get better at helping.
- **Often no-one says** anything to either the perpetrator or the victim, so the perpetrator gets away with thinking it's OK and the victim feels that they can't talk to anyone. We could all help to make it easier for victims to ask for help and to make it more difficult for abusers to feel their behaviour is OK, by showing that we think domestic abuse is unacceptable.

So, these are some things that schools can do to help to prevent domestic abuse:

- **Encourage positive, respectful** attitudes and behaviour in relationships;
- **Make sure that** all young people know what domestic abuse is and that it is illegal;
- **Make sure all** young people know their basic rights to protection from violence and abuse and how to make use of these rights;
- **Help children and** young people to decide for themselves what qualities they would look for in a good friend or girlfriend/boyfriend;
- **Help young people** to identify for themselves warning signs of an abusive relationship;
- **Help children and** young people to decide what they can and can't do to help a friend who is being controlled or hurt or abused by a boyfriend or girlfriend, husband or wife, partner or ex-partner;
- **Help children and** young people to learn how to resolve conflict.

We have designed activities that fulfil one or more of these aims and fit into the National Curriculum.

Some facts about domestic abuse

Domestic abuse in the UK

More than 1 in 20 crimes reported to the *British Crime Survey (2000)* were domestic violence – almost a quarter of all violent crime. Home Office, 2000

Although nearly equal numbers of men and women had experienced one incident of domestic abuse, many more women than men experienced multiple forms of abuse, or abuse over a period of time, or were injured or afraid. Walby and Allan, 2004

Domestic violence often continues and may escalate in severity after separation. *Mirrlees-Black, 1999.*

Reporting to the police

The British Crime Survey 2000 found that under 1/3 of incidents were reported to police – less than any other violent crime. (*Home Office, 2000*)

Every minute in the UK, the police receive a call for assistance to deal with domestic violence. That's 1440 calls each day. (*Stanko, 2000*)

Homicide

Women are at greatest risk of being killed at the point of separation or after leaving a violent partner. (*Lees, S 2000*)

On average, two women per week are killed by a partner or ex-partner in England and Wales, half of all women killed. (*Home Office, 1999*)

Domestic abuse in Bristol

Researchers from Bristol university recently made an estimate of how many women are likely to be affected by domestic abuse.

“Using British Crime Survey data, (*Walby and Allan, 2004*) we estimate that in Bristol:

- 30,747 women aged between 16 and 59 have experienced some form of non-sexual domestic abuse since the age of 16. This figure only includes intimate partners, so the figure using the BDAF definition would be higher.
- 8,278 women aged between 16 and 59 have experienced serious sexual assault (including attempted) at some point. 4,967 of these would be within the BDAF definition of domestic abuse.
- 6,504 women aged between 16 and 59 will have been raped (including attempted rape) at some point in their lives. 4,097 of these fall within the BDAF definition.”

[Domestic violence: how much do you know? quiz](#)

[Links to websites with more information about domestic abuse](#)

You can also use the information on this page to make up your own quiz

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Effects of domestic abuse on children

- **In 90% of** incidents of domestic violence investigated in this study, the children were in the same or the next room whilst the incident took place (*Hughes, 1992*).

- **Children of all** ages often provide some form of passive or active support to protect their mothers when living with domestic violence (*Hester & Radford, 1996*).

- **Children of all** ages phone the police for assistance and a number of research studies suggest that women often attribute their eventual escape to the emotional and practical support provided by their children (*Hoff, 1990*).

- **Girls in particular** seek to protect younger siblings during violent episodes and offer support or reassurance in the aftermath (*Jaffe et al 1990*).

- **76% of children** who were ordered by the courts to have contact with a violent parent were said to have been further abused as a result of contact being set up. (*Radford, Sayer and AMICA, 1999*)

- **Research by the** NCH Action for Children with over 100 UK women who had left an abusive partner, with around 250 children between them found that in 25% of cases the male partner had also been violent to the children. 75% of mothers said their children had witnessed some form of domestic violence, including 10% who had

witnessed some form of sexual violence to their mother (*NCH, 1994*).

- **When they have** contact with fathers after separation, children may take on even greater responsibility to protect their mothers or siblings from violence or neglect (*Hester & Radford, 1996*).

- **Children may also** feel angry towards their mother for not protecting herself or the children, as well as blaming her for causing the violence. Others may be so concerned about their mother's distress that they keep private their own grief (*Saunders, 1995*).

- **Children of battered** women will not necessarily grow up to be batterers or victims of domestic violence themselves. No conclusive evidence exists to support the 'intergenerational transmission of violence' thesis or to show that there is a 'cycle of violence' (*Mullender & Morley, 1994*).

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Ways that domestic abuse may affect child safety

Living with domestic abuse

- **Injury/threats if child** tries to intervene.
- **Being hit by** objects thrown at the victim.
- **Having to leave** house to get help or stay out of way.
- **Being injured pre-birth** or as babe in arms when abuser attacks woman.
- **Being abused directly** (usually by the same abuser).
- **Self harm, or** running away, as a way of coping or trying to make sense

Leaving domestic abuse

- **Continued threat to** child/parent from abuser. He may know where they are if he is granted a child contact order, or if they stay at home, or if he pressurises family and friends to tell him. He may also use other means to trace them.
- **Risk to health** and safety of living in temporary accommodation. Much higher rate of accidental injury, compared with other children. Sharing accommodation with people they do not know and may be a risk to their safety. Washing, cooking and eating facilities may be unhygienic or

dangerous.

- **If the child** has disabilities and the home and surrounding environment has been adapted to suit their needs, it may be difficult or slow to replace these facilities in temporary or even permanent accommodation. Statements of Special Needs are sometimes used to trace families escaping violence.
- **Women and children** are at the greatest risk of being killed at the point of leaving and for a few months after then.

In the longer term, leaving the abuser is likely to increase their safety, providing he is not allowed to contact them or providing his contact with them is closely monitored and safe.

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Ways that domestic abuse may affect child welfare & development

Living with domestic violence

- **Restricted access to** food/health care/ clothes if abuser controls money and movements.
- **Unwilling or unable** to bring friends home.
- **Having to appear** in court as a witness.
- **Erratic school attendance** (if mother can't take child, if child fakes illness to stay at home etc).
- **Living with tension** and conflict, which they may only partially understand.
- **Being given a** distorted perspective on relationships, rights and responsibilities.
- **Being forced to** take part in abuse of mother (including sexual).
- **Family may not** be familiar with local leisure facilities, child may lose access to hobbies, sports, activities etc.
- **Missing other parent**, extended family, neighbours, friends.
- **Child has had** to leave possessions, pets and familiar surroundings.
- **Stress related illnesses** and psychological effects of living with domestic violence can all continue after leaving, especially if the risk and/or experience of violence continues.
- **Child may be** subject of child protection investigation, which can be distressing, confusing and stressful.

Leaving domestic violence

- **Stays in Bed** and Breakfast or other temporary accomodation can mean lack of privacy, nowhere to see friends or play.
- **Financial circumstances may** change in ways that affect children e.g. fewer treats or not getting basic needs met as there isn't enough money. Alternatively, woman gaining control over income may mean having these for the first time.

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Ways that domestic abuse may affect children's education

Living with domestic violence

- **Children late to school** or not attending when woman is injured or being threatened and cannot take them.
- **Children faking or exaggerating illness** to stay away from school in order to try and protect woman or because they believe the abusers will not be violent if they are in the house.
- **Children attending school** even when ill because they do not want to be at home, or arriving early/staying late for the same reasons.
- **Children not attending school** because they have to care for parent with injuries.
- **Involvement in child protection** procedures, and perception that everyone in school knows the details of their lives.
- **Disturbed sleep or no sleep** causes tiredness and reduces concentration.
- **May not be able to find quiet place** to do homework.
- **Concentrating and working** extra hard at school as way of distracting own attention or that of abuser, or pleasing survivor.
- **Not being allowed** to take part in extra-curricular activities if abuser keeps tight

control over family leisure time.

Leaving domestic violence

- **Not getting a school place** in a new area.
- **Not being able** to get to school on time or not getting breakfast if living in B&B and breakfast is late (as it often is) or not being able to get to school at all if new home is a distance from school – there is no increase in benefits to cover increase in travel costs.
- **Not being able** to do homework in quiet place when in temporary accommodation.
- **Reduced family income** may mean child not able to go on trips or take part in extra curricular activities.
- **Not being able** to continue with same exam options.
- **Leaving behind course work** or computer or other resources.
- **Missing school for court appearances** or journeys to get away from abuser.
- **Having to take time off school** to interpret for mother when visiting agencies.
- **Stigma of being** in temporary accommodation – whether perceived or real.

Ways that domestic abuse may affect children's education continued

- **Risk of abduction** and further violence to self or parent - risk often increases after separation. Women can be traced via the child's school. Even if this changes, he may get information via child contact proceedings. This increases risk of harassment and abduction.

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The effects of domestic abuse on victims

The effects of domestic violence are far-reaching and complex

- **It causes injury** and chronic health complaints (*Mahoney, Williams and West, 2001*)
- **It is a** major cause of death and disability for the women who are abused (Council of Europe, 2002; Amnesty International, 2004)
- **Child homicide is** often linked to domestic violence against the mother, where the male abuser is abusing the woman and the child(ren) (*O'Hara, 1994*).
- **It causes trauma**, depression, post-traumatic stress disorder and other effects on the mental health of the women who experience it (*Mahoney, Williams and West, 2001*) and on their children (*Mullender and Morley, 1994a*).
- **It causes homelessness** (*Hague and Malos, 1993*) and unemployment (*Mahoney et al. 2001*) for victims.
- **It costs a** great deal of public funds, for example, to pay for health care for the victims (*McLeer and Anwar, 1987*)

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Ways schools can help children affected by domestic abuse

Schools are places of education and teachers are not counsellors. However, there are sometimes very simple ways that school staff can help children currently living with or affected by domestic abuse in their own family.

- **Doing the activities** in this pack help to make children and young people feel more confident and able to recognise and get help to deal with domestic abuse now or in the future.

- **Sometimes children will** need child protection services or may already be involved with these services – ensure everyone knows who to discuss child protection concerns with

- **Sometimes children may** just need some help dealing with arriving at a new school mid way through term because they have had to leave a violent parent.

- **Sometimes children may** want to talk something over with a trusted member of staff.

- **Some children will** just want to get on with life as normal at school, if school is only place of stability – don't make too big a deal out of the situation in front of other children.

- **If children are** in temporary accommodation, offer breakfast and

homework clubs, help with uniform and equipment, computers etc.

- **Staff supervising children** at break or meal times are often well placed to talk to children and keep an eye on them – ensure that these staff take part in school training on domestic abuse.

- **If a child** in temporary accommodation is persistently late, it may be for reasons he or she or the parent can't help: try to minimise effects by talking to parent, varying the lesson at the start of the day etc.

- **Ensure that the** school keeps a list of parents who may be a risk to children, including those who are abusive to the other parent and ensure that caretaker, reception and other relevant staff know who they are and what to do. If in doubt, consult local authority solicitor.

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Denial, minimisation and blame

Abusers tend to deny or minimise their abusive behaviour and to blame others for it. They frequently blame their victims. The excuses they create in this way are often very enlightening about the purpose of the abusive behaviour or the belief behind it. For example “she wouldn’t stop going on at me, I did it to shut her up” is something that abusers have often said. This shows that there was intent behind the action and that the abuser believed that they had a right to “shut her up”, even if they now regret what they did or the consequences.

The excuses also often reflect very traditional models of male/female relationships and roles in marriage. These models used to be legal until very recently – **for example, until the mid 1990s, men in the UK could not be charged with raping their wives**, even if their wives did not consent to sex, as men were legally entitled to sex on demand within marriage. This is now a crime in most countries, but the values and belief systems which once made it legal are frequently evident in the things both perpetrators and victims of sexual violence in relationships say about it.

You are almost certain to come across such justifications during discussions about domestic abuse, whether in class, amongst colleagues or in the wider world. Even if people do not say these views are their own, they will have heard such views as “she was very provocative” or “she was having an

affair”, given as explanations for domestic violence.

You may have sometimes felt some of this yourself, many people have. We have provided an activity designed to help people of all ages and backgrounds to think through these justifications and excuses and what they might mean. It is helpful to remember that whatever someone’s individual views about justifications for domestic violence, the law says that it is wrong to hurt, threaten or harass anyone, regardless of whether they are your partner or ex-partner.

[\[Activity\] Excuses, excuses: there’s no excuse for domestic abuse”](#)
[Notes on this activity](#)

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What makes domestic abuse more likely?

This is information from the briefing note from the Home Office: Reducing Domestic Violence...What Works? Assessing and Managing the Risk of Domestic Violence (Walby and Myhill, 2000)

Gender

- **Women are much** more likely to be victims of domestic violence than men;
- **Women are much** more likely to be victims of multiple attacks;
- **Women are much** more likely than men to be injured and to be threatened;

First risk indicator: being a woman.

[What's gender got to do with it?](#)

Other risk indicators

Previous domestic assault – if you have abused your partner before, you are likely to do so again, if you have been abused by your partner it is likely to happen again;

Separation – riskiest time for being killed; violence is likely to escalate;

Gender inequality – risk is increased by victim's marital dependency and lack of economic resources; perpetrator's attitudes to women;

Child abuse – if there is current child abuse this may indicate domestic violence and vice versa;

Youth – 16 – 24 year old women are at

greatest risk.

The following are NOT significant risk indicators

Ethnicity – there are no significant differences between different ethnic groups.

Poverty and Social Exclusion – being poor or socially excluded does not significantly increase the risk of domestic abuse.

However, it is likely that more poor and socially excluded people experiencing domestic abuse are picked up by helping agencies. Poverty and social exclusion may also make it difficult for some women to leave or get jobs;

Background of criminal behaviour – some significance, but attitude to women is a better indicator;

Past child abuse - being an adult survivor of child abuse or witnessing domestic violence does not make you more likely to be a victim or perpetrator.

What's gender got to do with it?

Domestic abusers and victims can be male or female. However, the evidence from rigorously researched sources is that the vast majority of domestic violence is carried out by abusive men against their female partners and ex-partners.

The majority of men do not abuse their partners and the majority of women are not victims of domestic violence or abuse. It is very important to stress both of these things with children and young people.

Domestic violence is seen by many as part of a continuum of different forms and expressions of violence against and control of women, including sexual harassment, sexual assault, rape as a weapon of war, female genital mutilation, prostitution etc.

- **The World Health Organisation's** recently released "World Report on Violence and Health" notes that whereas men "are much more likely to be attacked by a stranger or an acquaintance than by someone within their close circle of relationships . . . one of the most common forms of violence against women is that performed by a husband or male partner." (World Health Organisation, 2001)

- **At least one** out of every three women has been beaten, coerced into sex, or otherwise abused in her lifetime, according to a study based on 50 surveys from around the world. Usually, the abuser is a member of her own

family or someone known to her. (Heise, L., Ellsberg, M. and Gottemoeller, M. 1999)

- **Up to 70** per cent of female murder victims worldwide are estimated to be killed by their male partners. (World Health Organisation, 2002)

- **Much of the denial, minimisation and blame** used by perpetrators (and others) to avoid taking responsibility for their abusive behaviour show assumptions about gender and gender roles.

What's gender got to do with it?

continued

Violence against women is a breach of human rights. The United Nations Convention on the Elimination of Discrimination Against Women (CEDAW) states that violence against women is a form of discrimination against women and a contributing factor to other forms of discrimination (CEDAW, 1992). All signatories to the convention are required to report to the CEDAW committee regularly on how they are meeting their obligations.

The UN conference on Violence Against women reported that: "Violence against women is a manifestation of the historically unequal power relations between women and men, which have led to domination over and discrimination against women by men and to the prevention of women's full advancement" (Beijing Platform for Action, 1995, paragraph 118).

[Activities in the section "gender assumptions"](#)
[Websites on gender, gender equality, and related topics](#)

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Section 2

Themes for domestic abuse prevention

What helps to prevent domestic abuse?

Decades of work with both survivors and perpetrators of domestic abuse have taught practitioners and researchers a great deal about what helps to stop domestic abuse. We have taken what has been learnt about what works and developed activities for children and young people that should help them to avoid becoming either, or will help them to advise friends who are at risk, or will help them if they do become affected by domestic abuse.

The following things help to stop or reduce domestic abuse:

Things that help survivors and those who might help them:

- **Understanding what abuse** is. ([activities](#).)
- **Confidence and belief** that nobody deserves to be abused. ([activities](#))
- **A helpful, believing** response from friends, professionals, relatives. ([activities](#))
- **Knowing the difference** between abusive and non abusive. ([activities](#))
- **Recognising early warning** signs that someone might be abusive. ([activities](#))
- **Knowing what rights** survivors of abuse have. ([activities](#).)

Things that help to prevent/ stop abusers abusing

- **Understanding the effects** of abuse. ([activities](#))
- **Peer pressure not** to abuse partner ([activities](#))
- **A consistent message** from friends, family and all relevant agencies and professionals that domestic abuse is unacceptable and that most of it is criminal. ([activities](#))
- **Skills in co-operation** and working as equals and preferring to use these skills than to dominate or manipulate. ([activities](#))
- **A strong criminal** justice response and effective enforcement of any criminal or civil orders against abusers. ([activities](#))

Domestic abuse programmes

- **Activities which try** to change beliefs and attitudes about relationships between men and women and about women's roles generally. ([activities](#))
- **Re-enactments of incidents** of abuse, enabling the abusers to see the events from their partners' points of view and to

What helps to prevent domestic abuse?

continued

understand the impact on them and on their children; [\(activities\)](#)

- **Making abusers aware** of the full range of abusive behaviours they use [\(activity\)](#) and placing clear responsibility on them for this behaviour; [activity](#)
- **Teaching conflict resolution** skills, although this does not deal with the problem of abusers thinking they have certain rights to insist on certain things from their partners, so doesn't prevent the conflict in the first place – this needs work on attitudes. [\(activities\)](#)
- **Teaching abusers new** ways of behaving in relationships and moving from interruption techniques to changes of attitude and beliefs. [CLICK](#) here to go to an activity on conflict resolution. [\(activities\)](#)

Violence avoidance strategies that can be learnt by SOME abusers

There are five main categories of violence avoidance that perpetrators seemed to learn or use on programmes to change their violent behaviour:

- 1. Do nothing (don't** abuse or control partner, don't leave, don't discuss it, just don't abuse)
- 2. Interruption (stop arguments,** take a 'time out', leave the room, use 'self talk', think before acting)
- 3. Discussion (use problem** solving, talk about feelings, call a friend or counselor)
- 4. Respect (appreciate women,** respect women's points of view, empathise with women)
- 5. Other (stop living** with women, less drinking or drug abuse).

We have developed an activity to help young people to think about what each of these strategies might involve.

[Click here to go to this activity](#)

What helps to prevent domestic abuse?

continued

CAUTION: Anger Management is NOT the same as domestic abuse prevention

Behaviour modification or interruption strategies such as “time out”, “positive self talk” and similar techniques are sometimes collectively referred to as “anger management”. Anger management can also contain other elements, such as learning to recognise physical symptoms of anger, identifying what situations make the individual feel angry and personal strategies for avoiding these.

Many evaluations have found that violence avoidance strategies such as ‘time out’ sometimes contribute greatly to short term reductions in physical violence. However, these strategies do not solve the problem and often do not help at all:

- **These strategies alone** don’t reduce sexual or emotional abuse or other controlling behaviour
- **They do not** challenge the abusers’ beliefs that they have a right to be angry about their partner’s behaviour or choices.
- **The techniques involving** leaving the room or house to cool down leave many victims very fearful of what will happen when they come back.

- **The strategies are** often used by abusers as a way of getting out of household or childcare duties (“I need to take a time out, so I can’t help with the kids’ tea”).

- **These techniques can** and sometimes are used by abusers as new control strategies.

- **Anger management, as** a response to domestic abuse, is banned by many US states, except as a single element as part of a wider programme.

Moving beyond these techniques towards the other violence avoidance strategies such as discussion or respect helped make abusive men safer to live with in the long term. However, programmes find that attitudinal change seemed to take longer to learn. This is one reason why we have placed a strong emphasis in this tool kit on attitudes, so that children and young people start to learn non abusive attitudes as early as possible.

Summary of themes

As you will see from above and from Section 1 (information about domestic abuse) there are several clear themes that emerge for activities we need to do as part of domestic abuse prevention. We have listed these below. Next to each one you will find a click link to take you to relevant activities. You will find each link takes you to a part of the tool kit that usually has a group of activities on each theme. Have a look through all the activities in a particular section before choosing one to suit you and your group.

Relationships	<u>activities</u>
Co-operation and collaboration	<u>activities</u>
Communication	<u>activities</u>
Exploring a subject through stories	<u>activities</u>
Negotiation	<u>activities</u>
Abusive & controlling behaviour	<u>activities</u>
Gender and gender assumptions	<u>activities</u>
The law	<u>activities</u>
Who can help?	<u>activities</u>
Helping a friend	<u>activities</u>
Taking responsibility	<u>activities</u> <u>activities</u>

Section 3

How to use this tool kit

How to use this tool kit

This tool kit can be used in several different ways and the way you use it will depend largely on two things: what age group you are working with and the amount of time you have.

The tool kit is designed to be used by people working with children and young people of any age from 4 to 19 and over. Some of the later activities will not be suitable for younger children and will probably be used only with young people aged 11/12 and over. All of these activities can be developed and varied according to the age and abilities of the group.

All the earlier activities can be used with children, young people and adults of any age group and have been used, developed and tested out on people of all ages and abilities.

The discussion activities focusing very specifically on domestic abuse are designed to work with the Safer Bristol film “Spiralling” on dvd. You will find more information about the scenes, times and chapters of “Spiralling” [here](#). You will find more about the characters and their relationships [here](#).

You can work through the activities in the order they are presented, or choose specific ones out of each section.

Age

Some of the activities have an indication of age appropriateness. However, with certain amendments, most of the activities are suitable for and have been tried and tested on all age groups. Even with the more advanced discussion exercises, changing the subject from 'partners' to 'friends' and, for example, substituting 'abuse' with 'unfairness' means these can also be used with younger children. The more lengthy discussion techniques can also easily be shortened and simplified. Using this tool kit, it is possible to do a programme of work with younger children which never refers directly to domestic abuse at all but which nevertheless would still equip them with knowledge and skills which will help them form good relationships now and in the future.

Conversely, some of the drama games may seem to be a bit childish and you may question the wisdom of trying such activities with a class of cynical teenagers. It's true that these exercises require a certain commitment; a willingness to play and occasionally make yourself look foolish – qualities which may sometimes seem to be lacking in groups of 13 – 16 year olds in particular. However, this is also the age group at which most are beginning to experience the very relationships that are the subject of this work. It is also the age group which most easily expresses the kinds of attitudes we need to change if the work is to have real and lasting impact.

The drama games and exercises are designed to help people to communicate easily, to enjoy working collaboratively, to improve co-operation and negotiation – behaviours and skills which will help these young people to form healthy intimate relationships. Needless to say they will also help with other relationships they have, with each other and with adults. It is, therefore, worth trying to include some of this material in work with teenagers. In many cases, their initial embarrassment stems from the very thing we are trying to improve – their ability to communicate honestly, easily and equally with each other. Usually, their embarrassment reduces as the games are repeated and as their skills improve. All these games are used to train and rehearse professional actors.

In some groups, however, the balance of those who are prepared to commit to the games and those who are not, means that it may just be too difficult or even counter-productive to work in this way. Or you yourself may not feel confident enough to try them. In these cases, it is possible to do a programme of work that does not include any of the drama games and exercises.

Time

The amount of time you wish to or are able to spend on this work will vary enormously.

It is possible from this tool kit to create structured progressive programmes of work for all age groups lasting several sessions. As well as helping to prevent domestic abuse these programmes will fulfill many other National Curriculum requirements and also help with other teaching and school problems such as bullying, concentration, respect and peer pressure.

At the other extreme, it is also possible to select a single exercise for use in a more general session. Obviously the work has much more impact in extended programmes but for those with limited time, see the [suggested sessions](#) section for the most appropriate and effective exercises to use in these circumstances.

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Drama and non verbal activities/games

Why do drama?

In this pack, drama and drama games and exercises are used in three ways:

1. **In the form** of video or DVD film extracts, shown to stimulate discussion exercises.
2. **Practical drama activities** are used to develop an understanding and enjoyment of working co-operatively.
3. **Stories or scenes** created from practical activities are then used as a tool to help pupils explore, learn about and understand different aspects of the subject.

Some of the practical activities may at first seem to have little relevance to preventing domestic abuse. However, all the games and exercises are designed to improve and show the value of communication, co-operation and negotiation and therefore allow pupils to learn important skills for forming healthy relationships by experience. At the same time, they introduce and develop skills that are then used to devise the pupils' own pieces of drama to inform further discussion and learning.

The methods are relatively simple to learn and to use, even for non-drama specialists. They rely more on non-verbal communication than discussion or writing and so are particularly good for exploring what can sometimes be a difficult subject. They are also useful for working with pupils

who may express themselves better non-verbally and for pupils for whom English is an additional language. The activities are fun but can also be powerful and effective.

The activities are generally much easier to do than to explain and many similar ones may already be familiar to you. If they are familiar, however, there are some variations and techniques developed specifically for this work that we hope will still reward careful reading and /or training. In many cases it's not the game itself but the way it's played that's most important. If the activities aren't familiar to you, the easiest way to get used to them is to do some training – a day should be enough.

How to use the drama activities

The drama exercises are divided into two sections: 'Warm up activities: co-operation, negotiation and non-verbal communication' and 'Techniques for exploring stories: collaboration and positive relationships'. Activities in the first section can be used in several different ways:

- **Individually they are** good warm-up or closing activities for any of the work in this toolkit.
- **For younger pupils** particularly, they

Drama and non verbal activities/games continued

can be used and re-used as a regular or occasional part of any class.

- **They can be** grouped together either to prepare for section 2 of the drama activities or as sessions focused on learning about and improving skills for positive relationships.

Most of the warm ups are skill-building exercises: revisiting and improving them will improve the pupils' communication, co-operation and negotiation skills as well as enriching the later drama work and accompanying discussions.

The exercises in section 2 build on the communication, co-operation and imaginative elements of the warm-up activities. At the same time, they develop more specific skills for dramatising simple stories. These are then used to stimulate interactive discussions about relationships and other aspects of this subject.

The techniques used for this are 'Sculpting' and 'Comic Strip', where in pairs or small groups, the pupils devise and make frozen pictures to tell a simple story. The exercises are progressive - skills learned in one will be used and developed in the next. However, the preparatory exercises themselves also offer opportunities for interactive discussion and learning about relationships, controlling behaviour, etc. It is just about possible, with a short warm up, to get through the whole

series in one session. However this will mean that opportunities for discussion and interaction will be limited. It is better that they are spread over two or three sessions, allowing longer warm ups and fuller discussions.

While it is fine to do any of the games and exercises in section one in isolation, those in section two shouldn't be done without first doing some warm up activities. This is true even if the group is familiar with the techniques.

All the activities work better in loose clothing and soft flat shoes or socks.

The 'method' sections are generally written as if instructing a class or group, [teacher's notes are in square brackets]

[Return to Drama Activities section 1](#)
[Return to Drama Activities section 2](#)

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Thinking about attitudes

- **You can use** this activity whenever you want the group to think quickly about what their attitudes are towards domestic abuse, or gender equality, or fairness, or anything in this tool kit.
- **It will help** to stimulate discussion on whatever topic you choose.
- **It will help** you to gauge the mood and feelings of the class.
- **It can act** as an evaluation tool.

Stage 1

- **Describe an imaginary** line in the room along the longest diagonal
- **Read aloud a prepared attitude statement,** opinion or question
- **Pupils stand at** one end of the line if they strongly agree with the statement, at the other end if they disagree, or at the appropriate place along the line which best describes how strongly they agree or disagree.

Stage 2

- **Get groups or** individuals from either end of the line to try and persuade those in the middle to change their opinion
- **Structure this by** giving volunteers or spokespeople from each end in turn 30 seconds to deliver their arguments
- **'Fence-sitters' in the** middle then physically move towards the arguers end if they feel moved by their arguments and tell

us why they are or are not persuaded

- **This tennis match** can continue as long as you feel it is interesting or useful. Particularly good arguments may of course move those at the other extreme.

- **Try and push** them to be controversial about their opinions, not just stand where they think you want them to stand. You can either push them to be honest or if this results in too much consensus then push them to be deliberately provocative. The more you treat this like a game, and encourage them not to be polite, the better.

- **If they are** reluctant to start or to verbalise their opinions then you can prompt them by asking them why they are standing where they are and about the differences between what is the case and what they think should be the case and whether it could/should be different and if so, how? Another alternative is to ask them first to think of someone they know and then play the game as if they were that person.

N.B.

This is a fun and helpful technique for improving people's ability to argue and discuss. The game works best when controversial opinions are expressed and you should encourage pupils to do so in the spirit of a game. However, there are certain things which are not merely a matter of

Thinking about attitudes continued

opinion but are unacceptable and/or against the law and is important that you don't allow opinions to stand which need to be challenged. If you come across attitudes that need to be dealt with further, try to note these and choose a relevant activity to carry out with the group next or as soon as possible after this attitude session, rather than in the middle of the activity.

For example if the subject being argued about is whether or not it is acceptable for someone to hit someone else in certain circumstances, after allowing full reign to the pupil's opinions you must ultimately point out that whatever anybody's opinion, it is wrong and against the law.

[Attitudes statements sheet](#)
[Return to 'Gender - What's the Difference'](#)

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Single gender groups

Working on domestic violence means scrutinising the most important relationships in our lives: those with our partners and families. We will be looking at relationships and our place within them, at how men and women, boys and girls relate to each other. As I'm sure we don't need to tell you these concerns play a huge part in the lives of teenagers in particular and all children to some extent.

The main purpose and focus of this tool kit is to teach those children and young people who do the activities how to have safe, healthy relationships now and in the future. Most of the activities in the tool kit are for mixed gender groups. However, one of the main themes of the tool kit is gender and many girls and boys, understandably, find it easier to be open about and to learn about this in single gender groups.

Some of the activities can be done by single gender groups working separately on the same topic and then coming back together as a whole group to look at the work in more depth. It can also be both revealing and helpful to cover a topic first with the whole group and then repeat the same activity in single sex groups.

For this subject area, single gender groups work better if male groups are led by men and female groups by women.

If you are not so confident about single

gender work it might be a good idea to try it out first with an easy topic. This will also give the children an opportunity to get used to this method of working so they won't feel so self conscious when it is used in the domestic violence project work.

Although in modern society we strive for equality between the sexes this doesn't mean that we should ignore the differences. What is important is that both girls and boys get an opportunity to explore the differences, and why they exist, and to reflect on how difference doesn't have to mean unequal.

Why do single gender work?

- **It gives boys** and girls an opportunity to discuss and learn without competing for the attention of the other sex.
- **Boys and girls** get an opportunity to work in groups which reflect their everyday friendship groups.
- **It gives boys** and girls the chance to explore what it means to be male or female today, away from the pressures of conforming to the expectations of the opposite sex.

Other tips for activities

Using original sources of information

We have included some of [the most relevant and helpful websites](#) for you or the pupils to use and refer to. This helps you to fulfill various other parts of national curriculum and also being more interesting for pupils, e.g. using internet sites, magazines – giving them tips on how to do this and good sources. This is also very important for keeping the work up to date, services and laws will change, so pupils need to know how to get up to date information.

Using suggestion cards to stimulate discussion

In some of the activities you may find it helpful to give out some example answers to start off the discussion. You can use ones from the lists given in the tool kit notes for a particular activity to copy and laminate.

Suggested programmes

Exercises that may be done in isolation

Any of the warm-up activities – all ages
What is domestic abuse?
How can conflict be resolved in friendships?

1. Co-operation, communication and relationships

The following sessions should take about 40 minutes. Times are of course approximate and you should allow at least an extra five minutes for contingency.

Part 1

Age group: All ages but particularly suitable for up to year 7; or for drama lessons/groups; or as preparatory session for suggested sessions 2 and 3.

1. Walking
2. Imagination
3. Circle, Pass Handclap
4. Lines and shapes
5. Mirror
6. Sculpting
7. Types of relationships
9. Pass Handclap

Part 2

Age Group: 10+

1. Traffic Lights
2. Friend/enemy
3. Circle Simultaneous handclap
4. Grandmother's Footsteps Stages 1-3
5. Mirror
6. Types of relationships 2
9. Instant Pictures

Part 3

Age group: 12+

1. No toes
2. Triangles
3. Circle variation
4. The Gift
5. Comic strip
6. Pass Handclap

Suggested programmes continued

2. Gender

Age group: 12+
Part 1

- [1. Walking](#)
- [2. Friend/Enemy](#)
- [3. Circle](#)
- [4. What's the Difference](#)
- [5. Mirroring \(with boys on one side of the mirror, girls on the other\).](#)
- [6. Girls and Boys](#)
- [7. Simultaneous handclap \(alternate boys and girls\)](#)

Part 2

- [1. Warm up activity](#)
- [2. Girls and Boys developed through comic strip](#)

3. Abusive and controlling behaviour

Any of the following activities, in any order, depending on how long you have and how many sessions can be used for this topic. If you are using the Bristol DVD drama "Spiralling", you should use the activities in the order given below, as this corresponds to the story line.

- [What is controlling behaviour?](#)
- [What is domestic abuse?](#)
- [Why is it hard to leave an abusive partner](#)

- [and what can help?](#)
- [Excuses, excuses: there's no excuse for domestic abuse](#)

4. More on Relationships

- [What do I want in a relationship or friendship?](#)
- [Types of relationships part 2](#)
- [Spotting the differences between an abusive relationship and a safe one](#)

5. The law

- [Domestic violence: it's a crime](#)
- [Domestic violence: criminal responses](#)
- [Domestic violence: legal rights to help](#)

6. Attitudes and opinions

- [Gender](#)
- [What do I want in a relationship or friendship?](#)

7. Who can help?

- [Legal rights](#)
- [Helping a friend](#)
- [Local services](#)

Suggested programmes continued

8. Taking responsibility

[Mirroring](#)

[Excuses excuses: there's no excuse for domestic abuse](#)

[What can abusers choose to do instead?](#)

[Resolving conflict in a friendship or relationship](#)

[Comic strip](#)

[Back to top of suggested sessions](#)

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Whole school and assembly activities

Having a whole school session helps to build the feeling of a community approach to domestic abuse. It is a way of providing a particular class with the opportunity to show the whole school way they have learnt. It can be the focus for the start or finish of a whole school project on domestic abuse.

to see the work.

Have a competition for the best poster, song, film, etc as part of a campaign against domestic abuse, perhaps focusing on the fact that young people are the highest risk group.

Some ideas:

As a culmination of several sessions work, prepare and present a docu-drama/news flash presentation for assembly. This can be developed from work using historical accounts, statistics, newspaper articles, website and resource research. It can be presented in a variety of ways: as an extended and developed comic strip as above or by adding to this technique a news presenter and reporter to connect different story scenarios – switch between news reader, reporter and comic strip presentations. The reporter can interview characters. Present several related news items that contrast or compliment each other. Use available technology as appropriate.

Have a series of sessions on specific aspects of this work, as listed in the [themes section](#).

Invite outside speakers to contribute, such as police, refuge workers, a lawyer.

Invite press, parents, governors and others

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A guide to “Spiralling” film

Age group suitability

This film has been made to be suitable for activities with young people aged 11 and over. It fits the category of PG – there is no on screen sexual behaviour or serious physical violence, but there are some references to sex and some “minor” physical violence. There is no swearing. There should be an adult present when watching the film as this film is intended to stimulate discussion.

Preparation for using the film

- **You should watch** the entire film yourself through at least twice and ideally try out the activities you are intending to use.
- **You should familiarise** the notes for all the activities you intend to use and ideally the notes for others as well.
- **[There is information about the main characters here.](#)**

A guide to “Spiralling” film

CHAPTERS, CONTENT, TIME

Chapter	Scene	Content	Total Time
1	1 - 11	Nathan and Lucy Nathan, Lucy, Andy, Hannah Nathan and Sam Lucy, Sarah, Matt Nathan, Lucy's mum Nathan, Lucy, Sarah Nathan's friends, Nathan Lucy	4.55
2	12 - 14	Matt, Lucy and Sarah Lucy, Nathan, Nathan's friends, Matt	3.44
3	15	Nathan and Lucy, not going out	1.42
4	16 - 19	Rape voice over Night shots Shot of Lucy bruised Lucy and Sarah at the bandstand	1.58
5	20	Nathan and Lucy in Garden Centre, night	2.35
6	21 - 27	Lucy and Hannah in the toilets	1.46
7	28	Nathan and Hannah at Nathan's	2.51
8	29 - 30	Nathan and Lucy in bathroom	1.04
9	31	Montages of friends, mum, finishing on Lucy, cutting out first two of Lucy (in swimming pool and on the bed)	1.14

A guide to “Spiralling” film continued

ACTIVITIES AND CHAPTERS

Activity	Chapter (x indicates chapter has material for this activity, XX indicates most recommended chapters)								
	1	2	3	4	5	6	7	8	9
Introduction to characters	XX								
Why is Lucy with Nathan?	x	(x)	(x)						
Nathan’s controlling behaviour		x	x		XX	x	XX		
Nathan’s abusive behaviour	x	x	x	XX	XX	XX	x	x	
Excuses excuses					XX	x	XX	XX	
Crimes				XX	XX			XX	
Warning signs for Lucy	(x)	x	x		x			x	
Warning signs for others		x		XX		XX	XX		
Why is it hard to end it?				XX	XX	XX			
Argument/banter or controlling behaviour		x							
What can people do to help				XX		XX	XX		XX

[Go back to How to use this toolkit](#)
[Go to activities introducing the film](#)

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Sources of information and resources

The following links to websites should help you to keep information up to date and give you ideas for where to find more. There are links to good research and factual sites.

General information about domestic abuse, what you can do, services, helping a friend, legal rights etc

<http://www.bbc.co.uk/relationships/domestic-violence/index.shtml> Good, clear resources and information from the BBC domestic violence campaign “hitting home”.

www.womensaid.org.uk Women’s Aid website covers many aspects of domestic violence, including information about refuges and other services, as well as research, campaigning, networks, links etc.

Sites about domestic abuse research

www.womensaid.org.uk There are links on Women’s Aid National website to various research summaries.

www.mincava.edu This is an excellent research library kept by the University of Minnesota, which has a specific department focusing on interpersonal violence. There are full copies and summaries of research

on many aspects of domestic abuse, work with survivors, work with perpetrators, work with children etc.

www.homeoffice.gov.uk This is the link to the UK government Home Office home page. This will take you to many other website pages on specific aspects of the criminal law and services for victims. The home page of the Home Office research and development directorate is as follows <http://www.homeoffice.gov.uk/rds/violencewomen.html>

www.amnestyinternational.org This is the website for Amnesty International (AI). AI has campaigning and research information about violence against women across the world.

Specific pages for research reports

Walby, S. and Allen, J. Domestic violence, sexual assault and stalking: Findings from the British Crime Survey. <http://www.homeoffice.gov.uk/rds/pdfs04/hors276.pdf> Home Office Research Study 276, London, Home Office.

See <http://www.homeoffice.gov.uk/rds/pdfs06/hosb0206.pdf> and go to pages 59 and 60 for tables of information about numbers and percentages of homicides

Sources of information and resources continued

in England and Wales for 1994 – 2004/5 inclusive.

British Crime Survey (which looks at people's experiences of crime, whether reported to the police or not) <http://www.homeoffice.gov.uk/rds/pdfs04/hors276.pdf>

For a review of the literature on why the links between experiencing abuse as a child and using it as an adult are tenuous and often contradictory or unhelpful, go to [http://www.justice.ie/80256E010039C5AF/vWeb/fIJUSQ6GLDK6-en/\\$File/Evaluation.pdf](http://www.justice.ie/80256E010039C5AF/vWeb/fIJUSQ6GLDK6-en/$File/Evaluation.pdf) section 1.4.3 on page 15 for a discussion on this.

For more detailed information on comparisons between domestic abuse in different European countries go to: http://www.es.amnesty.org/nomasviolencia/docs/legislacion_internacional_y_otros/02consejo_europa/rec_2002_05e.pdf for the full paper from the Council of Europe.

Gender resources

www.womenandequalityunit.gov.uk for information and resources on gender equality, including the education pack "Does sex make a difference?". Go to the website and you can download it for free.

www.eoc.org.uk this is the UK organisation with responsibility for ensuring all forms of equality between people, including equality

on basis of gender, race, disability.

www.womankind.org.uk UK organisation supporting the empowerment of women in developing countries, through partnership with other organisations. Also has UK programme including work in schools on violence against women.

<http://www.womenlobby.org/site/hp.asp> this is the website for the European Women's Lobby. Covers many relevant subjects, including domestic violence, trafficking, prostitution.

<http://www.un.org/womenwatch/daw/cedaw/> home page for the site for UN Convention on the Elimination of All forms of Discrimination Against Women, takes you to the text of the full convention, the country reports on implementation etc.

<http://www.un.org/womenwatch/daw/beijing/platform/index.html> home page for the UN site on the fourth UN Conference on Women, Beijing 1995, with information on the "Platform for Action" conference decisions and calls for action and the follow up activities since then.

Sources of information and resources continued

Legal information about domestic violence rights

www.crimeinfo.org.uk

www.cps.gov.uk The Crown Prosecution Service website, provides a gateway for lots of other information on specific aspects of the criminal law, including domestic violence and sexual assault.

See <http://www.cps.gov.uk/publications/prosecution/domestic/index.html> For The Crown Prosecution Service policy on prosecuting cases of domestic violence. This is available free online in various languages. It includes a section linking different forms of behaviour to specific crimes, including the ones mentioned in this quiz.

See <http://www.cps.gov.uk/publications/docs/prosecuting Rape.pdf> For The Crown Prosecution Service policy on prosecuting cases of rape.

<http://www.womensaid.org.uk/domestic-violence-survivors-handbook.asp?section=000100010008000100330001>

This is the legal rights section of the “Survivors’ handbook” on the Women’s Aid website (www.womensaid.org.uk). If the class is not working with computers, you can print out the separate sections on

Information about local agencies

Safer Bristol: www.saferbristol.org.uk

Bristol Domestic Abuse Forum: www.bdaf.org.uk

Knowle West Against Domestic Abuse <http://www.knowlewestdomesticabuse.co.uk/>

This Knowle West service provides one-to-one support, advice, and help for victims of domestic abuse, in their own homes or elsewhere as safe and suitable for the victim, group work, a drop in service and other help for survivors of domestic abuse in KNowle West.

WISH – Women Into Self Help (Hartcliffe and Withywood). WISH one-to-one support, advice, and help for victims of domestic abuse, in their own homes or elsewhere as safe and suitable for the victim, group work, a drop in service and other help, for women in Hartcliffe and Withywood area.

Bristol agencies database – put in “domestic violence” in subject request, <http://www.bristol-city.gov.uk/ccm/content/Advice-Benefits/Voluntary-Organisations/>

Sources of information and resources continued

local-organisations-database.en

Next Link and Missing Link domestic abuse services, including refuge space for women and children needing somewhere safe to stay: <http://www.nextlinkhousing.co.uk/>

Domestic Violence prevention work

Womankind International has produced lesson plans and resources on CD Rom for work on gender based violence and safe relationships. Go to <http://www.womankind.org.uk/uk-schools.html> for full description of resources available.

Australian Capital Territory Dept of Education and Training, No Violence in Schools work pack, go to <http://www.decs.act.gov.au/publicat/novis.htm>

Websites to help and advise children and young people affected by domestic violence

www.thehideout.org.uk Award winning website specifically for children and young people affected by domestic abuse, created in consultation with Women's Aid.

www.missdorothy.com website for young people covering many subjects including abuse, sickness, disability.

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How to develop new activities

In the activity section of the tool kit we have included some ways of extending and developing some activities. As skilled professionals you will also no doubt think of ways that the activities can be developed or you may already have ones you have used. Here are some other ways of producing new ideas:

- **Keep in touch** with other people doing similar work with children and young people to find out what activities they have found useful, ways they have developed them, resources they have used and training they found helpful – Safer Bristol may be able to help with this;

- **Discuss ways of** carrying out these activities with others using them or participate in relevant training – Safer Bristol and Bristol Domestic Abuse Forum are organising specialist training to develop a pool of skilled practitioners to support this work.

- **Regularly check with** organisations who specialise in domestic abuse prevention, gender equality, anti-bullying work and other relevant activities, to see what new resources, training and ideas they have – look at the resources and website lists in this tool kit;

- **Keep an eye** out for relevant magazine and newspaper articles, websites, films, TV programmes, books, art and other sources

of stimulation for class discussion – there are activities included in this tool kit that use such resources and these may give you more ideas;

- **Use different methods** for the same activities – sometimes we have suggested these but you will have your own methods.

Section 4

Activities

1. Warm-up activities

co-operation, negotiation and non verbal communication

These games and exercises are designed to get sessions off to a good start. They also help to focus the pupils, and improve their concentration, physical awareness and control. They introduce co-operation, non-verbal communication and the imagination in a fun and non-confrontational way. While they are intended to be fun and energetic, they also require focus, and getting this balance right can sometimes be tricky – an important key to this is to try for silence throughout. For most of these activities it is helpful if the teacher/workshop leader joins in, we have indicated cases where this is not appropriate. See [How to use the drama activities for more information](#)

The ‘method’ sections are generally written as if instructing a class or group, instructions are in **orange**, teaching notes in **black**.

1. Walking

Walking exercises and variations fall into two categories: exercises that develop awareness of the space and people in it (a, b, and c) and those which focus inwards, on the imagination (d, e, and f). It's a good idea to include an example of each in any session.

Aims

- **To get used** to and feel comfortable in the room and with the people in it.
- **To get moving**, awake and focused.
- **To introduce imagination**, co-operation and non-verbal communication.
- **To show that** the session is going to be fun.

Added benefits

- **Improves relaxation, focus** and energy.
- **Individuals become more** aware of other group members and the effect of their actions on others.
- **Improves awareness of** physicality and personal space.

Resources

A room or hall clear of desks, chairs, bags etc.

Time

The whole of the first sequence should take about 3 minutes. Timings for variations are noted with the exercise. There is often resistance from teenagers to such an energetic activity as walking, but as one of

the aims is to get them moving you should try and push them a little. If, however, there is growing resentment or you feel they're energetic enough already, begin with a circle game instead. The activity has a number of variations that can be moved around or combined in different sessions. Times can also be extended.

Method

(give the following instructions to your class/group)

- **Walk around the** room in any and all directions. Keep changing direction and use the diagonals too. Don't look at anybody else but don't bump into anyone and don't talk. Set them off and give the rest of the instructions as they walk – keep asking for silence.
- **Take a couple** of really deep breaths and as you breathe out, relax and smile. Walk tall, but keep your chin and shoulders down, let your arms hang loosely by your side, no hands in pockets. If they are shuffling around apathetically ask them to walk faster.
- **Still without looking** at anybody else, have a really good look at all the features of the room and all the objects in it. Pay attention to their colour and texture.
- **Imagine you have** just landed from a

1. Walking continued

strange planet and are seeing these objects for the very first time. Don't act this out or show it exaggeratedly, just do it for yourself and really try to imagine that you've never seen anything like these things before. They are extraordinary: perhaps frightening or potentially dangerous, perhaps wonderful and beautiful. allow them to do this for about 30 seconds – you can add the previous couple of instructions gradually during this time.

- **Walk normally again.**

- **Now as you** pass others, just look them in the eye. Don't try and say anything with your eyes, just look briefly and move on. Let them do this for about 10-15 seconds.

- **Now as you** pass people, do a little nod as if saying hello.

- **Now shake hands** with and silently say hello to everyone in the room in 15 seconds. Count down as you do this to increase the tension and energy and slow down as you get towards one– they should be running around trying to get to everybody before the time is up.

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Walking variations for subsequent sessions (begin all variations with the first two bullet points above)

a. No Toes. 3 minutes

- **Now walk without** putting your toes on the ground. Don't just walk on your heels, you are allowed to put the balls of your feet on the floor, just not your toes. And try to do it without talking. Allow them to do this for about 10 seconds.

- **Keep the speed** up but now make no noise on the floor.

- **Get faster but** make no noise. To do this you will need to really bend your knees – get closer to the ground. Encourage them to go as fast as they can without running and without making any noise – do it yourself. It should look like a room full of energetic, scurrying little animals.

- **Now stop, keep** your toes off the floor and try a little jump, but make no noise when you land. Jump straight up in the air and land on both feet (but no toes). You will really need to bend your knees as you land, keep your toes off the ground, and then scurry off again. Demonstrate.

- **Keep trying little** jumps. This will often induce laughter or mock groans of pain – encourage quietness but allow them to enjoy it.

- **Meet up with** someone else, come face to face and do a little jump together. Try to jump and land at exactly the same time but

without talking and without making noise on the floor. To achieve this they will have to look at each other and make a non-verbal agreement to jump together – you may need to demonstrate this with a volunteer.

- **Walk normally and** notice the difference. Enjoy the feel of your whole foot on the floor; take a couple of deep breaths; keep smiling, keep breathing.

b. Traffic Lights. 5 minutes.

Don't join in.

Stage 1

- **Touch the walls** in random continuous pattern. If the walls are inaccessible, ask them to touch imaginary walls. As soon as you touch a wall, walk towards another and touch that. Allow them to do this a couple of times – it should be a fast efficient walk not a shuffle or a run.

- **When I clap** my hands, freeze. Clap.

- **Now get them** to improve the quality of the freeze. Don't just shuffle to a stop, it should be like a video freeze frame – immediately you hear the clap in whatever position you are. Everything from your eyelashes to your fingertips and toes should be frozen. You still really want to touch the wall you were

Walking variations for subsequent sessions continued

heading for before the freeze. Give them a demonstration of a good and a bad freeze.

- **When I clap** again, start walking again and touching the walls. Clap. Allow them to touch walls another couple of times, then clap again to freeze them.

- **Now invent a reason why you want to or have to touch the walls.** It is very important to you. After a couple more freezes and unfreezes, explain the next stage:

Stage 2 (9+)

- **New rule: freeze** when you hear the first clap. When I clap a second time, just move your head to look at another wall. On the third clap move off again to touch the new wall.

- **There will usually** be some who don't get this first time so you may need to repeat the instructions. Vary the length of time and rhythm between claps; try to catch them out and push them to improve - quick, accurate and efficient change of focus is what you're aiming for.

c. Triangles: how our actions affect others. (10+) 3 Minutes

- **Pick two people** in the room and without letting them know, keep yourself and these two others in the shape of an equilateral triangle at all times.

- **The (very difficult)** objective is to finish with everyone standing still – this will take several attempts and you may not achieve it on day one – repeat in subsequent sessions and draw to their attention the lesson of this game: individuals' actions can have a big affect on others in ways you may not realise.

d. Imagination. 3 Minutes

- **Imagine you are** no longer in this room. You are walking on a beach. The sun is shining. Set them off then continue instructions as they walk.

- **The sand is** hot under your feet. You can hear the waves. Paddle into the water and feel the water, nice and cool on your feet.

- **Wade a little** further into the sea and notice how it gets harder to move your legs as the water gets deeper - up to your ankles, then knees, then thighs.

Walking variations for subsequent sessions continued

- **Walk normally again.**

- **Imagine yourself as** you were 5 years ago. Think about how you walked. Was it very different? Imagine you are 5 years younger. See how it affects the way you move and the way you feel.

- **Now imagine yourself** 5 years younger than that. How many times you do this obviously depends on the age of the group. Ask them to keep taking off 5 years until they are very young or 1 or 2 years if they are already very young.

- **Really imagine being** that age, rather than “pretending” to be a toddler/baby etc.

- **Now add 5 years on.** And again. Keep doing this until they are much older than their actual age; you can start to increase by ten.

- **Now come back** to your own age. How does it feel to be “yourself” again?

e. Imagination variations:

Invent other places to take them:

- **Through a forest,**
- **Into a busy** futuristic city.
- **Late for your** first day at school/work
- **Walking on the** moon
- **Caught in a** thunder storm

- **Imagine what it** was like to be walking in the 19th Century – you’d walk very differently because your clothes would be very different. Explain corsets (for males and females) heels, crinoline dresses, starched high collars etc.

Walking variations for subsequent sessions continued

f. Friend/enemy. (9+) 3 Minutes

- **Pick a person** in the room but don't let them know. Imagine that this person lent you ten pounds, they want it back but you haven't got it, so you need to avoid them. Let them walk around like this for a short time – no running.
- **Now imagine that** this person is an assassin and you are their 'contract'. What difference does this make to how you feel and how you walk?
- **Now pick someone** else in the room. This person is your friend and protector – keep this person between you and the assassin at all times. Allow them to run now.
- **I'm going to** countdown from ten to one, when I get to one, everybody freeze. Countdown from 10-1, clap and shout freeze on 1.
- **If your friend** is directly between you and your assassin you are still alive, if not, then I'm afraid you're dead.
- **If you're dead**, fall to the floor, like a slow motion film death and give me some convincing dying sounds please.

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3. Circle activities

shared achievement

Aims

- **To encourage group** communication, effort and achievement.
- **To improve focus** and concentration.
- **To introduce, encourage** and develop non-verbal communication, negotiation and eye contact.

Added benefits

- **Increase awareness of** personal and intra personal space and of the effect of individuals' actions on others.
- **Everybody is equal.**
- **Simple and fun.**

Resources

A room or hall big enough and clear enough to get everybody comfortably in a circle.

Time

Setting up a good circle the first time may take a few minutes – it will get much faster the more you do it. Each of the games should take about 3 minutes to explain and do but this can be longer as they get better and the more complex variations are introduced. Don't do them all in one session – two per session is usually enough.

Method

• **Without talking, make** a perfect, evenly spaced circle where everyone can easily see everybody else just by turning their head from side to side.

• **Spend a little** time trying to improve this – getting the ones who want to stand in front and dominate to take their place between the people on either side and encouraging the ones who choose to stand back to come into the circle. This will improve with practice and should be part of every session. A group's ability to form and keep a good circle is a good indicator of how they are working together and relating to each other. Encourage them to be their own 'circle police'.

Developments and variations

a. Passing things around

Begin this yourself initially; in subsequent sessions get others to start. Start without explanation with just a look – look to the person on your left and ask them (non-verbally) to pass it on until it goes all the way around the circle and back to you. In subsequent sessions, vary the quality of the look: Try smiling, or grimacing - what difference does that make?

Circle activities

continued

b. Handclap.

Look to the person on your left and clap. Ask them (non-verbally if possible) to pass it on, and so on all the way around the circle until you receive a handclap from the person on your right. This will be fairly lack-lustre at first, so here are things to improve the quality, energy, achievement and enjoyment:

- **Use eye contact** – look at the person who is giving and at the person you are passing it on to.
- **Once you have** clapped, don't drop out, you are still in the game – watch the clap all the way around the circle.
- **Be ready** – get your hands out of your pockets and ready to clap. Relax, bend your knees and smile.
- **Try as a group** to get the clap going faster and faster; as you watch it go around the circle, 'will' it to get faster.

c. 'Eastenders' and 'zip zap boing' variations. (9+)

The clap can also be replaced with words or phrases. These can be nonsense noises, e.g. "zip" goes one way round, "boing" bounces it back in the other direction, and "zap" sends it across the circle.

You can also use words or phrases with a particular theme, as in this "Eastenders" example: "Oi!" goes one way round the circle, "Steady!" reverses the direction and "Have it!" can be sent across the circle. Do this with over-the-top Eastenders accents, acting and actions - lead by example! You can also make up other Eastenders phrases like 'get out of my pub' 'I can't handle it' 'this motor is well dodgy' etc or ask the pupils for their own suggestions and rules.

d. Simultaneous handclap

Turn to the person on your left and explain to them that you are both going to try and clap your hands at exactly the same time. This person then turns to the person on their left and they clap together and so on around the circle. Again, eye contact is the key – they should be negotiating non-verbally to make an agreement to clap together.

- **Increase the speed** gradually, but try to maintain a constant rhythm and always try to clap at exactly the same time.
- **Really look at your partner**

Only attempt the following variation when everybody is comfortable with stage 1.

- **Now, as well as passing it on, the person**

Circle activities

continued

'receiving' the clap can choose to send it back to the person they got it from – i.e. one pair claps together twice and so the direction is reversed.

- **Demonstrate this with** the two or three people either side of you. Take it slowly at first and encourage eye contact and focus, then gradually increase the speed.
- **It is important** that the decision maker is always and only the person who 'receives' the clap.
- **Some will get** this quicker than others – don't let the group get impatient with the slower ones – go and stand next to them yourself to help them if necessary.
- **For subsequent sessions** and once everyone is comfortable with the above, send two claps around the circle at the same time.

e. Coloured balls (9+)

- **Tell the group** you have a blue ball in your hand. Get eye contact with someone across the circle and mime throwing the ball to this person. They must catch the imagined ball and then throw it to someone else.
- **Each time, the** thrower must say 'blue' as they throw. The thrower must have eye contact with the person they are passing it to and the receiver must be in no doubt that

they, rather than the person on either side of them, is the one meant to receive it.

- **There's no rush** – don't pass the ball until you know the receiver is ready. Work throughout the game to improve this and remind them each time you stop. Again, this requires simple non-verbal negotiation and agreement.
- **Once they are** fluent, introduce a 'red ball' – everyone must always say the colour of the ball as they are throwing it. You now have two imaginary balls being passed around the circle. Add a green one, a spotty one, a stripy one etc. (if you can keep more than four going for any length of time that's an achievement).

Circle activities continued

f. The Gift

You will need an object to pass around the circle. It can be anything - a scarf, a ball, a pen etc. Either provide this, or ask the group for something.

- **We're going to** pass this object round the circle. Turn to the person on your left, hold out the object and say "This is for you." They reply, "For me?" You say; "Yes, you." They say, "Thank you" and take the object. That exchange should then be repeated exactly all the way round the circle.

- **New rule: now** we're going to pass the object around the circle, but it's not an ordinary scarf/ball/pen any more. It's a very special gift, so the way you offer and accept it has to show that.

- **You can add** variations: the object is now something you don't want to part with/ something horrible that you can't wait to get rid of etc.

- **You can also** ask the group to decide for themselves how they feel about the object, and show that in the way they offer it. They can also take it across the circle to anyone they chose. After the exercise, discuss with the group how it was receiving/giving the object in the different ways.

2. Competitive Games

fairness and unfairness

Aims

- **To get pupils** to recognise the differences between and the respective advantages and disadvantages of competition and co-operation.

Added Benefits

- **Simple and fun**
- **Improves drama skills** for later exercises

Resources

- **A large clear** space, and for 'Fruit Bowl', enough chairs for all.

a. Fruit Bowl.

Many will already know this game, but there are a few specific things which may be different.

Time: as long as they are still enjoying it – roughly 5 minutes plus another 3 for discussion.

Get the pupils to arrange the chairs into a good, well spaced circle and then to sit on them (see circle activities for tips on this). From the centre of the circle, explain the following:

- **If the answer** to the question I'm about to ask is 'yes', you must get off the chair you're sitting on, find a different, empty chair and sit on that. If the answer to my question is 'no' then don't move - stay

sitting on your chair.

- **This is a non-contact game** – you shouldn't touch or bump into anyone else. Step out of the circle.

- **Are you wearing a black top?** Or did you have toast for breakfast or some other straightforward uncontroversial question. All those who are e.g. wearing a black top should have stood up and swapped chairs. After this first try, you may need to remind them of the non-contact rule.

- **Have you got a pet?** Or similar question. This time, when they get up to change, remove one of the empty chairs so someone will be left in the middle of the circle with nowhere to sit. It is now this person's turn to ask the question. Remind them again of the non-contact rule and a new rule:

- **New rule: if a chair gets knocked over, then all those who we as a group think are responsible for it, have to leave the game.** You are the ultimate authority, but no need to tell them that. Continue the game without removing any more chairs so that each time someone else asks the question.

- **Questions don't have** to have verifiable answers and depending on age, you can push them to ask more personal and intimate questions – e.g. have you ever

Competitive Games

continued

read your sister's diary? Have you ever asked a boy out? Prompt by saying they can ask about anything – what they had for breakfast, what they like, what they don't like, what they've done, what not etc. In rare cases this may lead to someone asking whether the group likes a particular person – obviously you should discourage this and if necessary stop the game.

- **Pupils that ask** very incriminating questions will quickly realise that no-one will own up to it and they are just left in the middle to ask another question.

If a chair gets knocked over, use this as an opportunity to talk about shared responsibility and about fairness, unfairness, justice and injustice.

Also talk about competition. Ask them to consider how it would be different if the person left without a chair was just out of the game and didn't get to ask the next question? How would they feel? Would it be more fun or less? And for whom?

b. Grandmother's Footsteps (aka What's the Time Mr. Wolf). Another familiar game but with a couple of twists.

Time: for Stages 1 and 2, 2-3 minutes is usually enough; Stage 3 can take 2 minutes for each group and another 3 for the discussion.

Stage 1

Ask for a volunteer and get them to stand at one end of the room with his/her back to the rest who stand as far away as possible at the other end.

- **Your objective** [referring to the group] is to try and touch (not slap or hit) Grandmother's [our volunteer's] back.
- **Grandmother: you can** turn round any time you choose and if you catch anyone moving – even slightly, even a blink, point to them and they have to go to the back and start again.
- **Grandmother must wait** until all her victims have got right to the back before turning round again. And if of course she catches anyone else moving during this time, they too must go to the back.
- **Grandma is very strict.**

Competitive Games

continued

When Grandma has been touched or she has been so efficient no-one has got near her and it's gone on long enough, move to stage 2 – if Grandma has been touched the successful pupil now becomes Grandma, if not then ask for another volunteer.

Stage 2

- **New Grandma, new rule:** if Grandma catches anyone moving, everybody must go to the back and start again.
- **Make a mental note** of how this way of playing the game feels different – if it does.

When Grandma is touched or it's gone on long enough, move to stage 3

Stage 3 (9+)

Split the group into two and ask one group to sit on the floor at Grandma's end of the room – they are going to watch the other group play. Tell the group still standing that they are going to play the first version of the game where only the person moving gets sent to the back.

- **New rule** – no Grandma. But you have to convince the audience she's really there.
- **You have to work together** as a group, moving together, stopping together, and focusing on the same spot – where Grandma

would be. They won't immediately see how this is possible without giving each other signals to stop and start. It is actually very easy, however, as long as they are focused.

- **Occasionally, to make** it convincing one or two of you should get caught moving by the imaginary grandma, so you have to act as if she had pointed to you and go to the back and start again as in Stage 1. Try and make it look real.
- **Again make a** mental note of how this way of playing feels different – if it does.
- **Tell the audience** to: Watch what works, what convinces you and what doesn't? You will be doing it next, so learn some tricks from what you see.

You can coach the performing group as they do it:

- **Be really aware** of the rest of the group – use your peripheral vision and your ears – listen to each other breathing and work together. If you find yourself in front all the time – give someone else a chance – get caught by grandma and start again.
- **If you get** caught – how do you feel? Show us how you feel about being a failure please.

Don't take any feedback yet. Start some

Competitive Games

continued

applause, then get the other team up straight away for their turn. Then ask them about the differences they noticed.

- **In stage 1**, what did it feel like if you were successful? What if you were not?
- **How did this** differ from stage two – was it more tense? Focused? More or less fun?
- **And Stage 3?** How did it feel to play it that way? What were the differences? Were more people involved/getting something out of it than in the previous versions? Were you more aware of each other?
- **What was it** like to watch? What tricks did you learn? When was it most interesting to watch and when least?

Hopefully they will have got a sense of group awareness and communication in Stage 3 and found that there was more consistent enjoyment and sense of achievement in this version. If not, just say OK and try it again next week – sometimes this can take a bit longer than five minutes and there will be some who don't want to get so involved in a silly game.

4. Lines and shapes

shared responsibility

Aims

- **To improve group** communication, effort and achievement.
- **To introduce and** develop a sense of shared responsibility.
- **To further encourage** and develop non-verbal communication and eye contact.

Added benefits

- **Simple and fun.**

Resources

A room or hall big enough and clear enough to get everybody comfortably in a long line.

Time

The actual exercise should take only half a minute – explanation, discussion and retries should take it to about 5 minutes.

Method [don't join in]

a. Lines

- **Without talking** (they will want to talk so keep reminding them to do it in silence) **make a long line facing the window, with the person with the lightest hair at one end and the person with the darkest hair at the other.**

- **Other variations:** lightest and darkest eyes, colours of clothing etc. It's generally best to avoid criteria such as tallest and shortest etc. as this can play to pupils own

insecurities. Say you will count down from 10 to 1 and the line should be formed by the time you get to 1. At 1, clap and shout freeze.

- **Encourage shared responsibility** – if, for example, someone has very dark or blond hair, they can easily just set themselves at the end of the line and then just stand there without taking any further part. They will not realise that they may need to move down the room to allow others to get into the line in the middle. Usually there will be a big group in the middle of the line where people are still trying to find their place. Ask them:

- **Is this a line?**

- **Who is responsible** for the group not being able to get into a line in time?

- **Usually the group** will identify those in the middle. Ask them what those at the end could have done to help – move down to give the others room, come and have a look at the 'problem area' and help to sort it out.

- **Tell them it** is every individual's responsibility to make sure the line is in place by the time you get to 1. Try it again and see if the co-operation improves.

Lines and shapes continued

b. Shapes

Ask them to form themselves as a group into various shapes or combinations of shapes e.g. a circle, a square, a triangle, a star, or a circle, a triangle and a square etc.

It is important that they do this non-verbally otherwise leaders will emerge telling others where to stand. They won't immediately see how it is possible without this, but as long as they are aware of each other and work together, a couple of attempts will show them that it is.

Start with simple single shapes then introduce combinations and more complex shapes (they don't have to be geometric shapes – a fish, a dog, a map of Africa – it's the process not the results that matter).

5. Mirroring

positive relationships and good communication

Aims

- **To improve pupils'** ability to maintain easy eye contact.
- **To improve their** non-verbal communication and negotiation skills.
- **To experience what** it is like both to lead and to follow, to take responsibility and to relinquish it.
- **To show that** two people can create something together without one telling the other what to do

Added benefits

- **Improves concentration and** relaxation.
- **Forms and improves** relationships.

Time

this is not a quick exercise but at first should be used in short doses and the time gradually increased as they get used to it and get over some initial embarrassment. Start by moving through the stages about every 20 to 30 seconds. The exercise works best, however, once it has got beyond the first giggly inventive stage and the pupils are running out of things to think of. At this stage they should begin to enjoy or become absorbed in just doing the movements together – it's more relaxed and the connection and communication between partners becomes easier. It can run for 5 minutes or more if everyone is focused.

Resources

Large clear room

Method

Split the group into two. Ask one group to form an audience. Ask the other group to make two lines, so that everyone is facing a partner about 3 feet apart. Try to get each line as widely spaced as you can – i.e. they should ideally not be able to touch the person next to them with outstretched hands.

This group therefore needs to have an even number of people in it. If it doesn't, take one person out of the line to join the audience. Get them all to sit on the floor (chairs are not great but if you feel there's no alternative, use chairs).

Stage 1

- **Imagine there's a** mirror down the centre of these two lines, so looking at your partner is like looking in a mirror.
- **One side of** the mirror will lead and the partners will follow, trying to make mirrored movements at exactly the same time as the leader.
- **Try to look** at your partner as much as possible – not what they or you are doing.
- **You are not** trying to catch your partner

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Mirroring

continued

out; the leader must try to get their partner to predict what movements they will make so you can do them at exactly the same time.

- **This means that** to be successful, the movements must be slow and smooth.
- **Demonstrate alone or** with another leader or volunteer what's good movement and bad.
- **Don't think you** have to do anything clever or funny – don't mime making a cup of tea for instance.
- **Relax and try** and do it without talking or laughing - even if your partner does something funny.
- **Identify the leading** side and set them off. Give the following instructions as they do it
- **Remember there are** other parts of your bodies other than your hands and arms – think about facial expressions, legs, torsos; try and stand up if you think you can.
- **But whatever you** do, do it slowly and do it together and keep looking at your partner.
- **Allow this to** run for a while - see above for timings.

Stage 2

- **Now, without stopping** the movement,

change leader.

- **The other side** of the mirror should now be leading - allow this to run again.

Stage 3

- **Now, again without** stopping the movement, no-one is leading, it's just happening. Be brave, it'll be fine.
- **For those that** have got the idea, this creates a situation where they are making constant adjustments and checks with their partner, negotiating the movements and repeatedly agreeing to take and relinquish control.
- **Swap the groups** over and repeat. If the new group doesn't have an even number, choose one from the first group who seemed to be enjoying it and/or doing it well and get them to do it again to even up the numbers. This person will often not be one of the usual peer group leaders so this can be a good affirmation for someone else.
- **This exercise is** very focused and will produce some embarrassment for some at first, but the results can be extremely

Mirroring

continued

effective both to watch and to do. Some will get it quicker than others, some may not really get it at all, but it is worth persevering; when it works well, it creates a strong sense of joint achievement and connection between two people.

A note about splitting the group and pairing:

Doing this exercise while being watched is often more effective, enjoyable and if anything, less embarrassing. However it can sometimes work better with the whole class doing it together and not being watched – try it both ways.

Pairing can also work both ways – some find it easier to do this exercise with their best friend others find that harder. Again you can try it both ways – allow them to choose their friends first, then you could do some creative pairing, e.g. one who is very good with one who is struggling or one who is messing about; two who don't normally get on well etc.

Also try this exercise pairing girls with boys.

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2. Techniques for exploring stories collaboration & positive relationships

These exercises build on the communication, co-operation and imaginative elements of the warm-up activities. At the same time, they introduce collaboration and develop more specific skills for dramatising situations and stories. The exercises focus more specifically on relationships. They facilitate interactive discussion and learning about the nature, causes and consequences of abusive relationships, what can be done to respond to such relationships and how they may be prevented or changed. See [How to use the drama activities](#) for more information. These exercises should be preceded by some [“Warm-up activities”](#).

1. Sculpting, Introducing Comic Strip

Aims

- **To stimulate interactive** discussion, particularly about different kinds of relationships, including controlling and abusive ones
- **To improve non-verbal** communication, collaboration and drama skills

Added benefits

- **Forms and improves** relationships
- **Improves physical control** and expressiveness
- **Adaptable for other** subjects
- **Introduces physical contact**

Resources

- **A large clear** room
- **Flip chart/black/white board**
- **Enlarged copy of** comic strip

Time – This will depend on the size of the group. Quite a lot of the time in this section is taken in looking at the statues. With a group of thirty, this will take 5 minutes and even very short discussions after each pair will double this. At first, focus on the technique. In subsequent sessions you can lengthen the development and discussion elements. Some specific timings are also included in the sections. See Drama games and exercises for tips on how to use this section

Stage 1 (2 mins.)

- **Make a circle.** The following instructions work best with a simultaneous demonstration – one person ‘sculpts’ their partner by moving their limbs etc and changing their shape.
- **Do the sculpting** yourself and use a volunteer or colleague as the ‘clay’ for the demonstration. Don’t worry about what shape you’re making, concentrate on the way you communicate with your partner.
- **Watch carefully. My partner is going to pretend to be a big piece of clay; I’m going to be a sculptor and I’m going to make a statue.**
- **A bit like** in the mirror game, the sculptor tries to get the clay to predict where they’re going to move them. The piece of clay is relaxed and it can move, it just needs a bit of help. Using both hands, first just touch then gently move your clay’s arm, then their hand and fingers to a new position. Keep looking at your partner’s face to make sure they are ok during all the movements and tell the group what you’re doing as you do it
- **If you’re careful** you can also move their legs move a leg; **their whole body.** Incline the torso forward, back or either side.

1. Sculpting, Introducing Comic Strip continued

- **And even their face.** Eventually this can also be done by touch, but the first time you may want to just show the clay by mirroring what facial expression you want, but there should be no talking. Now take some feedback on the demonstration:

- **What do you notice about the way I'm moving my partner?** Gentle, slow, careful.

- **Don't move your clay until you are sure they know where you're going. And don't try and move anything to where it's not supposed to go. Keep checking your clay's ok.**

- **Don't worry about what shape you make and don't take too long.**

- **Put them into pairs.** If the numbers are not even, make a three - one sculptor will do two pieces of clay; when they swap over there will be two sculptors.

- **Decide who's sculpting who and try it.** Do it quickly once (15 seconds) then swap over. Keep an eye out for anybody who looks like they're hurting their partner! You don't need to show these statues, this stage is just for them to get used to the technique.

Stage 2: Introducing comic strip (2 mins)

- **Get an enlarged** copy of a page from a

comic and stick it on the board. Discuss with the group – what are the distinguishing features of a comic?

- **Exaggerated physical and facial expression,** speech and thought bubbles, sound effects, narration panels etc.

- **This gives them** a frame of reference for making exaggerated characters and introduces narrative techniques developed in the following exercises.

Stage 3 (2 mins)

- **Now give the sculptors** a specific word or type to sculpt or characters in a specific situation – e.g. a statue of 'fear' or 'power' 'someone about to start a fight' 'someone about to dive off a cliff' etc.

- **Tell the sculptors** this word or situation without telling the clay – all the sculptors have the same word.

- **It's important that** the new information doesn't derail the quality of touch and communication – remind them to try to get the clay to predict what they're trying to do and to keep checking that they're ok. You can allow a little more time for this but it works best when it's quick (30 seconds is enough).

1. Sculpting, Introducing Comic Strip continued

Stage 4 (2 mins)

- **Sculptors:** when you're happy with your statue step away and look at all the other statues. Statues: keep your shape and stay where you are. The sculptors should now be an audience.
- **Statues, I'm going** to tell you in a minute what I told the sculptors to do. When you hear the word, see if it makes sense to you with the shape you're in. Keep repeating the word to yourself. If you want, you can move a little bit to make it make more sense, but keep the basic shape and keep being a statue until I tell you to relax.
- **Tell them the** word and repeat it or rephrase it a couple of times.
- **Imagine you are** a character in a comic strip and the sign over this picture says (e.g.) 'Tito was terrified' or 'Zenaphar was supremely powerful' Use a comic strip voice.
- **After three, I** want you to make the noise or say the words that you think would be in this characters speech bubble. You can move a bit as you say it if you want – think big and go for it. Count down 3 to 1; applaud and swap over using a different word.

Stage 5 (2 mins)

Discuss the various interpretations of the words and ask them how it felt both to sculpt and to be sculpted.

Things to bring out: the feeling of being in control of or being controlled by someone else; the feeling that you both know what each other is doing without speaking; did anybody guess what they were before they heard the word? What difference did knowing the word make, both for the statue and the audience?

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Developing sculpting; Types of relationships

Types of relationships 1 (10 mins)

The group will need to have done sculpting

Stage 1 (3 mins.)

In the whole group, ask them to think about and name as many different types of relationship as they can, e.g. brother/sister, husband/wife, boyfriend/girlfriend, mother/child, friends, teacher/pupil, etc. Make a list on board or flip chart.

Stage 2 (2 mins.)

In pairs again (these can be the same or new pairs) ask them to decide either on one of the relationships described above or a different one. Ask them to make a frozen comic strip picture of one of these relationships. Tell them to use what they've learned from sculpting, but now both people are in the picture.

Ask them to check each other's position and to improve or change it so that others looking at the picture will be able to tell what the relationship is, or what their speech bubbles might be saying, just from the physicality of the picture.

Give them about a minute to decide on the picture and to make, improve and practise it

so they can repeat it.

Stage 3 (10 mins.)

Show each pair in turn to the rest of the group and ask the group to guess what the relationship is, what they might be saying and if there are any slight changes that might tell the story of the relationship better. The audience can re-sculpt the statues themselves, or make suggestions. Get the statues to say any suggested speech bubbles, then to give us the real answer or what their characters are actually saying.

Types of relationships 2 (15-20 mins)

The group will need to have done sculpting and preferably some work on Spiralling

Stage 1 (5 mins.)

Discuss in the whole group and note on board or flip chart the different types of intimate relationships two people can have – loving, caring, sharing, gay, straight, equal, unequal, abusive, controlling, marriage, choosing not to marry, arranged marriage, forced marriage etc.

What specific things would they want in a relationship? What things wouldn't they

Developing sculpting; Types of relationships continued

want? Build up a picture of the 'ideal' relationship – does one exist? Do people want different things from a relationship? Do boys want different things to girls? What kinds of things might indicate that a relationship was good? What kinds of things could suggest it was bad?

Draw to the conclusion that there is no one ideal relationship; that people may want different things from a relationship and that this is ok; that there are some things that as well as being undesirable in a relationship may also be against the law and that there is a continuum of good and bad things that exist to some extent in all relationships.

Stage 2 (3 mins.)

In mixed pairs, prepare and present a frozen, comic strip picture of a relationship, bearing in mind the above discussion and using the sculpting techniques previously learned. Tell them to be more subtle with these pictures and to make the audience work harder to guess what the relationship is.

Stage 3 (10 mins.)

Show the pictures one at a time and get the rest of the group to discuss and decide where each relationship is on a continuum

- **Which if either** is the most powerful?

- **How can we tell?**
- **What might they** be saying?
- **Is one person** abusing their power to control the other person?
- **How are they** doing this?
- **Why are they** doing this?
- **How do you** think both characters feel?
- **Is this abuse?**
- **Has a crime** been committed?
- **What tells us** the relationship is good, bad or ok?

Again discuss and alter as necessary the various interpretations. Draw out: **that there are different** degrees of good and bad in relationships; **some things, more than** being just undesirable are also not acceptable and may be against the law.

Facts to make clear – through discussion or summing up at end

- **there are different** sorts of relationships that anyone in the UK can choose to have;
- **in the UK** no-one can be legally forced to marry;
- **in the UK** since 2004 it is possible for people to have a civil partnership with someone of the same sex. This is not exactly the same as marriage but gives people in these partnerships similar rights and duties to married couples.

Developing sculpting; Types of relationships continued

• **If no, or** few pictures of abusive or potentially abusive relationships were chosen or for younger age pupils where the above discussion is considered inappropriate, ask them to think about a situation where one person in the relationship they made in 'Types of Relationships 1' (above) is making the other person do something they don't want to do, or preventing them from doing something they do want to do. Ask them to make a picture of this and discuss as above.

Stage 4 (5 mins)

Usually individuals will adopt the role most suited to their own sense of power in their relationship with the partner they are working with, so get them now to swap roles and recreate the picture the opposite way round. This gives those used to being in a dominant or subservient role the opportunity to feel what it is like from the other person's perspective. Show these pictures and ask them if and how it felt different.

Instant Pictures (5 mins)

Once the group have got used to doing frozen pictures, this game is very good for practising and improving the technique. It can also be used as a warm up or closing activity. It shows how easily a group of people can work together to tell a story very quickly.

• **Split the group** into four groups.

• **Ask each group** in turn to present an instant group picture or tableau of a given stimulus word or situation, e.g. 'rush hour on the underground' 'goal' 'happy birthday' 'love' 'family' 'marriage' 'war' 'poverty' 'a funeral' 'a car crash' etc.

• **They should do** it quickly without thinking too much and without talking. Tell them to explore different levels – up high, on the floor and to get close to and work with each other – as if characters may be saying something to each other.

Comic Strips

Aims

- **To stimulate interactive** discussion and teaching of different aspects of domestic violence and healthy relationships, including possible motivations for and consequences of abusive behaviour.

Added benefits

- **Improves collaboration, communication** and co-operation skills
- **Interesting and fun**
- **Adaptable for other** subjects

Resources

A big clear room. Flip chart divided vertically in two with headings 'normal healthy argument' and 'abusive behaviour'.

Time – about 30 minutes depending on size of group

Method

[don't join in]

This activity can be used to dramatise and discuss any story or situation. The stimulus can be a newspaper story or a fairy story, history or current affairs, important world events or playground disputes. It can be used to develop many of the discussion exercises in this pack. Below, it is

described as a follow up activity to the film "Spiralling".

The group will need to have done [sculpting](#) and [types of relationships](#)

They will also need to have watched Spiralling and done the exercise on controlling behaviour.

It can also be used as follow up activity to: [Girls and Boys](#) [Resolving an argument with a friend, relative or someone else you know well](#)

Stage 1

In the whole group ask them to think about the argument between Nathan and Lucy when Lucy was in the bath, and any other arguments they remember from 'Spiralling'. If we were watching this argument but couldn't hear it, what would we see that would tell us it may be abusive? (fear, inequality, lack of choice etc). Write these up on the flipchart under the appropriate heading.

Then ask them to think about what the differences would be if it were a normal healthy argument and write these up in the appropriate column.

Comic Strips

continued

Stage 2

Split into groups of between four and seven and ask them to think of a story or situation that features either a healthy normal argument or controlling or abusive behaviour. This can be one that they make up, one that they know or have heard about, or one they have seen on TV or film. Ask them to decide on a central image from this situation or story and to work out a frozen comic strip picture to represent it.

Work together, using the techniques already learned to check that the picture is telling the story – what’s happening? What are they feeling? What is the relationship between those involved?

Show each picture in turn to the whole group and ask the audience to see if they can work out who is who and what’s happening.

Don’t ask them to tell the whole story yet, just use the information they get from the group to make the picture better when they get another chance to work on it in a minute.

Stage 2

Send them back into their groups and ask them, bearing in mind the feedback they just received, to make two more pictures – one which shows the situation before the picture

they have just made and one after.

This creates a narrative progression: picture one will show the cause of the incident, picture two the incident itself and picture three the consequences.

Ask them to make the pictures and direct themselves in the same way as above. They will need to work out how and when to move from one picture to the next to present a short cartoon strip representation of the story. They don’t all have to be in all the pictures – some can direct; they can also be furniture, trees, narrators etc.

Stage 3

Show the cartoon strips to the rest of the group and pick out individual moments or characters to discuss with the whole group. You can pick out things like – what is this character feeling? What does this character want? What would the speech bubble above this character say? What would the narration square say? Why do you think they are behaving this way? Would you react in the same way? What would be the result if they behaved differently?

Also, discuss and ask them to decide if what they are seeing is a normal healthy argument controlling/abusive behaviour.

Comic Strips

continued

What made them come to that conclusion? What was seen, heard, sensed etc from the pictures.

The above discussion of the scenarios can be done in a number of different ways:

i. Take one of the comic strips that you think best reflects the intricacies of the subject and re-direct, re-sculpt and discuss with the whole group making suggestions. This can be done verbally, or by re-sculpting the characters, or by the person making the suggestion replacing the character and showing the change.

ii. After a short discussion of each comic strip send them back into their groups and ask them to change the way the story turns out by changing the pictures to reflect one or more characters' different behaviour. Re-show the new comic strips and discuss.

iii. By inserting extra volunteers, discuss and explore the consequences of other people becoming involved – e.g. police, friends, parents, teachers etc. This allows a discussion of the legal rights of those involved, whether anything constitutes an arrestable offence, and the possible ways in which others could and should react to such situations.

Additions and variations

At stage 2 there are many additions and

variations you can throw in to make this more interesting, and richer for subsequent sessions.

i. The group can announce the title of their comic strip at the beginning;

ii. Each picture can have a sentence of narration – like the narrative squares in the corners of comic strip pictures.

iii. Each picture can have a maximum of two speech bubbles (this can be done either with spoken dialogue or with large laminated cut-out speech bubbles which the group can write in with erasable fibre pens and hold over the characters' heads)

iv. Add sound effects (comic book style 'zap' and 'splat' or real sounds)

v. Add music and/or slow-motion;

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Gender

What's the Difference (the following two activities were developed from those in Preventing Violence Against Women and Girls: A study of Educational Programmes for Children and Young People, prod. Ellis, J., Womankind Worldwide, University of Warwick, 2004)

Aims

- **To develop an** understanding of common assumptions about and attitudes to gender

Additional Benefits

- **Improves ability to** listen to other people's opinions
- **Improves ability to** argue and discuss with people who hold different opinions
- **Engaging and fun**
- **Adaptable and extendable**
- **Improves communication, negotiation,** co-operation, and conflict resolution skills

Resources

- **Individual and/or group** worksheets
- **Flip chart/black/white board**
- **If you are** using the continuum method, a large clear room

Time

Depending on the discussion, 10-30 minutes

Method

The following activity can be done either on small group worksheets, in the whole group on a flipchart or board, or see [thinking about attitudes](#)

- **Give on a** worksheet or write on board/flipchart, or simply read out a list of behaviours and/or careers (see below for examples)
- **For each one,** pupils must decide whether these are more likely, appropriate or acceptable behaviours/careers for either boys or girls.
- **Acceptable, appropriate and** likely are of course subtly different and you can use this during the discussion to draw out different aspects of people's attitudes to gender.

Examples might include:

Careers: nurse, firefighter, dancer, primary school teacher, secondary school teacher, President of the US, builder, plumber, cleaner, 'homemaker' etc.

Gender continued

Behaviours: boasting, swearing, staying out late, being violent, dating someone older, wearing a short skirt, wearing trousers, crying, wearing makeup, babysitting, arm wrestling, shopping, playing football, playing hockey, playing truant, ironing, getting in trouble with police.

This can also include elements such as:

Which women do you admire? And why?

Which men do you admire? And why?

Which was easier to think of? What are the differences between the kinds of women and men chosen?

The ‘thinking about attitudes’ method in this context would work as follows:

- **Ask them to** stand at one end of the line if they think that this behaviour or activity is only acceptable/appropriate/likely for boys, at the other end if they think it's equally acceptable for boys and girls.
- **You can then** create more markers ('more for boys than girls' and vice versa; 'mainly for boys rather than girls' and vice versa). You can mark these staging posts with chairs or simply ask them to imagine the line and to gauge where they should stand to represent their opinion.

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Girls and Boys

Aims

- **To further explore** assumptions about and attitudes to gender
- **To help develop** a better understanding of the differences between and expectations of both sexes

Additional Benefits

- **Engaging and fun**
- **Adaptable and extendable**
- **Improves collaboration, co-operation,** drama, communication and creative skills

Resources

- **Prepared flip chart** or black/white board divided into columns headed “boys’ rules for boys”; “boys’ rules for girls”; “girls’ rules for girls” and “girls’ rules for boys”.
- **worksheets split into** 3 columns headed: ‘unwritten rule’ ‘who made and/or enforces it’ ‘what happens to those who break it’ and 2 rows headed ‘boys’ and ‘girls’)

Time: 20 minutes

Method

Stage 1

- **In the whole** group, identify the differences between and some examples of general

written and unwritten rules, e.g. no smoking in school; no stealing; if you’re waiting for a bus, join a queue; if you bump into someone, say sorry; if someone gives you something, say thank you; don’t eat with your fingers (if you use this one it’s worth pointing out that in some cultures it is perfectly acceptable to eat with your fingers) etc.

- **Discuss for each** rule: who makes it? Who enforces it? What are the consequences if it is broken?

Stage 2

- **Split the group** into single-sex groups of about 5 and ask them to think of unwritten rules about how girls and boys should behave, who makes them, who enforces them and how offenders are punished. Give them the worksheets and about 5 minutes for the activity.
- **Back in the** whole group, take feedback from each group in turn (one rule at a time). Enter their answers in the appropriate column of the prepared flipchart.
- **Discuss enforcement and** consequences and draw out discrepancies between girls and boys expectations of each other.

Girls and Boys

continued

To develop and discuss this using Comic Strips:

Stage 1

- **Split into single-sex** groups of about 5
- **Give each of** the boys groups a rule from the “boys rules for boys” list and each of the girl’s groups a girl’s rule for girls
- **Ask them to** think of a story or situation in which this rule has been broken
- **Develop discuss and** dramatise as described in [Types of relationships](#) and/or [comic strips](#)

Stage 2

(If you have done comic strips in stage 1 you probably won’t have time for stage 2 in the same session. If so make the following activity the focus of another session)

- **Re-divide into mixed** gender groups of 5. Give half the groups a rule from “boys’ rules for girls” and the other half a rule from “girls’ rules for boys”

Develop, dramatise and discuss again as in Comic Strips

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Courtroom game

You will need people from the class or group to be the following:

A Judge

2 barristers – one for the prosecution, one for the defence

2 teams of lawyers – they will be preparing the background of each case ready for the presentation by the barristers

A jury – this can be as many or as few people as needed so the rest of the class could form the jury if needed.

A court usher – to read out the statements and open the court eg “All rise”.

Attitude statements of your choice from the list of [attitude statements](#) or from your own ideas

How to play:

Ask the whole group what they think the teams of lawyers have to do to support or argue against a particular statement. Give them the example “all television is rubbish” to think about – what arguments could be given in support, and what against? Make sure that they understand that the lawyer’s job here is not to give their own personal opinion but to gather all the available arguments, facts and figures, etc to do the job they have been asked to do, either

supporting or arguing against a particular case.

Give each team a copy of an attitude statement or another that you can think of. Tell one team that they are to prepare a case for supporting the statement and the other that they are to prepare a case against the statement. Make sure they understand what they are being asked to do. Tell them that they have 15 minutes to do this.

Meanwhile the jury can be given newspaper cuttings, research summaries or magazine articles about gender differences to be reading and discussing. This should help them gain an impression of what the general public read and understand about gender and gender violence. It should be pointed out that all juries enter the courtroom with their own prejudices, views and opinions which are based on life experience and things they may have read or seen.

Once the lawyers and barristers are ready the court usher reads out one statement at a time and then each barrister has one minute to present their team’s case. After each one the jury must deliberate for no more than 5 minutes then decide if who has won. The judge has the final say and the judge’s summing up after each one should round up from an equality based point of view.

Attitude Statements

These statements are used for the following activities:

The court room activity
The attitudes line

They could also be used for other discussion activities. And of course you can add to them.

It is OK for someone to hurt or frighten their partner/boyfriend/girlfriend if they have been unfaithful.

Once married, a husband should be able to have sex with his wife whenever he wants.

Men who stay at home to look after the kids aren't real men.

Men should always have the final say in a family.

If a woman invites a man back to her place after a date, which he paid for, she owes him sex.

If a woman wants to be taken seriously at work she should make

sure her family responsibilities never affect her work.

There's no point training women to be pilots, doctors or anything which takes time and money as they will go off and get pregnant after a few years.

It's difficult for men to stop once they start having sex and women should understand this and not change their minds once they get going.

Resolving an argument with a friend, relative or someone else you know well

Aims:

To help children and young people to:

- **understand what an** argument is
- **recognise when an** argument needs to be resolved
- **identify some warning** signs of an argument getting out of hand
- **have some strategies** for dealing with conflict safely in the short and long term
- **practice using these**

Resources

Space for the class to work in small groups
Workbooks for individual work or flip charts for recording group discussion (optional)

Time: 45 minutes but you can take longer!

Whole group discussion: What is an argument?

Ask the group to think about what the word means. Look it up in a dictionary. Think of examples of different sorts of argument: between countries disagreement between friends, dispute between an employee and a boss. Ask the group to think about some of the consequences of an argument, remembering that sometimes an argument can be a process to resolve disagreement and part of a healthy relationship, providing that neither person is intimidated or fearful, or trying to intimidate or frighten the other.

When is it OK to be angry?

Anger doesn't always go with conflict, sometimes people disagree quite calmly. In any case, anger itself isn't necessarily a bad thing – it's an emotion and can be useful, as a sign that something isn't right.

Can you think of any examples of a time when being angry might be useful?

Small group work: warning signs that the argument is getting out of hand

How do you feel physically and emotionally when you are getting worked up during an argument or getting really angry with someone, no longer calm? Make a list of all the ways you might feel, for example, clenched hands, prickly sensation on your neck.

What else might be going on?

Sometimes when you have a disagreement with someone, there is something else going on apart from what is being said. For instance, when you have an argument with a brother or sister about whose turn it is to do the washing up, you might be still angry at them for something else they did to annoy

Resolving an argument with a friend, relative or someone else you know well

continued

you earlier, and taking this out on them now, even though it is actually your turn to wash up. Or you might be tired and irritable after a long day at school.

What other things might be going on when you are arguing with someone and it is getting heated? Make a list:

Small group discussion: calming down

When you are in the middle of an argument, sometimes you aren't calm and you feel some of the things you made a list of earlier (like tense, sweaty palms, etc). When you are not calm, you are more likely to say things you don't mean and less likely to be able to sort things out properly. If you are both worked up, it may be impossible. How can you calm down, as quickly as possible, enough to be able to try to sort out an argument? Make a list of ways you can calm down.

Does the conflict need to be resolved and if so, by when?

Sometimes you may be trying to resolve something that either can't be resolved or doesn't need to be, or you may be rushing to resolve something when you might be better off waiting until the situation is calmer.

Some things to think about:

- **What will happen if the conflict isn't resolved right now?**
- **Can it in fact wait or does a decision need to be made right now?**
- **Do we need to agree or can we agree to disagree?**
- **Does anyone's safety or welfare depend on the conflict being resolved or can it be safely left alone without agreement?**

a) Think of some examples of a conflict that has to be resolved immediately it comes up:

Example: if you are two parents who are arguing about who is going to collect the children from school and it is nearly time for the children to be collected.

b) Think of some examples of a conflict that needs to be resolved but can usually wait a little while first

Example: Where a family should go on holiday

c) Think of some examples of a conflict that doesn't need to be resolved:

Example: When two friends disagree over whether a TV programme is any good.

Resolving an argument with a friend, relative or someone else you know well

continued

If it does need resolving, how can it be resolved?

Summary of suggested stages for resolving conflict:

1. Does the conflict need to be resolved between you at all – maybe you can agree to disagree, does it matter enough, does anyone's life or safety or livelihood depend on you agreeing?

2. Is there a deadline – do you have to sort out who is getting the kids from school in the next five minutes because otherwise no-one will. (OK, we need a child/young people based scenario, this is just what springs to my mind right now)?

3. Are you both calm enough to think clearly, how are you feeling physically – this is a good indicator of calm/not calm, sweaty palms, faster heart beat, little people talking to you in your head./...(look at your list)

4. Is there something else going on that isn't being said, like the other person upset you about something else and this is your way of getting back at them, etc?

5. What are the options? Which is fairest? Which most practical? Is it possible to think of a solution where everyone compromises a bit but also gets something

6. Is this a situation that needs an immediate solution but further discussion later.

Discuss all of these ideas, add more, think of how this might work, use case studies to work through different methods.

Try out these ideas this week when you get into a disagreement with a friend, brother/sister etc. See how it works. Keep a record? Bring back your experiences next week so we can work on them and share how it went, develop your ideas.

You can encourage and stimulate use of these conflict resolution methods in other lessons or situations.

Teacher summing up: remember that feeling angry isn't in itself a bad thing, sometimes there are things to get angry about and the feeling helps to let you know that you may need to do something about a situation. However, feeling angry with someone isn't the same as abusing them: it's possible to be angry and not abusive and it's possible to be abusive without being angry. Lots of abusers don't ever get angry with the person they are abusing.

Learning to deal with anger can help you to feel better and to deal with difficult situations constructively.

Resolving an argument with a friend, relative or someone else you know well continued

Develop this activity using [Sculpting](#) and comic strips

[CLICK to link to information on what helps to stop abuse](#)

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What do I want in a relationship/friendship? What do I have to offer?

Aims

- **To provide children** and young people with a way of thinking about what is important to them individually about friendships or relationships (according to age)
- **To reinforce that** there is no one single way of having a relationship and that it will be up to them to think about what sort of relationships they might have
- **To provide them** with an opportunity to think about what they have to offer in a friendship or relationship (according to age)

[**this discussion, also forms** part of the drama activity [CLICK TO LINK to activity types of relationship 2](#)]

Children primary school age

- 1. Discuss in whole group what is meant by a friend.**
- 2. In small groups, or going round in circle time, think of five or more things that a friend would do.**
- 3. Think of five or more things that someone who is not a friend might do, ways that we could tell that they aren't a good friend.**
- 4. Discuss these things in whole group.**

5. In small groups, make a poster or advert for a good friend, saying what you are looking for in a good friend, with a picture showing what having a good friend feels like.

Young people secondary school age

1) Discuss in the whole group and using board or flip chart the different types of intimate relationships two people can have – loving, caring, sharing, gay, straight, equal, unequal, abusive, controlling, marriage, choosing not to marry, arranged marriage, forced marriage etc.

2) What specific things would they want in a relationship? What things wouldn't they want?

3) Discuss a picture of the 'ideal' relationship – does one exist? Do people want different things from a relationship? Do boys want different things to girls? What kinds of things might indicate that a relationship was good? What kinds of things could suggest it was bad?

Draw to the conclusion that there is no one ideal relationship; that people may want different things from a relationship and that this is ok; that there are some things that as

What do I want in a relationship/friendship? What do I have to offer? continued

well as being undesirable in a relationship may also be against the law and that there is a continuum of good and bad things that exist to some extent in all relationships.

Facts to make clear – through discussion or summing up at end

- **there are different sorts of relationships that anyone in the UK can choose;**
- **in the UK no-one can be legally forced to marry,**
- **Some people will choose to ask their parents to help arrange a marriage but this is not the same as being forced;**
- **in the UK since 2004 it is possible for people to make have a civil partnership with someone of the same sex. This is not exactly the same as marriage but gives people in these partnerships similar rights and duties to married couples.**

Being in a relationship (or friendship) is usually positive and can be great, but that we all want different things and that's OK, providing we aren't hurting or frightening anyone into fitting in with what we want. It's fine to want a partner to spend your life with but you can also choose to be independent, for parts of your life or all of it. It's fine to choose to have a family where one person does more or all of the paid work and one person does the unpaid caring

work etc providing that is a choice. No-one has the right to force you into or out of a relationship/marriage.

This activity and approach is useful as it allows, for example, respect for arranged marriages, if that is what the people involved want, doesn't criticise people for making particular choices about relationships but states clearly the bottom line that you aren't allowed to force someone into a particular form of relationship and no-one is allowed to force you.

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Domestic Abuse: what do you know? Quiz

Aims

1. **To provide** a starting point for activities on domestic abuse
2. **To provide an** evaluation measure of what pupils learn and how their attitudes change
3. **To find out** what pupils already know
4. **To provide factual** information on domestic abuse and the law, in an interactive way

Resources

Quiz sheets with answers (for you)

Three large sheets of paper pinned up at different points round the room. One should have the letter A written on it in large writing, the next the letter B and the third the letter C.

Quiz worksheets without answers (if you are using method 2 below)

Notes sheet for background information on the quiz answers

Method 1 (no writing):

Point out the three sheets A, B and C. Explain that you are going to ask some questions and that for each one, you will read out three possible answers, A B or C. Explain that once you have read out the three possible answers, each person should go and stand by the letter A, B or C that they think is the right answer.

Read out the questions one at a time. After each one, read out the possible answers. Give everyone time and encouragement to stand by a letter, according to what they think is the right answer. Repeat the question and possible answers if necessary.

After everyone has chosen a letter to stand by, tell them which letter was correct and read out the correct statement again as well, so that everyone knows what the right answer was.

This method can be used as an evaluation tool. If you use this quiz at the start and end of a session or programme, for example, at the beginning and end of a term, and if you can keep a record of the numbers of people standing by the correct letters each time, you will have a method of assessing the increase in knowledge in the class as a whole. Method 2 helps you to assess individual progress but relies on reading and writing.

Method 2 (written method)

This method is for individual work and helps you to keep a record of individual knowledge about domestic abuse and legal responses in the UK. You can use the same quiz before and after an activity session or programme, for example at the beginning and end

Domestic Abuse: what do you know? Quiz continued

of term. This allows you to compare the two and – hopefully – see some progress. This is useful as an evaluation tool for the programme.

Give out the quiz sheets and ask everyone to complete one alone and hand them in.

You may simply collect the sheets in and then give out new ones at different points along the process of using these activities, including at the end of a series of sessions or activities. This way you can use them for evaluation and pupils can use them to see how they have changed their attitudes and knowledge.

Tell them the answers, after they have handed in their sheets, so that they have correct information now. Bear in mind you will be returning to all of these topics in different activities from this pack.

Optional

You can use these questions for a quiz in teams – this allows pupils who have limited writing skills to take part but doesn't allow you to have such clear information about individual knowledge and attitudes.

You can read out the questions and the answers, so that pupils with limited reading and writing skills can still answer individually.

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Domestic Abuse: what do you know? Quiz

With answers

Explanatory notes

All questions are about the UK unless otherwise stated

Multiple choice – a, b or c	Answer
<p>Of all violent crimes that take place in the UK (not just those reported to the police), how much is domestic violence?</p> <p>a. 10% (that's 1 in 10 violent crimes)</p> <p>b. 20% (that's 1 in 5 violent crimes)</p> <p>c. 25% (that's 1 in 4 violent crimes are domestic violence)</p>	C
<p>How many adult women are estimated to experience some form of domestic violence by their partner or ex-partner at some point in their adult lives?</p> <p>a. 1 in 4</p> <p>b. 1 in 8</p> <p>c. 1 in 10</p>	A
<p>How many adult women are estimated to experience some form of domestic violence by their partner or ex-partner each year?</p> <p>a. 1 in 4</p> <p>b. 1 in 8</p> <p>c. 1 in 10</p>	A
<p>In which age group are women at greatest risk of domestic abuse?</p> <p>a. 16 - 24</p> <p>b. 25 - 33</p> <p>c. 34 - 42</p>	A
<p>During which decade did it become illegal for a man to rape his wife?</p> <p>a. the 1970s</p> <p>b. the 1980s</p> <p>c. the 1990s</p>	C

Domestic Abuse: what do you know? Quiz

With answers

True or False (T or F)	T or F
If the police are called to deal with a domestic violence incident, they can't do anything if the couple is a married couple.	F
Domestic violence happens much more in some cultures than others.	F
An adult who witnessed domestic violence or was abused as a child is much more likely to become violent or abusive themselves than someone who did not.	F
Threatening to kill someone is against the law.	T
Regularly threatening to hurt someone is against the law.	T
Regularly making a boyfriend/girlfriend/husband/wife etc wear things that they do not want to wear is against the law.	F
If, after reporting domestic violence to the police, a woman decides she does not want the charges to go against her partner, the case cannot ever go to court.	F
Multiple choice – a, b or c	Answer
In the UK, how many calls do the police receive per day to assist with domestic violence incidents? a. 950 b. 1440 c. 1710	B
What proportion of domestic violence is reported to the police? a. 3/4 b. 1/2 c. 1/3	C
In England and Wales, what is the average number of WOMEN killed by their partner or ex - partner in one year? a. 25 b. 50 c. 100	C

Domestic Abuse: what do you know? Quiz

With answers

When are women at greatest risk of being killed by an abusive partner?

- a. Within the first few months of the relationship
 - b. just after having the first baby C
 - c. At or shortly after the point of separating from their partner
-

Of all the women killed in England and Wales, the percentage who are killed by partner or ex-partner is usually close to the following:

- a. 10% B
 - b. 25%
 - c. 40%
-

In England and Wales, what is the average number of MEN killed by their partner or ex-partner in one year?

- a. 25 A
 - b. 50
 - c. 100
-

Of all the men killed in total in England and Wales, the percentage who are killed by partner or ex-partner each year is usually closest to the following:

- a. 10%
- b. 25% A
- c. 40%

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Explanatory notes for leading the quiz

These will help you to supplement and explain your answers to the questions in the quiz sheet. You may also find it helpful to refer to the information in the [some facts about domestic violence section](#). You can use other facts to make your own quiz sheets. The website links in this tool kit will take you to information you can use.

The size of the problem

- **Of all the** violent crime reported to the British Crime Survey (BCS) in 2000, 25% was classified as domestic violence. The BCS is carried out with a large cross section of the UK population every few years and it is about people's experiences of crime, not just those reported to the police. The BCS in 2000 had a specific section on domestic violence and sexual assault for the first time. This section was answered by men and women. For the full report on this section: <http://www.homeoffice.gov.uk/rds/pdfs04/hors276.pdf>

- **According to a** review of 10 studies about the prevalence of domestic violence in European countries, 1 in 4 women experience some form of domestic violence in their adult lives. For more detailed information, go to: http://www.es.amnesty.org/nomasviolencia/docs/legislacion_internacional_y_otros/02consejo_europa/rec_2002_05e.pdf for the full paper from the Council of Europe.

- **You will find** some other research gives different figures, such as 1 in 3, or 1 in 5. Each survey collects data in a slightly different way, people respond differently to different questions and different circumstances, such as interviews or questionnaires, which is why they get slightly different results.

- **According to analysis** of national statistics by the UK Home Office, the group of the population that is most at risk of domestic abuse is young women aged 16 – 24.

- **All cultures have** domestic abuse in them and there is no evidence that some cultures have more domestic violence than others. The World Health Organization and other international organizations have found domestic abuse across the world. We sometimes measure or define it differently and some countries don't measure it at all, so it is difficult to be absolutely certain about differences and similarities. However, in some countries, it is much harder than in others to get help and some legal systems permit abuses of women and children whilst others do not.

- **An adult who** witnessed domestic abuse as a child is not more or less likely to be an abusive partner or to be a victim of domestic abuse than another person who did not witness domestic abuse as a

Explanatory notes for leading the quiz

continued

child. Some research has found that the opposite is the case. Lots of people who live with abuse as children grow up to be loving, respectful partners and parents but we don't usually have a way of counting them. Research that is done with abusers tends to be carried out only with those who have been caught – a tiny and therefore unrepresentative minority of the total number of abusers. Some of these people do say that they were abused as children or witnessed it – this may or may not be true, but it doesn't mean that they represent the majority of children who were abused or witnessed abuse. Go to [http://www.justice.ie/80256E010039C5AF/vWeb/fIJUSQ6GLDK6-en/\\$File/Evaluation.pdf](http://www.justice.ie/80256E010039C5AF/vWeb/fIJUSQ6GLDK6-en/$File/Evaluation.pdf) section 1.4.3 on page 15 for a discussion on this.

The police

- **The police can** help to deal with a domestic violence incident whether the couple is married or not.
- **The police receive** a call from a member of the public for assistance with domestic violence every minute of the day and night, which makes 60 calls per hour and 1440 calls per day. This information was drawn from a national survey carried out in 2000 looking at reports of domestic abuse to various agencies including the police and refuges, done by Elizabeth Stanko (Stanko, 2000).

- **According to the** British Crime Survey (which looks at people's experiences of crime, whether reported to the police or not) just under one third of all domestic violence incidents are reported to the police. <http://www.homeoffice.gov.uk/rds/pdfs04/hors276.pdf>

The law

- **Threatening to kill** someone is against UK law. Threatening to hurt someone is also against the law, it is called threatening behaviour or harassment, if it is repeated.
- **Regularly making someone** wear something that they do not want to wear is against the law if that person is an adult and this is causing them distress or fear. This is called harassment.
- **If a woman** decides that she doesn't want her partner charged with a criminal offence, the case can sometimes go to court as it is not up to the victim to make the decision. In fact, the police and the Crown Prosecution Service make this decision. If there is sufficient evidence and it is in the public interest for the case to be prosecuted, it will go to court.
- **See** <http://www.cps.gov.uk/publications/prosecution/domestic/index.html> For

Explanatory notes for leading the quiz continued

the Crown Prosecution Service policy on prosecuting cases of domestic violence. This is available free online in various languages. It includes a section linking different forms of behaviour to specific crimes, including the ones mentioned in this quiz.

- See http://www.cps.gov.uk/publications/docs/prosecuting_rape.pdf for the **Crown Prosecution Service** policy on prosecuting cases of rape.

Death

- **Around 100 women are killed** in England and Wales each year by a male partner or ex-partner. This is around 40% of all women killed in England and Wales each year. Women are at the greatest risk of being killed by a partner at or shortly after the point they try to leave the relationship.
- **Around 25 - 30 men are killed** in England and Wales each year by a female partner or ex-partner. This is around 6% of all men killed in England and Wales each year. According to the Home Office research, many, but not all of these men were killed by women acting in self defence after they had been attacked by their male partners.
- See <http://www.homeoffice.gov.uk/rds/pdfs06/hosb0206.pdf> and go to pages 59 and 60 for tables of information about numbers and percentages of homicides

in England and Wales for 1994 – 2004/5 inclusive. These figures are divided up into male victims and female victims and further subdivided so you can get accurate information about the numbers of men and women killed by partner or ex-partner. Please note that the year 2002/3 is an unusual year for homicide statistics as that was the year that most of Harold Shipman's 172 known homicides were recorded.

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Introduction to the film “Spiralling”

Aims:

- **To introduce the** characters of the film and discuss their relationships to one another
- **To identify the** reasons why Lucy is with Nathan

You will need to have done:

What is domestic abuse – not essential to do this before watching Spiralling, but useful.

Resources

[Notes on the main characters of Spiralling, including why Lucy is with Nathan](#)
[Scene guide](#)

Total time: 30 minutes

Questions for the group to consider

(put these up on the board first)

- **Who are the main characters, what do we know about them?**
- **Why is Lucy with Nathan?**

Instructions

Watch chapters 1 and 2 of “Spiralling” (up to the end of the second scene in the bar, where Nathan makes Lucy cover up) (10 minutes)

In the whole group: discuss and record the main characters. What are their names, how are they related to one another, who is friends with who? What do people watching think of the characters? (5 minutes)

In small groups (you can do this in whole group if you are short of time)

Why is Lucy with Nathan? (5 minutes)

Whole group: (10 minutes including summing up)

Ask each small group for one reason in turn, for why Lucy is with Nathan. As you get through these (and ideally keep a record for future reference) you can start to ask if there is anything about their relationship that is worrying, so far, from what they have seen. It’s fine if they haven’t seen anything.

Summing up at end:

so now you have met the characters of the film and discussed why Lucy and Nathan are together. Next session you will be seeing the rest of the film, finding out what happens and discussing some more.

[CLICK to go to the activity for watching the rest of the film](#)

Who are the main characters in “Spiralling”?

Lucy – in the sixth form at school, loves swimming and drawing

Nathan – Lucy’s boyfriend, a bit older, works in a garden centre

Sarah – Lucy’s close friend, also at same school

Matt – another close friend of Lucy and of Sarah

Sam – Nathan’s work colleague and friend

Hannah – close friend of Nathan

Andy – Hannah’s boyfriend

Why is Lucy with Nathan?

Notes for discussion

- **She loves him**
- **He says he** loves her?
- **He's attractive and** her friends think so
- **He's a bit** older, got a job and money and can treat her
- **She has a** good time with him
- **They've got some** history together
- **She gets on** with his friends
- **Everyone thinks they're** great together
- **He's the best** boyfriend she's ever had
- **They have things** in common

Watching the rest of the film “Spiralling”

Introduction to forms of controlling behaviour

Time

Short method 30 minutes

Longer method 40 – 60 minutes

Aims

1. To show the rest of the film “Spiralling”
2. To start to identify what Nathan does to control or hurt Lucy
3. To establish that there are people and organisations who can help

Resources needed

The Safer Bristol DVD “Spiralling”

Questions for discussion on work sheet or flip chart or interactive white board

[Notes on Spiralling characters](#)

[Notes on Nathan’s controlling behaviour](#)

[Scene guide](#)

You should already have:

Done the [first session on “Spiralling”](#) introducing the characters

Question for discussion

What sorts of things does Nathan do or say to control what Lucy does or does not do?

Short method

Watch the rest of “Spiralling” starting from where you left off last time, from chapter 3,

or to remind them of what they saw, from chapter 2 (if you start from chapter 2 it will last about 17 minutes total)

Whole group discussion (10 mins)

what did you see Nathan do or say to control, frighten, hurt or manipulate Lucy?

[see notes on what can come up in the discussion](#)

As this is the first time the group has seen the whole film and you want to engage them to want to discuss it in more detail next time, don’t push the discussion and just limit it to recording what people have seen. If they start to argue about whether something was or was not controlling or manipulative etc, say that we are just recording what people saw at this stage, we will discuss it more next time.

Longer method

Combine with the [first activity on “Spiralling”](#), so that the whole film is watched and discussed briefly, in one lesson, and the participants have all learnt what is meant by controlling behaviour.

What forms of controlling and manipulative behaviour does Nathan use against Lucy?

Time: 30 minutes (longer if you have it)

Aims

- **To build on** the work done in previous sessions by looking at controlling and abusive behaviour in more detail

In the whole group: recap previous discussions and explain the topic of today's work. (2.5 minutes)

Put up the question below on the whiteboard or flip chart or give out [worksheets](#). Have ready a prepared flip chart with this heading on, so that you can keep the sheet for future sessions and add to it each time the group sees something else:

What controlling and manipulative behaviour does Nathan use?

Watch: chapters 2 and 3 (5 minutes)

In the whole group: (5 minutes)
Identify controlling and abusive behaviour Nathan uses, in these chapters or others you have already watched.

Watch: chapter 5 (2.5 minutes)

Small group work: (5 minutes)
Using the same heading given above, put

the group into groups of about 4/5 and ask them to discuss controlling behaviour they see or hear about in this scene. Give them 5 minutes. Call out after 4 minutes to suggest that they finish their thoughts.

Whole group feedback (10 minutes)

[Nathan's controlling behaviour](#)

Take feedback from each group, one idea at a time. Encourage discussion. Use phrases like "can you tell me a bit more about that".

Add to the list with other examples of controlling behaviour that weren't in the film, including, for example, ones that people with children might use.

Ask the group to consider what it is that allows the abuser's controlling behaviour to work – it is partly or mostly because of fear of physical violence or fear of non-physical violence getting worse, is it because she loves him, is it because she thinks this is normal in a relationship, is she simply trying to keep the peace. Ask the group what is the difference between an argument or bickering and controlling behaviour. [Click to go to the notes on these.](#)

You can now do the following activities:
[What sorts of abuse does Nathan use?](#)
[What warning signs are there?](#)

Notes on Nathan's controlling behaviour

Ways Nathan controls Lucy

Sulkingly appearing to agree to her suggestions and then making her pay for them later.

Threatening body language – the looks he sometimes gives her, for example, in the bar when she has been talking to Matt; his gestures, etc [NOTE: point out that this threat could even happen when there are other people in the room, as in the bar scene, so she can be controlled in front of other people without them realising]

Undermining and criticising her decisions – about her clothes when she is getting ready to go out; about going to school; about not wanting to do sexual things he does.

Making all the decisions about what the two of them do – he decided where they would go out, if they were going out at all.

Isolating her from her friends – ringing and texting her when he knows she is with her friends; interrupting her when she is talking to Matt in the bar; making her feel bad for saying she was going to phone Matt; expecting her to join his friends but never spending time with hers; making her feel she should be with him all the time.

Making her feel unattractive and unconfident: criticising her outfit; telling her to cover up

Implied threat of violence – even if he doesn't say he is going to hurt her, the threat is there, we can see this from the way she appears afraid and does what he says and does, for example in the scene in the bar where he makes her cover up her top.

Physical control – he stands over her, uses a threatening gesture as he does, we see him hitting her in the bath, we see her bruises in the club toilets, she is clearly frightened of him in some scenes.

Sexual control: he carried on doing something sexual to her when she asked him to stop. He makes her feel that she is being unreasonable for not liking this.

Conclusions:

1. The difference between a normal argument or bickering and controlling behaviour is that controlling behaviour is trying to force someone to do something that they don't want to do, or to stop them from doing something that they do want to do, using intimidation, manipulation, implied threats, isolation and so on.

2. Make it clear that controlling behaviour is strongly associated with physical violence – people who use controlling behaviour are likely to go on to abuse or already are doing so.

What is domestic abuse?

Time: minimum 30 minutes.

Aims:

To define what is meant by domestic abuse
To discuss what forms of behaviour might be included

You will need:

The film “Spiralling” on DVD (optional)

[Worksheets for recording “what is domestic abuse”](#) (optional)

[Worksheets for recording what forms of domestic abuse Nathan used](#) (optional)

Four big sheets of paper laid round the room, each with one of the following four headings written at the top: physical, sexual, emotional, other forms of controlling behaviour and each with “not sure or don’t agree” written at the bottom, with enough space for a row of sticky notes below.

On the board, white board or flip chart:

Domestic abuse or violence is....

Domestic abuse or violence may include....

- 1. Physical:**
- 2. Sexual:**
- 3. Emotional:**
- 4. Other forms of** controlling behaviour:
[leave space between headings]

Method and notes

You will need to have: watched the whole of “Spiralling” drama with the group and done at least the short version of the [activity on controlling behaviour and why it is hard for victims to end the relationship](#).

Introduction – 15 minutes (optional – you can skip this part if short of time)

Ask the group to divide into pairs and each come up with a possible definition of domestic abuse and three examples of behaviour that they think might be called domestic abuse.

Ask for each pair to give their definition, drawing out any differences between definitions and building up a picture of what the group thinks of as domestic abuse. Usually, each pair will have something to add, so even if a pair says “we just got the same as the others” ask them to read theirs out and draw out any differences. Start by writing up the first pair’s definition on the flip chart then add elements from others, or, if there are substantial differences, write others up completely.

Summing up: you can show that we each

What is domestic abuse?

continued

have slightly different definitions and that this is reflected in the different definitions in use in public policy and practice – there is no one definition. However, the differences, once you look at them, are usually slight and we generally mean roughly the same thing.

Make it clear that it does not include child abuse – this is different because: there is a different legal structure and system to respond to it; different power relations are involved – domestic abuse is an imbalance of power in what we expect to be an equal relationship; child abuse is an abuse of power in what we know to be an unequal relationship, for good reasons children do not have as much power and responsibility as adults.

Exploring what behaviour might be included (30 minutes)

1) Watch “Spiralling” chapter 5 again (Nathan and Lucy).

2) Ask the group to give a few examples of the forms of behaviour they thought might be included in the term domestic abuse, thinking about things that they have seen or heard about in the film, but adding to these with other things they can think of that they think are abusive in a relationship.

3) Read out the four categories physical, sexual, emotional, other forms of controlling

behaviour. Remind the group about the discussion they had on controlling behaviour

4) Divide the group into four smaller groups. Ask them to write down on sticky notes at least ten different forms of behaviour that they think might be included as domestic violence. Ask them to be specific, and to write only one on each sticky.

5) Allocate one group to each flip chart. Ask the groups to stick three of the sticky notes to the sheet that they think belong under that particular heading. They should stick the relevant sticky notes on the sheet, writing more if necessary. They should then move on to the next sheet when they have added three. As they go round they should read what has already been included in each sheet. If there is anything that they don't agree with, they should move this post it note down to the bottom section marked “not sure or don't agree”.

6) After each small group has worked on each topic, get everyone back into a whole group, sitting with their small group. Get the big sheets in front of you so everyone can see them.

7) Discuss each sheet in turn, in the whole group, paying particular attention to forms of behaviour that some people thought were not domestic abuse, by moving the sticky

What is domestic abuse?

continued

note to the “not sure or don’t agree” space at the bottom of the sheet.

8) Ask the group that put them there to provide reasons why each is or is not domestic abuse. Ask the rest of the group what they think. See if people can agree on some that are sometimes domestic abuse.

9) Discuss and mark on the board those forms of abuse that participants think that Nathan might have used.

10) You can now do the following activities:
[Domestic Abuse: it's criminal](#)

[Back to themes](#)

[Back to information about domestic abuse](#)

[Contents](#)

Excuses excuses: there's no excuse for domestic abuse

Time: 30 minutes

Aims

- 1. To establish clearly** that domestic violence is never acceptable.
- 2. To explore the** range of excuses and justifications there are for domestic violence, particularly those demonstrated on the DVD.
- 3. To identify these** as ways of blaming others or other factors, or ways of minimising or denying the abuse, rather than placing responsibility for the abuse with the abuser.

Equipment needed

- 1. The film “Spiralling”** on DVD
- 2. Sticky notes, 76mm x 76 mm square,** ideally a different colour for each group.
- 3. Enough flip chart** paper to provide one prepared sheet for each small group of about 5/6 people.
- 4. [Worksheets on this activity \(optional\)](#)**
- 5. The following notes** to help you with discussion:

[CLICK HERE to go to information about denial, minimisation and blame](#)

[CLICK here to go to additional notes for this activity](#)

Flip chart headings:

You will need a piece of flip chart paper for each group, turned sideways so you can divide the page into five equal columns, with the following as headings at the top:

- 1. Denying that the violence has taken place**
- 2. Minimising the extent of the abuse or the effects on the victim**
- 3. Ways of blaming someone else for the abusive behaviour**
- 4. Ways of blaming something else for the abusive behaviour**
- 5. Genuine acceptable reason for being abusive to a partner/girlfriend/boyfriend/wife/husband/ex-partner/similar.**

Instructions on the board:

What explanations have you heard Nathan or anyone else, such as Lucy, his friends, or her friends, give for his behaviour towards Lucy?

Watch:

chapter 5 (Lucy and Nathan in the garden centre at night, 2 minutes 40s) and/or

Excuses excuses: there's no excuse for domestic abuse continued

chapter 6 (Lucy tries to talk to Hannah)
chapter 7 (Hannah goes to talk to Nathan).
[Spiralling scene guide](#)

After each scene, give the small groups two minutes each time to write down as many of the explanations anyone in the scene gave for Nathan's behaviour to Lucy as they can, one per sticky note. This may be something that Nathan said (for example: "you do my head in" "I think she was tired" "you're embarrassing me") or something Lucy might have said, or something Hannah might have said. Tell them not to discuss these, simply to record them, one per sticky note.

After the third time, when they should now have a pile of sticky notes, give each small group their prepared flip chart.

Ask each small group to decide which column to put each sticky note in, according to their opinions, not anyone else's, and stick it there. Stress this instruction and make sure everyone understands, people sometimes think that you are asking them to guess where Nathan would put them – he would probably put them all in the fifth column. What counts is their views on each explanation.

Give them about five minutes and keep an eye on any group that seems to be putting sticky notes in column 5. If there is any group with a sticky note in that column, check that they have absolutely understood

the question. Do this by saying "I want you to look at where you have placed your sticky notes, particularly any that are in the fifth column, and make sure that you think they are where you, as a group, think they belong, not where you think someone like Nathan or Lucy or anyone else would put them – I want to know what you think".

In whole group, with each small group together with their sheet, go through each column. [Keep the notes on Excuses with you.](#)

Explain that you want each group to read out the sticky notes they have in one particular column and that if any of the other groups have a sticky with roughly the same thing on it in the same column, they should remove it when they hear it read out.

At the end of each column, ask for other suggestions of things that other people might say about another relationship where there was abuse.

When you get to the 5th column, this should ideally be empty. If there are still some there, don't argue, first ask them to explain why they have made that choice. If necessary summarise by asking the following questions and using the answers to stimulate further discussion:

Excuses excuses: there's no excuse for domestic abuse continued

Do you think that anyone ever has the right to threaten or control or hurt their wife/husband, boyfriend/girlfriend or partner or ex?

If you do, what situations do you think that it would be Ok to hurt or threaten someone you live with? Which of you thinks that this [read out one of the sticky notes in the 5th column] is an acceptable reason for abusing a partner or ex? Why do you think that? Why do some of you not agree?

Discuss the answers to each question with the whole group. Try to encourage a majority view that

- **there is no** excuse for abuse in relationships and
- **that abuse is** the sole responsibility of the person using it, not the person being abused or threatened.

Notes on excuses:

Most, or all of the sticky notes should end up in one of the following four categories:

- Denial
- Minimisation
- Blaming someone else
- Blaming something else

Notes on these

Genuine acceptable reason?

The point of the activity is to show that there is no genuine acceptable justification. However, you may find that even after plenty of discussion, some of the groups have one or both of the following in the category “genuine acceptable justification for abusing or controlling partner”: self defence, and mental illness.

These are not so much genuine justifications for abuse as explanations for why particular behaviour, in particular circumstances, by particular people in a particular situation is not abuse but something else.

Self defence

Sometimes there is a discussion about self defence and whether this is a genuine acceptable reason for abusing a partner. If an action is in genuine and proportionate self defence then it is not abuse and depending on the severity of force used in

self defence – it must be reasonable and not excessive – it is legal as well.

Mental illness

Sometimes people put “he wasn’t thinking” as a genuine acceptable reason. Some will also put “he isn’t sane” or something equivalent. Ask the group to consider what the dividing line is here: if someone has a mental illness such that they are not capable of taking their own decisions, then it may be that this is not abuse, but a form of behaviour that still needs to be stopped as it is dangerous. “he wasn’t thinking” isn’t a genuine acceptable reason: he should be thinking! It is important not to let the excuse “I/he wasn’t thinking straight” left in this fifth column, as so many abusers use that one.

Summing up

Even if someone thinks that they have the right to abuse their girlfriend, boyfriend, partner, husband, wife etc., they don’t – it is against the law. Even some forms of behaviour that aren’t physical or sexual can be illegal and we will look at this in a future session.

[Return to “excuses” activity](#)

[Return to themes](#)

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Domestic Abuse – it's criminal

Aims

- 1. To establish clearly** that most of the behaviour included in domestic abuse is against the UK law.
- 2. To provide this** legal information as a base line for discussion, to help clarify the difference between individual opinion and legality.
- 3. To provide information** about the criminal law as it relates to crimes against the person.

Additional benefits

- **Encouraging pupils to** discuss the law
- **Pupils will have** to use enquiry and investigation skills

Resources

- 1. Laminated cards with names of crimes and descriptions of behaviour on them** – this link takes you to the sheets with these on them and you can photocopy these. Each card has either a name of a crime on it (e.g. common assault) or a form of abusive behaviour that may be criminal (e.g. hitting someone). If you don't love to laminate, you can just photocopy onto paper and cut out, but laminates will last longer.
- 2. Handout of extract from the Crown**

[Prosecution Service policies on domestic violence](#). Or you can provide computer access for pupils to get this information in full from the Crown Prosecution Service by going to www.cps.gov.uk and using their search engine to get the full policy on domestic violence. As government policies get updated from time to time it is a good idea for you to have a copy of the most current version of this document when you do this activity.

3. Information from the Crime Information website will be helpful for you as supplemental information about crimes. If you do all the developments of this activity, you will need this website or a print out of a page from it to hand out to all small groups. <http://www.crimeinfo.org.uk/index.jsp>

Method

Sort the cards out so that you have a complete set of behaviours and crimes for each small group. Shuffle them up. Ask the whole group if they can explain the difference between the name of a crime and a form of behaviour that may be criminal. If they can't, ask them to tell you whether "hitting someone", or "assault causing actual bodily harm" is the name of a crime. Make sure that they understand that the name of the crime is "assault causing actual bodily harm, commonly known as ABH" and

Domestic Abuse – it's criminal continued

that “hitting someone” is just one of the ways that someone might have committed this crime.

Divide the whole group up (using your preferred method!) into groups of about 4 or 5.

Give out a set of behaviour cards to each group. Keep the crime cards back to give out shortly.

Ask each small group to look at the behaviour cards and pick out those which they think Nathan definitely did do or may possibly have done. Tell them they can use what they have seen for themselves, but also what they have heard the characters discuss, it doesn't need to be only things they are absolutely sure of.

Give out the crime cards, one set per group. Suggest that they lay these out in a row, with some space for putting behaviour cards next to them. Ask them to look at the things they think Nathan did, and to decide which crimes, if any, each form of behaviour might be and then put each behaviour card next to the relevant crime card.

Whole group feedback on linking behavior to crimes

Go round each small group in turn. Ask them to pick one form of behaviour, any one, and say which crime or crimes they

thought it might be. Ask the other groups to say which crime they thought it was. You may hear some of the pupils saying “well it depends on how bad it is” or something similar. This is something to pick up as the effects of the crime do often affect which specific crime someone is charged with. For example, hitting someone could be murder or manslaughter, if the blow resulted in death. If, however, it left no mark or injury and did not break the skin, it is more likely to be charged as common assault. Check in the CPS policy document and make sure that everyone understands that most of the behaviours could have been more than one crime, depending on the severity of the injury and other things.

Ask them what difference it makes if the person who is hit is a stranger or a boyfriend/girlfriend – are they both a crime? [the answer is of course yes, they are both crimes] This helps to establish that hitting someone, for example, is a crime whether it

[Go to top of crimes activity](#)

[Go to crimes laminates](#)

[Go to notes for this activity](#)

[Go to worksheet for this activity](#)

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CRIME CARDS FOR CRIMES ACTIVITY

[go to this activity](#)

Common Assault	ABH Assault causing Actual Bodily Harm
GBH Assault causing Grievous Bodily Harm	Rape
Manslaughter	Murder
Harassment	False Imprisonment
Indecent Assault	Improper use of telecommunications or malicious communications

CRIME CARDS FOR CRIMES ACTIVITY

[go to this activity](#)

Physical violence with or without weapons, including punching, slapping, pushing, kicking, head butting, hair pulling resulting in permanent damage	Violence resulting in death
Choking, strangling suffocating	Throwing articles, e.g. crockery, even if they miss their target
Physical violence With/without weapons, including punching, slapping, pushing, kicking, headbutting, hair pulling resulting injuries requiring medical treatment but not permanent damage	Threats to cause injury
Forced Marriage	Forcing someone to have sex, even if this is using threats rather than violence
Giving someone drink or drugs without their knowledge	Having sex with someone when they are too drunk or drugged to know what's happening

CRIME CARDS FOR CRIMES ACTIVITY

[go to this activity](#)

Excessive contact, e.g. numerous phone calls to check someone's whereabouts	Sending obscene or offensive text messages or e-mails
Preventing someone from dressing as they choose or forcing them to wear a particular make up jewellery or hairstyles	Persistent verbal abuse
Forcing someone to do something sexual that they don't want to do, by making them afraid of what will happen if they don't, even if there is no violence	Regularly hanging around outside someone's home
Preventing someone from visiting relatives or friends	Locking someone in a room or house or preventing them from leaving

CRIME CARDS FOR CRIMES ACTIVITY

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LIFE	LIFE
LIFE	10 years
6 months	Unlimited maximum penalty
5 years	6 months

[Go to notes for this activity](#)
[Go to notes on Crown Prosecution Service policy on domestic violence](#)
[Go to worksheet for this activity](#)

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Notes for crimes activity

The crimes are given below, with rough definitions. You can use the extracts from the Crown Prosecution Service guidelines and the rough definitions below to guide discussion matching behaviour to crimes. Whether or not someone is charged with a specific crime depends on:

- **Whether there is** any evidence that the crime was committed and that this specific person is likely to have committed it;
- **Whether the evidence** is good enough to be accepted in court;
- **Whether there were** any explanations for the situation;
- **Other circumstance of** the case.

Name of crime, by law	Rough definition*	Maximum sentence
Murder	Killing someone without any legal defence for doing so	Life (mandatory)
Manslaughter	Killing someone but either not intending to (and not being reckless in failing to see that killing might result) or having a valid legal defence, such as provocation, diminished responsibility.	Life
Rape	Penetration of mouth, vagina or anus by penis without legal consent, which includes having sex with someone who is not in a position to consent	Life
Indecent assault	Other sexual activity without legal consent	Life
Assault causing Grievous Bodily Harm (GBH)	Physical violence resulting in long term damage, such as serious scars, disability.	Life
Assault causing Actual Bodily Harm (ABH)	Physical violence or emotional abuse usually resulting in victim needing medical treatment, or significant marks, including psychiatric treatment, if damage is long term.	5 years
Common Assault	Physical violence or other unlawful physical contact (without consent and not to restrain someone legally or with good cause), including spitting, hitting if it doesn't wound or leave a mark.	6 months

Notes for crimes activity

continued

Harassment	Course of conduct (same or similar behaviour on two or more occasions) likely to cause fear or distress in victim	6 months
Improper use of telecommunications; malicious use of telecommunications	Using phones etc to cause fear, offence, anxiety etc.	6 months
Witness intimidation	Behaviour intended to make a prospective court witness fear giving evidence.	5 years
False Imprisonment	Illegally preventing someone from leaving a particular place, even if this is with threats rather than actual physical force.	Unlimited maximum penalty

*for exact legal definitions:

- **go to the** Crown Prosecution Service website and look for information on charging standards:

• <http://www.cps.gov.uk/publications/prosecution/index.html>

- **Buy a copy** of Blackstone's "police manual of crime" (from bigger bookshops or the Stationary Office.

Forced Marriage: at the time of writing, the government had just completed a consultation on whether or not to make forced marriage (not arranged marriage, which is where the individuals both have final say over whether or not to marry) a specific crime. The public consultation was divided evenly on whether or not to do this and the government therefore decided not to make a specific crime out of it. This may change. Check with the Home Office website www.homeoffice.gov.uk and search for "forced marriage".

[Go to Crown Prosecution Service Policy notes for this activity](#)
[Go to worksheet for this activity](#)

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Notes for crimes activity

continued

Extracts from the Crown Prosecution Service Policy on Prosecuting Cases of Domestic Violence, 2005

ANNEX A

Here are some examples of types of behaviour that can occur in cases of domestic violence and which MIGHT amount to a criminal offence. Whether any particular behaviour does amount to a criminal offence will always depend on the circumstances of the particular case. These examples should therefore be treated only as guidelines.

EXAMPLES OF BEHAVIOUR	POSSIBLE OFFENCES
Pressuring a victim/witness to “drop the case” or not to give evidence.	Witness intimidation, obstructing the course of justice, conspiracy to pervert the course of justice.
Physical violence, with or without weapons, including punching, slapping, pushing, kicking, headbutting and hair-pulling.	Common assault, actual/grievous bodily harm, wounding, attempted murder.
Violence resulting in death.	Murder, manslaughter.
Choking, strangling, suffocating.	Common assault, actual/grievous bodily harm, attempting to choke, strangle or suffocate.
Spitting at a person.	Common assault.
Threatening with an article used as a weapon e.g. a knife, tool, telephone, chair.	Threats to kill, common assault, affray, threatening behaviour.
Throwing articles e.g. crockery, even if they miss their target.	Common assault, actual/grievous bodily harm, wounding, criminal damage, affray, threatening behaviour.
Tying someone up.	Common assault, actual bodily harm, false imprisonment.
Threatening to kill someone.	Threats to kill, harassment.

Notes for crimes

activity

continued

Threats to cause injury.	Common assault, affray, threatening behaviour*.
Damaging or destroying property or threatening to damage or destroy property.	Criminal damage, threatening to cause criminal damage, harassment.
Harming or threatening to harm a pet.	Criminal damage, threatening to cause criminal damage, cruelty to animals, harassment.
Locking someone in a room or house or preventing them from eaving.	False imprisonment, harassment.
Preventing someone from visiting relatives or friends.	False imprisonment, kidnapping, harassment.
Preventing someone from seeking aid e.g. medical attention.	False imprisonment, actual bodily harm.
Preventing someone from dressing as they choose or forcing them to wear particular make-up, jewellery and hairstyles.	Actual bodily harm**, harassment.
Unreasonable financial demands.	Blackmail, harassment.
Enforced sexual activity.	Rape, indecent assault, harassment.
Persistent verbal abuse e.g. constant unreasonable criticism.	Harassment, actual bodily harm**.
Offensive/obscene/menacing telephone calls, text messages or letters.	Improper use of public telecommunication systems, malicious communications, actual/grievous bodily harm, harassment.
Excessive contact e.g. numerous telephone calls to check someone's whereabouts.	Harassment, false imprisonment.
Secret or enforced administration of drugs.	Common assault, actual bodily harm, grievous bodily harm, administering poison.
Forced entry into a house.	Using violence to secure entry.
Forced marriage.	Kidnap, blackmail, false imprisonment, common assault, actual/grievous bodily harm, rape, indecent assault.

Notes for crimes activity continued

***If the threatening or** disorderly words/behaviour are used in a dwelling house, the offence can only be committed if the other person is not inside that or another dwelling.

**** Actual physical or** mental harm must be proved to have resulted from the behaviour.

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Policy notes](#)

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Crimes and sentences

There are at least two ways of doing this development – a quick one and a longer one. The quick one doesn't use reading or writing. The second requires the pupils to read information from a website (or you can print off the relevant page) and answer questions on a worksheet.

Quick version

Ask the whole group:

- 1. What is meant** by a “sentence”- check that everyone understands that in this context this is what the court decides someone must do when they are found guilty of a crime.
- 2. What sorts of** sentence there are – check that everyone understands that there are different sorts: prison, probation, community service, fine, suspended.
- 3. How a court** might make a decision about what sentence to impose – get a range of views, including: the minimum and maximum sentences allowed by law, the past behaviour of the criminal, the mental health of the criminal, etc.

Now either

a) (reading needed) give out the [crimes](#) and the cards with [maximum possible sentences](#). Ask them to match up crimes with maximum possible sentences. Again, in whole group, as each group to pick one in turn, say which sentence they think is the maximum, ask the other groups what they got and then give correct answer.

Or

b) (reading not needed) in whole group, give each small group a crime to consider and ask them to discuss and decide what they think the maximum sentence would be.

Give out the correct answers

Longer version – using more original research

Give out the [worksheets](#);

Provide access to the following website page, or printed copies of the page.

<http://www.crimeinfo.org.uk/servlet/factsheetservlet?command=viewfactsheet&factsheetid=51&category=factsheets>

In small groups, pairs, or as homework, ask the group to complete the worksheets.

You will need access to the following webpage, or a copy of this page printed out.

<http://www.crimeinfo.org.uk/servlet/factsheetservlet?command=viewfactsheet&factsheetid=51&category=factsheets>

If the full link no longer works, go to www.crimeinfo.org.uk and following the links to the fact sheets, then choose the fact sheet on “Courts and sentencing”.

Legal rights – a research and presentation activity

Aims

- **To make clear** that there are legal rights and services that can help to protect victims of domestic violence and their children
- **To encourage young** people to understand that they can find out information about legal services for themselves
- **To identify places** and organisations that can help

Resources

Worksheets for this activity

The primary sources of information for young people to use for their research depends on what you think they are capable of doing and what computer resources, if any, you can make available for the young people to use.

OR

[Legal Rights Notes and print off enough copies for each person.](#)

OR

Leaflets from Women’s Aid on legal rights, housing rights, who can help

OR

“I don’t want to be afraid of the man in my life” A pocket guide to helping women affected by domestic abuse (Debbonaire and Muralitharan – contact Thangam at dvr@blueyonder.co.uk)

If you have computers available for young people to work on in small groups

Access to the following websites for each small group

[http://www.womensaid.org.uk/
domestic-violence-survivors-handbook.
asp?section=000100010008000100330
001](http://www.womensaid.org.uk/domestic-violence-survivors-handbook.asp?section=000100010008000100330001)

This is the legal rights section of the “Survivors’ handbook” on the Women’s Aid website (www.womensaid.org.uk) . If the class is not working with computers, you can print out the separate sections on:

Police and criminal law:

[http://www.womensaid.org.uk/
domestic-violence-survivors-handbook.
asp?section=000100010008000100330
003](http://www.womensaid.org.uk/domestic-violence-survivors-handbook.asp?section=000100010008000100330003)

Civil courts:

[http://www.womensaid.org.uk/
domestic-violence-survivors-handbook.
asp?section=000100010008000100330
002](http://www.womensaid.org.uk/domestic-violence-survivors-handbook.asp?section=000100010008000100330002)

Housing

[http://www.womensaid.org.uk/
domestic-violence-survivors-handbook.
asp?section=000100010008000100320
002](http://www.womensaid.org.uk/domestic-violence-survivors-handbook.asp?section=000100010008000100320002)

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Legal rights – a research and presentation activity continued

OR

Leaflets or websites from your local Domestic Abuse Forum, refuge, Housing department and police service on specialist help for victims of domestic abuse

Small group topics

- 1. What can the police** do to help an adult victim of domestic abuse?
- 2. Where can victims** go if they need to get away from their home?
- 3. Can victims get** abusers out of their homes and if so how?
- 4. What can the courts** do?

Method

Give each small group 10 minutes to find out as much as possible from their resources or any other sources of information they can find about the answers to their question.

Give them 15 minutes to prepare a presentation for the rest of the group about their given topic.

Spend about 5 minutes in total, checking on each small group and making sure that they have presentation material that is clear and straightforward.

Whole group (20 minutes)

Each of the four small groups has 5 minutes to present what they know about their given topic.

Summing up (10 minutes)

Check everyone has understood the answers and has recorded them in their worksheets if you are using these.

Reiterate that there is help available for victims of dating or domestic abuse and that there are people to give advice about what to do.

[Go to website links page](#)
[Go to notes for this activity](#)
[Go to worksheet for this activity](#)

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Legal rights notes

Victims of domestic abuse are usually entitled to the following, depending on needs and circumstances

1. Police help in an emergency to arrest and remove your partner, and in the long term from specialist Domestic Violence Units or similar. You can ring 999 in an emergency, or your children can, or a neighbour can. If the police believe your abuser has committed a crime that is an arrestable offence they will usually arrest him and remove him. Recently the law has been reformed so that common assault is an arrestable offence, which means that almost every sexual and physical form of abuse is arrestable offence. Several verbal, psychological and other forms of abuse, such as harassment or stalking, are also criminal offences.

2. Prosecution of the abuser. If what he has done is a crime, if the police agree and arrest and charge him, the Crown Prosecution Service will then decide whether or not to bring the prosecution before court. It is not up to you, though they will usually take into account the impact on you of taking out or not taking out the prosecution. If he is charged with a crime, the police and courts can impose bail conditions keeping him away from the house, the family, the children, etc, which can have the same effect as a civil order but with the criminal justice system taking the responsibility for it rather than the victim.

3. Civil Protection orders from civil courts. Protection (or non molestation) orders tell your abuser to stop abusing or threatening you or your children. Occupancy (or ouster) orders state who should and who should not live in the family home for a limited period. Harassment orders tell the abuser to stop using any form of harassment they have been using more than once against the victim – these can include telephone calls, texts, e-mails, following the victim home or to work, hanging round outside work or home etc. Usually orders will have powers of arrest attached. This means that the police can arrest the abuser simply for breach of the order, even if the behaviour is not criminal. The Domestic Violence Crime and Victims Act 2004 amended the law so that people being abused by a partner of the same sex can also apply for an order. Men and women could already apply for orders against a partner of the opposite sex. This act also made breach of an order a criminal offence and allows criminal courts to make civil orders if needed at the end of a criminal trial, particularly if the abuser is acquitted.

4. Financial assistance if you have no money or reduced income. This may take the form of benefits, provided you are entitled to claim public funds (please note women with immigration problems may not be entitled to benefits) or tax breaks if you are working.

Legal rights notes

continued

If you are not working but would like to, the Working Families Tax Credit and Child Care Allowance can help. You may also need to apply to court for maintenance or other financial settlement with your ex-partner.

5. Refuse to authorise the Child Support Agency to claim maintenance from your abuser, if you fear harm or distress to you or children if they do. The CSA usually has to impose a benefit cut penalty on any parent who does not live with the other parent and will not provide details to the CSA about who they are or where they live. However, if you are a victim of any form of violence or threats from your ex-partner you can use the right to refuse to authorise the claim being made if you think it will result in further violence/threats.

6. Housing: either provision or help with finding some, both temporary and permanent, if you are pregnant or have children provided you are entitled to claim public funds (please note women with immigration problems may not be entitled to housing until their right to remain in the UK is established). Homelessness is not the same as rooflessness: the law recognises that if you cannot live in your own home safely because of abuse, you are in fact homeless.

7. Women's Aid services or similar, if you are a woman. Services include support, advice, information, advocacy, aftercare,

outreach, support for and work with children. You do not have to be a refuge resident to benefit from these services – most women using Women's Aid services do not come to live in a refuge. However, it is there when you need it. You can come into refuge as many times as you need to, for a break, or as part of a process of moving on.

8. Legal Service Commission funds to pay for legal representation in civil cases including applications for orders, maintenance, child contact and residence orders etc. if you are on a low income. The money is generally available if you are on Income Support or Job Seekers' allowance. If you are receiving Working Families Tax Credit or Disabled Person's Tax Credit you MAY also qualify. If you do not qualify for full financial support you are entitled to one free session with a solicitor. This is sometimes called the Green Form Scheme.

9. Divorce your partner on grounds that your marriage has irretrievably broken down. This is the only ground for divorce in this country. There are five different ways ("facts") you can show that your marriage has irretrievably broken down. These are: separation with consent between the partners, cruelty, unreasonable behaviour, adultery and desertion (separation without consent after five years).

10. A separate interview with CAFCASS

[Contents](#)

Legal rights notes

continued

officers investigating applications for child contact and residence, and the right to have them be mindful of the impact of domestic violence. If the parents of a child do not agree about where and with whom the child(ren) should live or with whom they should have contact, they can ask the court to make the decision. They will ask a CAFCASS (Children and Families Court Advisory and Support Services) officer to investigate the circumstances, prepare a report and make recommendations. The court then makes the final decisions. They will usually ask to see parents together, but anyone can ask to be seen separately without this having any bearing on the case.

Some notes on the Children Act section 8 – residence and contact

The court will make one or more of four possible child related orders: residence (where the child should live and with whom – can be shared); contact (who the child should have contact with and how – doesn't have to be in person and is not the adult's right to have access to the child); specific issue (making a decision to settle a disagreement between the parents about another matter relating to the child); and prohibited steps (telling a parent or parents not to do something specific in relation to the child). A parent does not have the right to refuse contact between their children and the other parent. However, they do have the right to have the effects of domestic violence on their children and on themselves

to be taken into account. Both parents keep their parental responsibility if they already have it. Fathers will often not have it if they were not married to the mother at the time of the child's birth, unless they made a parental responsibility agreement with the mother or unless they have had a residence order placing the child in their care. Once a biological parent has parental responsibility, they can never lose it, even if the child is taken into care. The only exception to this is if the child is adopted.

11. Health Services for you and your children as needed. These may include treatment at hospital Accident and Emergency departments, mental health support, GPs, health visitors if you have a child of a relevant age, other support if you or your child has a disability. Your records may go astray if you move home but you should still be entitled to treatment.

Created September 99 updated Jan 2002;
last updated March 2006

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Warning signs of a potentially abusive relationship

Aims

To identify warning signs of an abusive or potentially abusive relationship

Resources

[Worksheets for this activity \(optional\)](#)

Questions to put up on board or flip chart:
[\[click here for a copy of these\]](#)

- What warning signs might Lucy's friends or family have seen that Nathan was likely to abuse Lucy?
- What warning signs might Lucy have seen?
- What other warning signs can you think of that might mean someone was abusive to their girlfriend, boyfriend, partner, etc?

Method

You will need to have:

Watched the whole of Spiralling with the group;

Carried out the following activities:

[Controlling behaviour](#); [Abusive behaviour](#)

Tell the group you want them to watch the extract and then discuss the two questions you have put up on the board in small groups.

Show the extract. Divide the group up into small groups and remind them of the questions, which you should leave up on the board. Allow 15 minutes. After about 7 minutes, remind the groups to move on to the second question if they haven't already. If they think they have finished, ask them to consider the more subtle and less obvious clues, remind them that you aren't asking them to come up with proof of a crime that would stand up in court, just their impressions.

Whole group feedback on both questions. Take the first one and ask each group to add one warning sign at a time. Ask for any more that anyone has since thought of.

Possible answers

Ask the whole group to look at the list again and see what would have to be done to counteract or prevent each one. For example, "isolation" – we could make sure we all stay in touch with friends. This discussion can be as long as you like.

Conclude by asking the group what they think they have learnt and summing up if necessary. These are the main things that should have been learnt:

1. **There are warning** signs of an abusive relationship;

Warning signs of a potentially abusive relationship

continued

2. There are many reasons why someone might not be able to leave an abusive relationship

3. There are things we or others can do to make it easier for someone to leave an abusive relationship or to take some form of action to protect themselves

4. The ways that this situation is portrayed in a film can help us to understand the characters' dilemmas.

Alternative versions

You can do this activity without any film extracts at all. Just ask the group to consider the same questions, but without film prompts, so:

1. What warning signs might we see as friends, colleagues or family members, that a relationship is abusive or potentially abusive? Think about things we might see, hear, notice, the ways decisions are made, the ways someone might appear or communicate, etc.

2. Why might survivors of domestic abuse find it difficult to leave an abusive partner or take other action to protect themselves? Think about the practical, emotional, and other possible consequences of leaving or taking action.

[Go to worksheet for this activity](#)
[Go to the activity on spotting the differences between an abusive relationship and an ideal one](#)

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What makes it difficult for someone to finish with an abusive boyfriend, girlfriend, partner etc.? What could help to make it easier?

Aims

1. **To follow on** from the activity above, about reasons why someone may find it hard to leave an abusive partner, by identifying some things that can be done about those reasons
2. **To identify clearly** some things that a friend or professional from a helping agency could do that will help someone to leave an abusive partner
3. **To identify clearly** some of the problems and risks in doing this and start to think about how to limit or prevent these

Additional benefits

This activity can be developed to include critical discussion about how the film conveys these things, what plot, character, dialogue, camera shots etc are used.

Resources

1. [Notes for this activity](#)
2. [Worksheets for participants on this activity](#)
3. **Discussion sheets** from the activities on controlling behaviour, abusive behaviour, if possible (not essential).

Headings for discussion

Why is it hard for Lucy to finish with Nathan?

1. **Her feelings about Nathan:**
2. **Other people's attitudes:**
3. **Her understanding of** the situation:
4. **What her friends** think, say and do:
5. **What his friends** think, say and do:
6. **Anything else:**

[Optional but interesting and useful: how does the film maker convey the difficulties of the situation Lucy is in? What contribution do dialogue, camera angles, acting skills, setting, etc all play?]

Method

Watch “Spiralling” chapters 5 and 6

Small group discussion

Put the headings up on the board. Divide the group into 6 small groups, and give each group a specific aspect from the list above, of what makes it hard for Lucy to finish with Nathan. Remind the group that they can also use what they remember from the rest of the film, or from their imagination what it is like for Lucy. Ask someone from each group to write down a list of what they identify as a difficulty.

Whole group

Take feedback from each group, asking others to add things if they can.

What makes it difficult for someone to finish with an abusive boyfriend, girlfriend, partner etc.? What could help to make it easier? continued

Small group

Now ask the participants to stay in the same small groups and think of things that other people could do to make each of these difficulties less difficult or prevent or stop it in the first place.

Whole group feedback

Ask each group to read out one thing in turn that they think could help make it easier to split up with an abusive partner.

Summing up at the end: lay emphasis on the things that people can do to help a friend. Stress that even if you can't help directly, you can help by not making things worse, or by asking for someone else to help. Stress that some of the things that help can be done by specialists like police or refuge workers.

Alternatives

If you haven't got enough for 6 small groups, combine topics from the list.

[Go to notes for this activity](#)

[Go to worksheet for this activity](#)

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Reasons why Lucy is still with Nathan

It's a long term relationship – they know each other well, she thinks he is a great catch as a boyfriend, he has a job and can treat her, her friends think he is cool (at the start anyway), it's hard to separate, it's hard to leave the history of the relationship, she thinks it will get better, they've had good times, sometimes it seems like he is still being nice to her.

Lack of information – she may not know she has any rights, that there are services to help her, she may not know it's illegal, she may not have many relationships to compare it with.

Attitudes – she may blame herself for the violence, he says it's her fault and she should change her behaviour, she may think staying together is more important than her safety, others around her think he's a good catch, a good boyfriend and she should be grateful, she may think she would never find any one else like him.

Physical and mental state: she's exhausted, she worries about who will believe her, they may all blame her, she's confused.

Fear – he has hurt her, by the end of the film, he may have threatened to make her life hell if she tries to end the relationship, he certainly gets frightening when they discuss if she wants to end the relationship (towards the end of the film).

Your notes:

[Go to worksheet for this activity](#)

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What could someone do instead of choosing to abuse or control their friend or partner?

Aims

- **To reinforce that** the person using the controlling or abusive behaviour is the one responsible for that behaviour and can choose to do something non abusive instead;
- **To identify alternatives** to controlling or abusive behaviour
- **To discuss how** these might be used

Presentation

Warning: don't do anything that might put you or someone else in danger. Sometimes, trying to tackle an individual who is already using violence may make the situation worse for their victim. If you aren't sure what to do, talk it over with someone you can trust and get more information and advice from specialists.

There are lots of programmes across the world that help to teach people who are already abusing their partner how not to do that. These programmes teach techniques, but the most successful ones also try to change the underlying beliefs of the person abusing so that they can respect their partner as an equal and not feel that they are entitled to or need to abuse their partner.

Some of these programmes have carried out research on what seems to help to stop

abusers from abusing. These come into five main categories:

Do nothing – don't abuse your partner, don't do anything else, just stop and don't hurt or threaten you partner/ex.

Interruption techniques – leave the room, take a time out, go for a walk.

Discussion – try to find out what your partner or ex wants or is thinking, talk to a friend.

Respect – respect your partner's views and wishes, even if these are different to your own, and respect your partner's right to make their own decisions, even if you do not agree with them, show respect if you disagree and have to discuss this.

Other – leave the relationship, drink less or stop, reduce or stop drug taking.

Give out a large sheet of paper to each of five small groups, each with one of the above headings on. They can write their discussions down on these sheets. If you think that the writing would be a limiting factor for the groups, ask them to remember each of their ideas.

What could someone do instead of choosing to abuse or control their friend or partner? continued

Under your group's heading, what non abusive alternatives can someone choose to do instead of abusing, hurting or controlling their partner? Remember, these can only be suggestions to the controlling person, not the person who is being controlled or threatened. So, for example, you could suggest "you leave the room and go and do something else" but not "both of you have to go into separate rooms". Now, for each suggestion, think of advantages and disadvantages of each. Now, think of the ways that each might not work and try to think of possible solutions for these if they exist – they won't always.

[Back to information about what helps to prevent domestic abuse](#)

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What allows and helps an abusive person to abuse their partner/ex and how can we stop these things?

Time: 20 minutes minimum, 45 minutes maximum

Aims

- 1. To identify what** helps abusers to be able to continue to abuse his partner
- 2. To identify from** this what we might be able to do in order to prevent domestic abuse

Equipment

Notes on discussion for this activity
Flip chart paper and pens

You will need to have done:

[Watched the whole film including the discussion on controlling behaviour](#)

[What controlling behaviour has Nathan used?](#)

[What is domestic abuse](#)

[Excuses excuses – not essential, but helps](#)

Headings for the board

One sheet, divided into two columns. First headed “what helps or makes it possible for Nathan to abuse Lucy?”, the second headed “what could anyone do to limit or stop these?”.

Method

Put the question to the whole group. Ask the group to consider the extracts they

have seen, or to think about domestic abuse generally, rather than focusing on the video (especially if you are short of time and aren't using the video). Give them an example: “he thinks it is OK” or “no-one has stopped him” or “he gets what he wants as a result” or “no-one knows”. Encourage them not to waste time trying to think up alleged root causes, which are usually excuses anyway, such as “bad childhood”. Put them into small groups or pairs and ask them to come up with at least four things (or only four, if short of time). About five minutes.

Take feedback in the whole group, one suggestion at a time per small group, so that everyone gets to contribute. Write each one down clearly on the flip chart, in the left hand column. Should take about five minutes or so.

So far you will have spent about 15 minutes. What you do next depends on the total time available for this activity.

Now you have a choice of methods, depending on time available:

- 1. 45 min. version:** ask them to go back into their small groups and consider each item put into the left hand column and work out an idea for what we could do to stop or prevent that from working or happening or

What allows and helps an abusive person to abuse their partner/ex and how can we stop these things? continued

helping Nathan.

2. 30 min. version: give each small group specific items from the list and do the same.

3. 20 min. version: don't break into small groups, you go through each one and write it up as you go, in the right hand column.

If you have had time to put them into small groups for the second half of this activity, bring them back into whole group for feedback and discussion.

Notes on what makes it possible for Nathan (and others) to abuse and what can we do to deal with this

What helps Nathan to abuse?	How can we deal with this, in order to prevent domestic abuse?
He thinks it is OK	Make sure that we all show in what we say and do to each other and to other people that abuse and control is not OK in a relationship that is supposed to be equal.
She doesn't know her rights	Make sure we all know our rights and know what to do if a friend is being abused.
No-one knows how to help her	Know how to help a friend and how recognise potentially abusive relationship
No-one arrests or charges him	Make sure everyone knows that they are allowed to call the police and encourage this.
His mates think it is OK	See above – everyone is involved in making it harder for abusers to feel it's OK to do what they do – jokes and comments about girlfriends "asking for it" help abusers to think what they do is OK.
Everyone excuses it	Make sure that we all know that there is no excuse and that alleged justifications are usually ways of denying what is happening, minimising it, blaming someone or something else.
No-one knows	Make sure everyone knows what to say to a friend they are worried about or who is telling them about abuse.
She thinks she doesn't deserve any better	Make sure we all know that they deserve to be treated with respect, that they are legally entitled to live without fear or abuse.
He thinks it is his legal right to force his girlfriend/partner.wife to have sex with him	Make sure we all know that being married or having a relationship with someone is not a legal or moral justification for forcing sex and that this is legally rape.
He doesn't know how else to deal with disagreements	Learn ways of resolving or dealing with conflict without abuse or threats or violence, but recognise that when someone is prepared to use abuse or threats, these will sometimes not work – it isn't all about resolving arguments, sometimes Nathan doesn't argue with Lucy at all, just frightens or hurts her.

What can friends do to help someone being abused?

Time: 30 minutes

Aims

- 1. To identify things** that a friend could do to help someone suspected of experiencing domestic abuse
- 2. To discuss some** of the potential difficulties and dangers of trying to help and identify how to avoid these

Resources

“Spiralling”

Sticky notes

Worksheets on this activity (optional)

Flip chart headings

Sheet 1

- a. What did the** people around Lucy do to try to help her (even if it didn't help)?
- b. What things did** they do that didn't help Lucy?

Sheet 2 – divide the whole sheet into two parts – you can do two big bubbles or just two columns or something else. One should be marked “things that might help” and the other “things that probably don't help”.

Method

Whole group: Watch chapters 4 and 6 and 9 of “Spiralling” and explain task as below.

(5 minutes total)

- a. Explain the first** question – what did the friends do to try to help and what did they do that didn't help.
- b. Explain that you** want them to identify everything that the friends did to try to help, even if it didn't end up helping.
- c. Explain that they** can write down things that were in any part of the film, not just the parts they just watched.
- d. Ask them to** write each thing down on a separate sticky note and divide the pile of sticky notes into things that did help and things that didn't.
- e. Tell them that** when they have made a pile of things for each category, to come and stick all their sticky notes in one or other of the two separate parts of sheet 2 – things that help and things that don't.

Small group discussion (10 minutes)

Divide the group into smaller groups of around 4 – 6, giving out sticky notes, ideally different colours for each group. Allow 10 minutes for this discussion in small groups. Make sure they are writing things down. Call out after 5 minutes to say to move on to things that didn't help.

Whole group feedback (15 minutes)

Get back into the whole group. Whilst they have been sticking their sticky notes up on

What can friends do to help someone being abused?

continued

the board, try to group them so that similar or same ones are together.

Discuss the things that have been put in “probably don’t help” section. Does everyone agree? Why doesn’t each help? Are there any circumstances in which some of these things might help? What do we need to do to avoid doing these things? If necessary, add these ideas to new sticky notes (get someone in the group to do this) and add them to the “things that help” section.

Now look at the “things that do help column”. Are there other things we could add that don’t apply to our characters but could be useful for others? Add these on new sticky notes.

You should end up with a sheet of ideas that young people can use to help a friend that they think is suffering domestic abuse. Make sure that these are safe ideas – do not encourage them to tackle the abuser physically, for example. Help them to identify safe things. As a minimum, they should have a safe responsible person they can identify that they could ask for help – this could be a school counsellor, police officer, parent, other trusted relative. Allow 10 mins.

Individual tool kit records – pupils can complete these individually at the end of this activity.

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Spotting the difference between a potentially abusive relationship and a potentially ideal one

Aims

- 1. To help participants** to understand that there are often warning signs that indicate that someone is trying to use controlling or abusive behaviour in a relationship
- 2. To identify some** of the most common warning signs
- 3. To use these** as a prompt to identify some of the features of a relationship that is non-abusive, respectful and based on equality

Resources needed

- **Prepared flip charts** – for the teachers' stand, one for each small group
- **Pens for each** small group
- **Worksheets (optional)**
- **Other resources** if developing the activity

Flipchart headings

Page 1

“**on your group's first** flip chart, think about and write down anything you can think of that you might see in a friend's relationship or your own that might be warning signs of controlling or abusive behaviour. Think about the ways that the following things might get done in the relationship:

- **Making decisions**
- **Going out**

- **Communicating with each other**
- **Dealing with friends**

Write these down the on the first flip chart”.

Page 2

“**now look down the** list you have made. For each one, think of what the opposite or alternative might be and write that down on your second flip chart sheet. Do this for each one, writing more than one alternative if you can think of more than one. You should end up with a long list of indicators of an ideal relationship! Add to this list with any others you can think of”

Small group flip charts

Each small group should have two sheets of flip chart paper. The first is headed “warning signs of a potentially abusive relationship”. The second is headed “indicators of a respectful, non-abusive relationship”.

Method

- 1. Explain the first** part of the activity, as written above for writing up on to flip chart instructions: making the lists of warning signs of a potentially abusive relationship. Divide the group up into small groups (up to 6 per group). Give each group flip chart 1 and a pen or two. Allow 10 – 15 minutes for stage one, leaving the instructions for this

Spotting the difference between a potentially abusive relationship and a potentially ideal one continued

stage up on the flip chart stand.

2. Hand out the second flip charts to each small group and turn over the flip chart page on the stand to the instructions for stage 2 of this activity. Explain, either to whole group or to each small group as you go round, that they should go through the first list and for each one think of the opposite or alternatives and write these down on the second flip chart, so that they make a list of indicators of a happy, respectful non abusive relationship based on equality.

3. Ask for feedback to whole group on the second list. If you have plenty of time, you can break this activity down further, asking for whole group feedback on the first stage before moving on to the second.

Development and variations

1. Make a list for yourself, of all the things you think are important to you now in a relationship/friendship. [an alternative is to do it in pairs with someone you trust – but this won't be possible for all groups]

2. Make another of the things you know now you don't want – these may not necessarily all come from the big lists we made together of warning signs of abuse, they could be things that other people are fine with but you know you don't want. For example "sharing money" is one thing that some people will want and some people won't

want from a relationship.

3. Think about when and how your views might change. Think about who you might talk to if you need advice about it – who do you trust who knows and cares about you?

Or

Each small group or smaller groups or pairs or individuals can use their work as the starting point for other activities:

- **for making an** a pair of adverts: a "wanted" one for ideal partner and a "not wanted" one for nightmare partner.

These could be done using paper, collages, laminating, video, camera, newspaper style, drama...

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Local services to help people being abused by partner or ex

Aims

- **To provide** a focus on local services
- **To help young** people to develop skills in getting information and advice for themselves

Additional benefits

- **Helps to develop** young people's research and presentation skills
- **Uses a variety** of sources of information

Resources

This depends on how long you would like the group to work on this topic and what resources you can make available. It could be the subject of several sessions, if, for example, you include inviting in outside speakers, looking up information on the internet, reading books or magazines, carrying out interviews by phone, in person or e-mail.

Some suggestions:

Collect information about local domestic violence services. You can use the [website links](#) in this tool kit and either print off relevant pages or allow young people to have access to the website, or you could contact the organisations to ask them to send leaflets about what they provide.

Collect as much information as you can. Include information about what the local police can do, any specialist domestic violence services, advice services and so on. If necessary, contact your local Domestic Abuse Forum for this information ([BDAF if you are in Bristol](#); if you are not, go to your local council's website and put "domestic abuse forum" or "domestic violence forum" in the search engine.

Method

Choose, or ask the groups (small groups about 4/5 each) to choose for themselves, one project or organisation for each group to focus on. Ask them to research as much information as they can.

Research could include:

- **You or pupils** contacting a worker or volunteer from that project and asking them for some information (help them to prepare relevant questions if necessary)
- **Getting a local** domestic violence worker or police officer to come and talk to the group about what they and other organisations do (contact your local Domestic Abuse Forum or whoever else is taking the lead on domestic abuse prevention work in your area)

Local services to help people being abused by partner or ex continued

- **Contacting a worker** or volunteer and asking them to send more information, for example, about the use of the service, how to contact them, etc.
- **Doing a “google”** search for additional information.
- **Doing international searches** for similar organisations
- **Contacting the local** newspaper for cuttings of stories about that project or related ones, such as stories about domestic abuse in the area.
- **Looking at local** information websites
- **Reading leaflets, newspapers,** etc
- **Filming an interview** with someone from the project – contact them and discuss this first.

You could give them an hour, a day, a week, or longer. Longer time allows for more in depth research and preparation for presentations. Shorter research time is fine too, providing you provide enough information to save them time.

Ask them to prepare a presentation in whatever format they are capable of, depending on age, abilities, equipment available etc, of the organisation they have been focusing on.

Presentation formats could be:

- **Drama**
- **Film**
- **Art work**
- **Leaflets or posters**
- **Speech, using Power** point presentation
- **Assembly presentation**

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Section 5

Safer relationships project

Activity record book

[There's something I want to tell you](#)

[Domestic Violence quiz](#)

["Spiralling": introduction](#)

[Controlling and manipulative behaviour](#)

[What sorts of abusive behaviour might be included in a relationship where one person is abusing the other?](#)

[What sorts of abusive behaviour does Nathan use against Lucy and what crimes might these be?](#)

[Excuses, excuses](#)

[Warning signs of an abusive relationship](#)

[Why is it hard for Lucy to finish with Nathan?](#)

[What can friends and other people do to help someone being abused?](#)

[Legal rights for survivors of domestic abuse](#)

[Crimes and sentences](#)

[What are the differences between abusive and ideal relationships](#)

[Thinking about my friendships and relationships](#)

There's something I want to tell you...

Sometimes there may be something that you want to tell a teacher or school counsellor because it's upsetting, worrying or frightening you or someone you know. Here are some things you can do:

- **Tell a teacher** in the break
- **Tell a school** counsellor
- **Talk it through** with a friend you trust
- **Talk it through** with a family member you trust
- **Ring ChildLine to** talk it through with someone outside your family, friends and school

Domestic Violence quiz

Multiple choice – a, b or c	Answer
<p>Of all violent crimes that take place in the UK (not just those reported to the police), how much is domestic violence?</p> <p>a. 10% (that's 1 in 10 violent crimes)</p> <p>b. 20% (that's 1 in 5 violent crimes)</p> <p>c. 25% (that's 1 in 4 violent crimes are domestic violence)</p>	
<p>How many adult women are estimated to experience some form of domestic violence by their partner or ex-partner at some point in their adult lives?</p> <p>a. 1 in 4</p> <p>b. 1 in 8</p> <p>c. 1 in 10</p>	
<p>How many adult women are estimated to experience some form of domestic violence by their partner or ex-partner each year?</p> <p>a. 1 in 4</p> <p>b. 1 in 8</p> <p>c. 1 in 10</p>	
<p>In which age group are women at greatest risk of domestic abuse?</p> <p>a. 16 - 24</p> <p>b. 25 - 33</p> <p>c. 34 - 42</p>	
<p>During which decade did it become illegal for a man to rape his wife?</p> <p>a. the 1970s</p> <p>b. the 1980s</p> <p>c. the 1990s</p>	

Domestic Violence

quiz

continued

True or False (T or F)	T or F
If the police are called to deal with a domestic violence incident, they can't do anything if the couple is a married couple.	
Domestic violence happens much more in some cultures than others.	
An adult who witnessed domestic violence or was abused as a child is much more likely to become violent or abusive themselves than someone who did not.	
Threatening to kill someone is against the law.	
Regularly threatening to hurt someone is against the law.	
Regularly making a boyfriend/girlfriend/husband/wife etc wear things that they do not want to wear is against the law.	
If, after reporting domestic violence to the police, a woman decides she does not want the charges to go against her partner, the case cannot ever go to court.	
Multiple choice – a, b or c	Answer
In the UK, how many calls do the police receive per day to assist with domestic violence incidents? a. 950 b. 1440 c. 1710	
What proportion of domestic violence is reported to the police? a. 3/4 b. 1/2 c. 1/3	
In England and Wales, what is the average number of WOMEN killed by their partner or ex - partner in one year? a. 25 b. 50 c. 100	

Domestic Violence

quiz

continued

When are women at greatest risk of being killed by an abusive partner?

- a. Within the first few months of the relationship
- b. just after having the first baby
- c. At or shortly after the point of separating from their partner

Of all the women killed in England and Wales, the percentage who are killed by partner or ex-partner is usually close to the following:

- a. 10%
- b. 25%
- c. 40%

In England and Wales, what is the average number of MEN killed by their partner or ex-partner in one year?

- a. 25
- b. 50
- c. 100

Of all the men killed in total in England and Wales, the percentage who are killed by partner or ex-partner each year is usually closest to the following:

- a. 10%
- b. 25%
- c. 40%

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The Film “Spiralling” introduction

1. Who are all the characters and what do we know about them so far?

Lucy:

Nathan:

Lucy’s friends:

Nathan’s friends:

2. Why is Lucy with Nathan?

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Controlling and manipulative behaviour

What sorts of things did you see anyone do in the film that were controlling or manipulative?

What things did you see that were arguments or disagreements or something similar but not controlling or manipulative?

What is the difference between being controlling and manipulative and having a healthy argument?

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What sorts of abusive behaviour might be included in a relationship where one person is abusing the other?

Physical

Sexual

Emotional

Other controlling behaviour

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What sorts of abusive behaviour does Nathan use against Lucy? What crimes might these be?

Physical

Behaviour	Crime(s)

Sexual

Behaviour	Crime(s)

What sorts of abusive behaviour does Nathan use against Lucy? What crimes might these be? continued

Emotional

Behaviour	Crime(s)

Other abusive behaviour

Behaviour	Crime(s)

[CLICK to go to the activity on Nathan's abusive behaviour](#)

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Excuses, excuses

What explanations have you heard Nathan or anyone else, such as Lucy, his friends, or her friends, give for his abusive and controlling behaviour towards Lucy, in general or for a specific incident?

You may have done this activity in class using sticky notes in small groups. Write down things you can remember from the film, in the table on the next page.

For each one you write down in the table, decide which one of the following categories it comes into, from 1 to 5. Write down the answer according to what you think is right, not what you think Nathan or any of the other characters think – it's your opinion that counts here.

- 1. Denial – making** out it didn't happen
- 2. Minimisation – saying** or acting as if it wasn't as bad as it was, or that it didn't matter
- 3. Blaming someone else** – making out that it is someone else's fault that it happened
- 4. Blaming something else** – saying it was because of something else that happened
- 5. Genuine acceptable reason** for controlling or abusing Lucy

So, for example, if one of the explanations Nathan gave was that she wound him up and you think that was a genuinely acceptable reason for him to abuse her, write down

number 5. If you think that this was a way of blaming her write down number 3.

Warning signs of an abusive relationship:

What warning signs might Lucy's friends or family have seen that Nathan was likely to abuse Lucy?

What warning signs might Lucy have seen?

What other warning signs can you think of that might mean someone was abusive to their girlfriend, boyfriend, partner, etc?

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Why is it hard for Lucy to finish with Nathan?

Write down all the things that make it difficult for Lucy to finish with Nathan:

Her feelings about Nathan:

Other people's attitudes:

Her understanding of the situation:

What her friends think, say and do:

What his friends think, say and do:

Anything else:

What can friends and other people do to help someone being abused?

What did the people around Lucy do to help?

Name

What they did to help

What didn't help?

What else can people do to help someone being abused by a boyfriend or girlfriend?

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What legal rights does a victim of domestic abuse have?

1. What can the police do to help a victim of domestic abuse?

2. Where can victims go if they need to get away from their home?

3. Can victims get abusers out of their homes and if so how?

4. What can the courts do?

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Crimes and sentences

Which courts can deal with criminal offences?

- a)
- b)
- c)

Give three examples of crimes which must always be tried in a crown court

- a)
- b)
- c)

What sorts of sentences might the courts impose?

- a)
- b)
- c)
- d)

What things will the courts consider in order to decide on a sentence?

- a)
- b)
- c)

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What's the difference between an abusive relationship and an ideal one?

Abusive relationship	Ideal relationship

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Thinking about my friendships and relationships

This record sheet relates to discussions from several different sessions. It doesn't matter if you have been in all of these discussions or not, you will probably still have ideas about the things on the sheet. This is for you to keep for yourself.

What sorts of things do I think I have to offer in a friendship or relationship?

What sorts of things do I think I want from a friendship?

What sorts of things do I think I want from a relationship?

What sorts of behaviour do I think is unacceptable or warning signs in a relationship or friendship?

What could I do if I thought a friend of mine was being treated in a way that I thought was unacceptable by their boyfriend or girlfriend?

Thinking about my friendships and relationships continued

These are things I could I do if I thought a friend or someone I knew was being scared or controlled by things their boyfriend or girlfriend was doing to them:

I could talk to this person for advice if I thought a friend might be being abused:

These people could help me to help someone being abused:

These are some websites or other information that could help someone who was being abused:

In ten years' time I would like to be:

These are some things that are special about me:

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