

**Us Too peer education online**

**Learning Supporters’ Workshop**

**Teaching Plan**

***By the end of the workshop learners will know:***

* What domestic abuse is.
* How you know domestic abuse is happening.
* The specific issues if you have a learning disability and/or autism.
* What to do if domestic abuse is happening to someone you support.
* How to make yourself heard.
* Your role in making it less likely.
* The risks posed by online learning

**Zoom Pro set up**

* **Check backdrop**
* **Set up whiteboards**
* **Enable waiting room**
* **Have a drink to hand**
* **Check in any co-hosts**
* **Lock room**
* **Mute all, and explain unmute process**

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| **Timing** | **Topic** | **Activity** | **Resources** |
| 10 mins. | Introductions | ***Input***  **Housekeeping**  **How this works.**  Talk about the learning style.  **The mute button**.  Tell learners about the mute button and how to unmute yourself.  **The project**  Tell learners about the Us Too project.  **Risks to learners**  Talk to learners about the risks posed to people with learning disabilities in online learning about domestic abuse, and why it is important that they receive good support, and that the project screening tool is used.  1) People might realise, for the first time, that they (or people they know) are being abused. The training might awaken memories of historical abuse.  2) People might be upset about the material they see and the stories they hear from teachers or other learners.  3). People may not be receiving any emotional or practical support from their families, carers, etc. in the event of trauma, or the support they do receive may be poor.  4) People may not have access to dedicated support services, such as domestic abuse services.  **What we are going to do**.  Talk through the programme.  **Group rules**  Talk through our rules, saying the training might be upsetting, and that domestic abuse might well have happened to the learners here. We need to be sensitive to that.  [*NOTE: prior to this session, in following our suggested risk assessment, you should have ascertained the local (in house and external) sources of support for your learners and made them aware of these. This information should be made available again at the end of this session*.] | Slides 1  Slides 2 – 4  Slide 5  Slide 6  Slide 7 - 9  Slide 10  Slide 11  Slides 12 - 14 |
| 5 mins. | Us Too survey | Ask people to answer the questions on the PowerPoint.  Tell them what people with learning disabilities said. | Slides 15 – 19 |
| 5 mins. | What is Domestic Abuse? | ***Input:*** Show the Home Office definition (but don’t read it). Point out how hard it is to understand.  Read out the Us Too easier read definition. Ask if the group is OK with it?  [*NOTE: at the time of writing the official government definition was due to change. You will need to adapt the PowerPoint*] | Slide 20 – 21  Slide 22 – 23 |
| 20 mins. | How do you know it is happening? | ***Whiteboard/Small Groups***  ***Discussion:*** What are the signs of domestic abuse?  Break learners into smaller groups, ask them to identify how they might know domestic abuse is happening to people they support.  FEEDBACK  ***Input:*** Tell the group that when the Us Too team talked about abuse that had happened to them, they said . . .  When the team spoke to professionals at their workshops they said . . .  The Us Too team was happy that professionals seemed to be tuned into the main indicators. | Slide 24  Slide 25  Slide 26 |
| 10 mins. | Safe Enquiry | Tell learners that if they think someone they support is being abused they need to report this. If their policy permits they can also talk to that person about their suspicions.  To do this safely they should:   * Talk to the person in a place where they cannot be overheard and you will not be interrupted. * Ensure they have plenty of time, so the conversation is not rushed. * If the person lacks capacity they should have an advocate present. * Be honest and straightforward about your suspicions, and what you will need to do if they are being abused. * Know where they are going to get help from if needed (e.g. safeguarding lead) * Following the conversation, write everything down straight away, sticking to the facts and what the person said. Ensure these notes are stored securely.   *[There is a good guide* [*here.*](https://www.local.gov.uk/sites/default/files/documents/adult-safeguarding-and-do-cfe.pdf)*]*  **Your policy says . . .**  [In preparing for this session, review any policy and provide a summary on this slide about what to do if learners suspect abuse] | Slide 27  Slide 28 |
| 5 mins. | What is Domestic Abuse like? | ***Sound clips***  On this slide are two sound clips. They are voiced by an actor, but are made up entirely by quotes from team members describing their experiences. The two clips are in response to these questions:  1) “When did you realise you were being abused?”  2) “How could other people have known?”  After you have played the clips, draw out main learning:   * People often don’t realise it is happening. * It is missed by others. * People feel stuck. * Main indicator is **change** (appearance, routines, relationships, personality/behaviour, etc.) | Slide 29  Slide 30 |
| 20 mins. | Why is it more likely to happen if you have a learning disability or autism? | ***Input:*** Public Health England report.  Read the report’s main findings from the slide.  ***Whiteboard/Small Groups***  Get the learners into groups of 3/4.  Ask them to come up with 3 reasons each why domestic abuse is more likely to happen to you if you have a learning disability or autism.  Feedback.  When the Us Too team talked about their experiences they said . . .  Read from the slides | Slide 31  Slide 32  Slides 33 – 34 |
|  | BREAK |  | Slide 35 |
| 20 mins. | Taking action: Misha’s Story | ***Whole group discussion***  Tell learners that Misha is made up, but that all the words she speaks come from Us Too team members talking about their own experiences.   * Read out Misha’s story from the PowerPoint.   Key points:  Slide 1. This is the first time that ‘Misha’ had been treated like a grown up, despite being in her 20s. The attraction is obvious.  Slide 2. Relationships are supposed to be about give and take, and about mutual support. These subtleties can be easily missed.  Slide 3. People are often being told by their support services that, in order to keep them safe, they need to know where they are. We need to think about these messages.  Slide 4. Much popular culture reinforces the myth of the great, all-consuming love. This is easily fallen for.  Slide 5. Our experience was that team members were often left feeling responsible for their partners emotions and behaviour.  ***Whiteboard/Small Groups***  At the end ask the question and discuss answers. This can be in small groups if you have time.  When the Us Too team discussed this with women at their peer education workshops, they told us . . .   * Read from the slide   When the Us Too team talked to professionals in training workshops, and asked them what they would do to support Misha, they told us . . .   * Read from the slide   **Mental Capacity Act**:  Tell learners that if someone with capacity under the Mental Capacity Act is making an ‘unwise decision’ (e.g. ‘choosing’ an abusive relationship) that does not mean that we abandon them.  Learners need to check that:   * The person has genuine capacity for the decision, with a full understanding of the potential implications. We must be clear of the decision we are asking them to make. * That the relationship is not coerced. If coercion is involved it is not a lawful decision. * Knows how to escape the relationship as and when they decide to do so, and/or knows how to mitigate harm within the relationship. * Risk is thoroughly assessed in conjunction with the person and a plan agreed and regularly reviewed. * Recording is completed and others informed where necessary. * Work continues with the person to enhance their self-worth and assertiveness, so that abusive relationships are less likely to be tolerated.   [NOTE: SCIE have guidance on unwise decisions which can be found here [[https://arcengland.org.uk/wp-content/uploads/2021/05/Us-Too-X-web-SCIE-unwise-guidance.docx]](https://arcengland.org.uk/wp-content/uploads/2021/05/Us-Too-X-web-SCIE-unwise-guidance.docx) | Slides 36 - 40  Slide 36  Slide 37  Slide 38  Slide 39  Slide 40  Slide 41  Slide 42  Slide 43  Slide 44 |
| 15 mins. | Stopping Domestic Abuse: what survivors want you to do. | Sound clips  On this slide are two sound clips. They are voiced by an actor, but are made up entirely by quotes from team members describing their experiences. The two clips are in response to these questions:  “What is it like telling other people?”  “When you did tell someone, what did you want them to do?”  **Useful responses**  The Us Too team discussed what they, and others known to them, had found useful when they reported abuse.  ***Input:*** Useful responses  Key points:  Be person-centred – it is about what I want.  It is great to be listened to, but we also need to see action.  Sometimes weeks went by after we had told someone. That is a very long time to be left wondering and worrying, especially if you have a learning disability.  Some of us had to repeat our story to six different professionals. It is horrible enough once. Also, because of our learning disability, we can start to get muddled, and then it can sound like we made it up.  **Your policy says . . .**  [In preparing for this session, review any policy and provide a summary on this slide about what to do if abuse is reported] | Slide 45  Slide 46  Slides 47 – 48  Slide 49 |
| 5 mins | Where to get help  How to be heard | ***Input***  Helpline numbers  [NOTE: you will need to research and enter your local helpline numbers on this slide]  ***Input***  A common experience of team members was that when they did finally tell someone that was dismissed or they were not believed.  This may also be the experience of learning supporters when they report abuse disclosed by the person they are supporting.  If that happens this is the advice from the Us Too team.  We said . . . [read from PowerPoint]  Key points  Please don’t give up.  Choose your allies.  Choose who you report to.  Go outside the system (whistleblow) if you need to. | Slide 50  Slide 51 |
| 20 mins. | Preventing domestic abuse | ***Whiteboard/Small Groups***  Everything we have talked about so far is about what to do when abuse happens. But we all have a part to play in making it less likely in the first place.  Break learners into groups of 3 or 4. Ask them to discuss how we make domestic abuse less likely to happen?  Feedback  When the Us Too team discussed this with professionals at our workshops these were the ideas they gave us . . . | Slide 52  Slide 53 |
| 5 mins. | Help and resources | ***Input:***  Please contact the Us Too team for more help and advice.  These are some other things that we have found helpful. | Slide 54  Slide 55 |
| 10 mins. | Key messages  Any Questions?  Evaluation | ***Input:***  ***The Us Too team talked about what they wanted everyone to remember who came on our training or heard us talk.***  This is what we said . . .  Does anyone want to ask anything?  Please fill in the form. | Slide 56  Slide 57  Slide 58 |