

**Us Too project**

**Professionals’ 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, autism or both.
* What to do if domestic abuse is happening to someone you support.
* How to make yourself heard.
* Your role in making it less likely.

**Programme**

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| **Timing** | **Topic** | **Activity** | **Resources** |
| 10 mins. | **Introductions** | ***Title slide***  ***Input***  About the Us Too project.  Agenda for the workshop.  Housekeeping:     * What to do if there is a fire alarm. * Where the toilets are. * We will have a break halfway through. * Please put your phone on silent. * Where you can smoke.   Group rules  Warn learners that we will be talking about things that are very upsetting, including stories from women who have been abused.  Check that learners have access to organisational helplines and support. The training can trigger memories of abuse which can be very traumatic. Such trauma can be delayed.  Check that learners are OK with the Group Rules, and ask if there are any more they wish to add.  Confidentiality  Check that learners are happy with this interpretation of confidentiality. | Slide 1  Slides 2 – 3  Slide 4  Slides 5 – 9  Slides 10 – 11  Slide 12 |
| 5 mins. | **Ice breaker** | Ask each learner what makes them feel proud (or good about themselves).  You can start with the trainer(s) giving personal examples. | Slide 13 |
| 5 mins. | **Interest getter: why the work is needed** | Ask learners to answer the questions on the PowerPoint.  Tell them what people with learning disabilities said. | Slides 14 – 20 |
| 20 mins. | What is Domestic Abuse? | ***Small group work***  Get learners into groups of 3/4. Ask them to wordstorm ‘Domestic Abuse’ and come up with a simple definition.  **Feedback:** get each group to talk about their definition. Ask the other groups what they think. Pick out the key concepts from the definitions.  ***Input:*** Show learners the legal definition.  The Us Too team found this quite hard to understand, so they came up with their own definition.  Read out the Us Too easier read definition. Ask if the group is OK with using it for this workshop. | Slide 21  Flipchart paper  Marker pens  Slide 22  Slides 23 - 24 |
| 15 mins. | How do you know it is happening? | ***Individual work:*** ask each learner to write their ideas on post-its on their own. One idea on each post-it. When they have finished, they must stick them on the flipchart or wall.  Group the post-its into key concepts and talk through the categories, e.g. physical, psychological, financial.  When the Us Too team talked about their experiences, they said . . . read from PowerPoint. | Slide 24  Post-its  Slides 25  Slide 26 |
| 15 mins. | Learning from the team | ***Semi-structured interview***  ***The training supporter can interview the training team or use the project video***  If interviewing, ask the team:   * How did you know you were being abused? * How soon into the relationship? * What did you do when you knew? * How could other people have known? * How easy was it for someone else to tell you were being abused?   ***INTERVIEW PROTOCOL***  ***If interviewing team members about their experiences YOU MUST use this protocol.***  ***Before the training the training supporter and training team should have a meeting to agree what questions will be asked and what the training team would like to include in their answers.***  ***Team members should be encouraged to talk about the learning from their experiences of abuse rather than details of the abuse itself.***  ***The training supporter should make a note of agreed content so that team members can be prompted if necessary.***  ***Before starting interviews in the workshop:***  ***a) warn learners that you will now be talking to the training team about their experiences of abuse. Say that the interviews are about the learning from the experiences and not about details of abuse. However, this can still be triggering for any learners who have had their own experiences of abuse, and is likely to be upsetting to anyone. Additionally, whilst the interviews focus on learning details of abuse still sometimes emerge. Remind learners of the ground rules and confidentiality.***  ***b) ask team members if it is OK to do the interview. Remind them that the stories are theirs, and that they can change their mind at any time, or refuse to answer any of the questions. Tell them that decision is theirs, it will not be challenged, and there will be no comeback.***  ***After the interview you can ask team members if it is OK if any of the learners have questions for them. Remind them that the rules above still apply and they can refuse to answer any question.***  ***Check that team members are OK after the interviews, as it can be upsetting. Remind them that you will have a debrief when the workshop has finished.***  ***Input:*** Tell the group that the Us Too team talked about when abuse had happened to them. This is what they said [Read from PowerPoint] | Slide 27  Slides 28 – 29 |
| 15 mins. | BREAK |  | Slide 30 |
| 15 mins. | Why is it more likely to happen if you have a learning disability or autism? | ***Small group work***  Get the learners into groups of 3/4.  Ask them to come up with 3 reasons each.  Feedback.  When the Us Too team talked about their own experiences they said [read from PowerPoint].  **NOTE:** For more details on each of the points on these slides refer to the Us Too Project Guide on the ARC website. | Slide 31  Slide 32  Slides 33 - 34 |
| 15 mins. | Taking action  Unwise decisions | ***Whole group discussion***  Tell learners that they are now going to meet ‘Misha’. Misha’s story is a combined one from experiences of the Us Too team. Misha is a made up name.  Misha’s story was used by the Us Too team in peer education workshops. It is a good way of looking at how many of the team members perceived their abusive relationships.  Read out Misha’s story from the PowerPoint. After each slide ask people if what Jack does is OK or not?  **Notes on Misha’s story**  1. The Us Too team said that very often the person who abused them was the first person in their life who had treated them like a grown up. This was very seductive.  2. Lending money without an expectation that it will be returned is a very normal part of intimate partner relationships. The subtleties are hard to explain.  3. People who use care services are frequently told by their carers (and perhaps their families) that they should always know where they are. This expectation can become normalised.  4. Romantic narratives are often built on the idea of the all-consuming love – a relationship in which the intimate partner is the only thing that matters.  5. The Us Too team said that they often felt responsible for the abuse they experienced and for their partner’s emotions.  6. At the end ask the question and discuss answers.  Feedback: use the ‘Misha feedback’ document on the ARC website HERE, which gives responses from Us Too peer education and professionals’ workshops.  ***Input:*** share feedback from the Us Too peer education workshops. This is what women with learning disabilities, autism or both said they would want if they were Misha.  ***Input:*** Share the slide with learners, which is based on guidance from SCIE about what to do if someone with capacity makes an unwise decision which has potentially very serious consequences. | Slides 35 - 39  Slide 40  Slide 41  Slide 42  Handout: SCIE guidance |
| 15 mins. | What survivors want you to do. | ***Semi-structured interview***  Using the ***Interview Protocol*** from above ask team members:   * Did you tell other people what was happening to you? * How easy was that? * What would have made it easier? * What happened? * What did the person you told do well? * What could they have done better?   ***Input:*** Useful responses. Read from PowerPoint.  These responses reflect the content of team members discussions about their experiences.  For more information use the Project Guide on the ARC website HERE. | Slide 43  Slides 44 - 45 |
| 5 mins | Where to get help  How to be heard | ***Input***  Helpline numbers  ***Input***  We know that when people with learning disabilities, autism or both talk about abuse they are often ignored. This can also be true for those who support them.  If you have time, you can break learners into small groups to discuss how you can make yourself heard.  The Us Too team said . . . [read from PowerPoint] | Slide 46  Slide 47 |
| 10 mins | Prevention | ***Small group work:***  Break learners into groups of 3 or 4.  Tell them we all have a role in making sure that Domestic Abuse is less likely to happen. In your small groups discuss what services and professionals can do to make DA less likely.  FEEDBACK. Record responses from the groups and discuss.  ***Input***: professionals attending Us Too workshops came up with these ideas [read from PowerPoint] | Slide 48 |
| 5 mins. | Closing round | Ask each learner what makes them feel powerful?  The training team may like to lead with their own examples. | Slide 49 |
|  | Closing messages  Thanks for coming | ***Input:***  What we say . . .  The Us Too team had a set of core messages about Domestic Abuse that they wanted to share with everyone. These are those messages.  Thank the group | Slide 50  Slide 51 |

NB The workshop works infinitely better if it is delivered by women with learning disabilities, autism or both (ideally with lived experience) supported by a skilled trainer.

If members of the training team have lived experience of abuse they need to be in a place in their lives where that trauma has been processed. They will also need ongoing support during and after the training.

Members of the Us Too training team were always debriefed at the end of every training session. This included naming at least two people they could talk to at any point 24/7 if trauma occurred. The project also put in place an external counsellor/supervisor who team members (including the team supporter) could contact without going through project staff.