

Year 12 or 13

Young People and Domestic Abuse

These activities are designed to be used with the film 'Spiralling' and draw on some of the associated resources.¹

Due to the fact that years 12 and 13 are more likely to address PSHE within their tutor groups, the activities for this age group have been broken down into 6 short sessions to allow flexibility of delivery.

These lessons are most effectively delivered to small groups, ie no more than 10-12, if at all possible.

Learning Outcomes

By the end of this lesson:

All young people will be able to understand that domestic abuse takes many forms and that there are often warning signs;

Most young people will be able to understand in more detail the differences between controlling behaviour and a healthy relationship;

Some young people will be able to use strategies to counteract the factors which make controlling behaviour possible; help if a friend is experiencing domestic violence; understand the warning signals and to know what to do themselves.

Resources

- ✓ Suggested Ground Rules (provided in section 4);
- ✓ Information on Sources of Help (provided in section 4);
- ✓ The 'Spiralling – the movie' DVD and a TV/DVD player or access to the internet to watch it online;
- ✓ Power point presentation (provided in section 4 – 'Additional Resources' – 'Historical Perspective of Domestic Abuse');
- ✓ White board or flip chart and markers;
- ✓ Paper and pens.

¹ *Spiralling – the movie* is part of the *Spiralling toolkit for safer, healthier relationships* – Bristol Domestic Abuse Prevention Programme (Domestic Violence Responses for Safer Bristol). It was developed and produced by Domestic Violence Responses, National Youth Theatre and yeastCulture for Safer Bristol. It can be found at www.bristol.gov.uk/ccm/content/Community-Living/Crime-Prevention/safer-bristol-partnership/spiralling-film-and-toolkit.

A Activity 1

Time: about 20 minutes

1. Set ground rules or use prepared ground rules provided in section 4. (Please note that these activities may lead to disclosure so it is advisable to read the guidance on dealing with disclosure in section 1 prior to the lesson).

2. Explain that, in this lesson, we are going to explore some issues relating to domestic abuse.

3. Use the power point presentation '*Historical Context of Domestic Abuse*', provided in section 4, to introduce the topic.

Ask the young people the following questions as you show the slides:

- What message does this give to men?
- What message does this give to women?
- Why do you think this law was made?
- Why do you think people allowed this to happen?
- Have attitudes changed much?

Allow as much discussion as time permits, but you can follow this up with further work – see suggested extension activities.

4. Ask the young people if there were any things that surprised or shocked them and ask them to sum up how they feel about the laws and attitudes to domestic abuse.

5. Ask the young people '**What is domestic abuse?**' Discuss their ideas. (If the group has already undertaken some of the previous lessons on domestic abuse, you may only need to do this as a reminder).

6. Read out the following statements about domestic abuse:

- Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family.
- It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately.
- Domestic abuse can also happen after a relationship has finished.
- Usually (but not always) it is the man who is the abuser and the woman who gets hurt.
- Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear, and they can be hurt or bullied as part of domestic abuse between adults.
- Young people may also experience abuse from their own boy/girlfriend.
- Domestic abuse is a repeated pattern of behaviour.
- It often includes several different types of abusive behaviour, including physical, emotional, sexual and financial abuse.
- People use domestic abuse to control other people they have a relationship with.

7. Explain that, in the next activity, we will be watching a film about some young people who are affected by domestic abuse.

B Activity 2**Time: about 20 minutes****Lucy and Nathan**

1. Explain to the young people that they are going to watch the first two chapters of a film that was developed by The National Youth Theatre with Domestic Violence Responses and yeastCulture to raise awareness of domestic abuse amongst young people.
2. Prior to watching the film introduce the characters (see summary of main characters below – appendix 1).
3. Put the following question on the board or flip chart for the group to consider as they watch the film:
 - Why is Lucy with Nathan?
 - Is the relationship changing as time goes on – if so, how?
4. Watch chapters 1 and 2 of the film. (10 minutes).
5. Discuss: ‘why is Lucy with Nathan?’ (5 minutes) – Refer to ‘Why is Lucy with Nathan?’ discussion notes for prompts (appendix 2).
6. Then ask the young people whether there is anything about their relationship which seems worrying, from what they have seen so far. Is the relationship changing? If so, how? It is fine if no one thinks there is anything worrying yet. (5 minutes).
7. Explain that in the next session (if there is to be a break) they will be watching further developments in the Nathan and Lucy story.

C Activity 3**Time: about 20 minutes****Controlling behaviour**

1. If there has been a break between the previous activity and this one, remind the young people about what they did last time; thinking about why Lucy is with Nathan and how the relationship is changing.
2. Show chapters 2 and 3 of the film (6 minutes). If the group has only just watched chapter 2, just remind them of the scene rather than show it to them again; however, it does benefit from a second showing – there are small things which the young people may have missed first time round.
3. Facilitate a whole group discussion on what people saw Nathan do or say to control, frighten, hurt or manipulate Lucy. Make a list for next session. Some discussion may ensue as to whether certain behaviours were controlling or manipulative. How much discussion you allow depends on time. See notes on Nathan’s controlling behaviour for prompts (appendix 3).
 - a. Discuss the difference between being controlling and manipulative and having a healthy argument.
 - b. Discuss: “Is this real abuse because he is not hitting her?”
 - c. Think about what allows the abuser’s controlling behaviour to work – responses may include:
 - because of fear;
 - because she loves him;
 - because she thinks this is normal;
 - because she is isolated from her friend;
 - to keep the peace.

4. Conclude by discussing what everyone has learnt about what is meant by **controlling behaviour**. For example:

- **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. A normal argument happens between two or more people who feel able to express their views and opinions but who will respect the views and opinions of others. A healthy argument normally involves a bit of give and take and no one person emerges the 'winner' or the 'loser'.
- **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 are already doing so.

Activity 4

Time: about 20 minutes

Is this rape?

1. Remind young people of the work done in previous sessions and revisit the list that was made in the previous lesson of ways in which Nathan controlled Lucy.
2. Watch chapters 4 and 5 of the film, (5 minutes). Make it clear (if necessary) that Lucy had said no to sex with Nathan.
3. Hold a discussion on the issue of consent to sex. Use the following questions as a starting point if necessary:
 - Lucy told Nathan to stop. Why do you think he did not respect her wishes?
 - Lucy says "I said no and you carried on." Nathan laughs and says "are you serious?" Why do you think he is not taking it seriously?
 - Nathan says "I didn't think we had to ask permission every time – I thought it just happened." What do you think of this statement? Should people in a relationship – even a long term relationship – have the right to say no?
4. Ask the question: "Do you think that Lucy was raped? – Discuss. (It may be interesting to explore this in single sex groups (if possible) to see if there is a difference of opinion.)
5. Make the young people aware of the Sexual Offences Act 2003 (refer to Appendix 4 for information on crimes within this Act) and the implications of being placed on the Sex Offenders Register.
6. Ensure young people know that if someone is drunk or under the influence of a substance and is unable to consent to sex, this may lead to a charge of rape.

E Activity 5**Time: about 20 minutes****Warning signs and helping**

1. Remind young people of the work covered in previous sessions.
2. Explain that in this activity we are going to focus on the warning signs of an abusive relationship and what people might be able to do to help someone who is being abused.
3. Tell the group that you want them to watch the next chapters from the film and then discuss these three questions (write them up on the board or flip chart):
 - What warning signs might Lucy's friends or family have seen that Nathan might be abusing Lucy?
 - What warning signs might Lucy have seen?
 - What other warning signs can you think of that might mean someone is being abusive to their partner?
4. Watch chapters 6 and 7 (5 minutes). Remind young people about the previous parts of the film and think about any earlier warning signs they may have seen.
5. Discuss the three questions above.
6. Ask the group to identify parts of the film where Lucy appeared to be asking for help, ie:
 - a. When she told Sarah that Nathan made her stay in – how did Sarah respond?
 - b. When Sarah told Hannah about what happened the other night with Nathan – what do you think about how Hannah responded at that time? What do you think about the way she brought it up with Nathan? Do you think she believed Nathan when he said he hadn't done anything wrong? Why do you think she left as she did?
7. In small groups ask young people to have a brief discussion about things that friends and family might do to help someone who is being abused. Take feedback and make a list.

8. Review these and discuss how effective the suggestions might be. Remind people only to use safe methods, avoiding risky strategies such as physically tackling the abuser. Stress that, as a minimum, they should try to identify a safe person that they could ask for help (this could be a school counsellor, a parent or other relative, a youth worker, another trusted adult, or even possibly a police officer).
9. Remind young people of the sources of help and advice that are available (see information provided in section 4).

F Activity 6**Time: about 20-30 minutes****Asking for help**

1. Remind the group of work done in previous sessions.
2. Show chapter 8 of the film (2 minutes).
3. Ask for reaction to the situation between Lucy and Nathan.
4. Ask "What stops people asking for help? Why might someone who is being abused 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." Discuss.
5. Show the final chapter of the film – chapter 9 – which is a reminder of the various characters in the film and gives some statistics at the end.
6. Spend a few minutes discussing the different characters – what are they feeling?
7. Discuss the statistics shown at the end of the film – were the young people surprised by any of them?

Plenary

Time: about 5 minutes

1. Conclude by asking each of the group what they have learnt. Focus on the fact that there are warning signs of an abusive relationship.
2. Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate adult about making themselves safer.
3. Remind young people about sources of help that are available.
4. Remind young people that domestic and sexual abuse is unacceptable and in many cases criminal. The police do take this seriously and have specially trained officers to respond to domestic abuse.

Suggested Extension Activities

- ➔ Investigate local data on domestic abuse – look at costs, crime figures, local policies, any school policies, police information and so on;
- ➔ Investigate local statistics on domestic abuse and local sources of support for people experiencing domestic abuse – look at local refuges, help lines, counselling services, GP surgeries and so on;
- ➔ Investigate which parts of Nathan's behaviour were criminal – see year 11 lesson on the law;
- ➔ Discuss why Nathan might have behaved the way he did – did he intend to be controlling? Are there any excuses for this type of behaviour? What help is available for perpetrators of domestic abuse?
- ➔ Use the power point presentation '*Historical Perspective of Domestic Abuse*' as the basis for research on how the laws on domestic violence and abuse have changed.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
<p>All young people will be able to understand that domestic abuse takes many forms and that there are often warning signs</p> <p>Most young people will be able to understand in more detail the differences between controlling behaviour and a healthy relationship</p> <p>Some young people will be able to use strategies to counteract the factors which make controlling behaviour possible</p> <p>Help if a friend is experiencing domestic violence</p> <p>Understand the warning signals and to know what to do themselves</p>	<p>Key Stage Four Pupils should be taught/given opportunities:</p> <p>PSHE 2g) to seek professional advice confidently and find information about health 3b) to be aware of exploitation in relationships c) to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support j) to know about the statutory and voluntary organisations that support relationships in crisis 4g) consider social and moral dilemmas [for example, attitudes to the law] h) find information and provide advice</p> <p>Citizenship 1a) the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems 2c) contribute to group and exploratory class discussions, and take part in formal debates 3a) use their imagination to consider other people’s experiences and be able to think about, express, explain and critically evaluate views that are not their own</p>	<p>Empathy 36) I understand the impact of bullying, on all those involved</p> <p>Social skills 39) I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings</p> <p>43) I can work and learn well in groups, co-operating with others to achieve a joint outcome</p> <p>50) I can be assertive when appropriate</p>	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Years 12 and 13 – Appendix 1

Summary of the Main Characters

Lucy: In the 6th form at school – loves swimming and drawing

Nathan: Lucy's boyfriend, a bit older, works in a garden centre

Sarah: Lucy's close friend at the same school

Matt: Another close friend of Lucy and Sarah

Sam: Nathan's work colleague and friend

Hannah: Close friend of Nathan

Andy: Hannah's boyfriend

Taken from *Spiralling toolkit for safer, healthier relationships – Bristol Domestic Abuse Prevention Programme*.

Years 12 and 13 – Appendix 2

Why is Lucy with Nathan?

Discussion notes

- **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 do have fun together**
- **It's been a fairly long term relationship**
- **She likes his friends**
- **Everyone thinks they are great together**
- **He's the best boyfriend she's ever had**
- **They do have things in common**

Adapted from *Spiralling toolkit for safer, healthier relationships – Bristol Domestic Abuse Prevention Programme*.

Years 12 and 13 – Appendix 3

Nathan's controlling behaviour

Sulkily 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.

Taken from *Spiralling toolkit for safer, healthier relationships* – Bristol Domestic Abuse Prevention Programme.

Years 12 and 13 – Appendix 4

Crimes within the Sexual Offences Act 2003²

Rape

Rape is classified as penetration by the penis of somebody's vagina, anus or mouth, without their consent. Rape can be committed against men or women, but since it involves penile penetration it is only committed by men.

Assault by penetration

It is an offence to penetrate the anus or vagina of someone else with any part of the body or with an object, if the penetration is sexual and if the person does not consent.

Sexual assault

This law covers any kind of intentional sexual touching of somebody else without their consent. It includes touching any part of their body, clothed or unclothed, either with your body or with an object.

Causing a person to engage in a sexual activity without consent

This law covers any kind of sexual activity without consent. For instance it would apply to a woman who forces a man to penetrate her, or an abuser who makes their victim engage in masturbation.

Administering a substance with intent

This law makes it a separate offence to give someone any substance – for instance spiking their drink – without their consent, and with the intention of stupefying them so that sexual activity can take place. In this instance, sexual activity could include stripping someone or taking pornographic photos of them. Someone can be charged with this offence on top of any separate charge for rape or sexual assault. They can also be charged when the intended sexual activity did not take place, for instance when someone sees what is going on and intervenes to stop it.

Other 'intent' offences

Two new laws – 'committing an offence with intent' and 'trespass with intent' – cover situations where abusers commit one offence (such as violence, trespass, or detaining someone against their will) with the intention of then committing a sexual offence.

Other offences

Other offences under the Act include exposure (or 'flashing'), voyeurism, sex in public toilets, and sex with animals or with corpses. Voyeurism is a new offence which applies to watching people without their consent when they are involved in private acts. It includes setting up, viewing or recording people through electronic equipment such as webcams or cameras.

There are also important sections of the Act which deal with prostitution and trafficking, and with sexual offences against people with mental disorders, including learning disabilities.

² See <http://www.homeoffice.gov.uk/documents/adults-safe-fr-sex-harm-leaflet>