

**Us Too project**

**Peer Workshop**

**Teaching Plan**

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

* The different kinds of relationship.
* Good and bad relationships.
* What makes a good boyfriend/girlfriend.
* Good and bad rules for relationships.
* What domestic abuse is.
* How you know domestic abuse is happening.
* What to do if domestic abuse is happening to you or a friend.
* How to make yourself heard.
* What you need to do to get out of a bad relationship.

**Programme**

|  |  |  |  |
| --- | --- | --- | --- |
| **Timing** | **Topic** | **Activity** | **Resources** |
| 10 mins. | Introductions | ***Input***  Introduce yourself and do a round of names.  Tell people about the Us Too team  Tell people what we are going to do.  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.   Explain the group rules, and ask if people are OK with them.  Explain about confidentiality.  Say that you should not talk about anything personal that comes up in the training, but if you think that someone is in danger because of what someone has said then you will have to report that.  Tell them who you will have to report to. | Slide 1  Slide 2  Slide 3  Slides 4 - 8  Slides 10 – 12  Slide 13 |
| 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 14 |
|  | Evaluation quiz | Give everyone a copy of the evaluation handout. Tell them you need to find out what they already know about domestic abuse before we start.  Ask people to answer the questions on the handout ON THEIR OWN!  (Some people might need help with reading)  Read each question from the PowerPoint. | Slides 15 - 20  Evaluation handout  Marker pens. |
| 5 mins. | Relationships | ***Input***  Tell learners what a relationship is.  ***Wordstorm***  Ask the group what are the different relationships they have?  This may include:   * Family. * Boyfriend/girlfriend. * Mates. * Staff. * Pets. * Online friends. | Slide 21 |
| 15 mins. | Good and bad relationships | ***Small group work***  Tell people that you now want them to think about boyfriend/girlfriend relationships.  Break learners into two groups.  Give each group a set of cards.  Ask them to decide which are the most important for a boy/girlfriend?  ***Feedback***:  Compare the lists that the two groups have made.  Tell them there is no ‘right’ answer, but it is good to think about what they would want from a boyfriend or girlfriend.  Ask people if there are any cards they would add?  Ask people what it would be like if your boy/girlfriend was the opposite of these?  (e.g. their boy/girlfriend didn’t listen to them, didn’t look after them, didn’t like them, etc.)  Ask people what they would do if they had a boy/girlfriend like that? For example, would they leave the relationship? Tell someone what was happening? Ask for help? | Slide 22  Perfect Partner cards (photocopied from pp 53/54 of the BAVA pack – [CLICK HERE](https://www.bava.org.uk/wp-content/uploads/LD-teaching-pack-Aug-2014.pdf))  Slide 23 |
| 15 mins. | Good and bad rules | ***Input/ Whole group discussion***  Tell people that all relationships have rules. These are things that we agree to so we know what we expect from each other.  So, for example (read from the PowerPoint), and ask people if these are good rules?  They can hold up a green card for ‘yes’, a red for ‘no’, and both if they are not sure.  Take people through the next slide. Are these OK or not?  What if it was your boy/girlfriend who was telling you these things?  Take people through the next slide. Are these OK or not?  If rules are fair then we need to agree them, otherwise it is just someone else telling us how to behave.  Ask people to think about the words ‘always’ and ‘must’. Is it these words that make these bad rules?  How can we turn bad rules into good rules? Take out ‘always’ and ‘must’?  What would you do if your boy/girlfriend said these things to you? | Slide 24  Red and green cards  Slide 25  Slide 26 |
| 10 mins. | Reinforcement | **Video: Michelle & Billy**  Show the video.  ***Whole group discussion***  Ask the group the questions on the PowerPoint.  Ask people to describe what happened in the film. Make sure you cover:   * Michelle shouts at Billy. * Bosses him around. * Tells him what to do with money. * Calls what he likes “stupid” * Flirts with another man. * Tells Billy she loves him but doesn’t act like it.   People might not know if it is domestic abuse or not. Tell them that we will look at the definition later. | Slide 27  ‘Michelle & Billy’ at home: video clip  Slide 28 |
| 15 mins. | BREAK |  | Slide 29 |
| 10 mins. | Domestic Abuse | **Video: Will & Rose**  Show the video.  ***Whole group discussion***  Ask the group the questions on the PowerPoint.  Ask people to describe what happened in the film. Make sure you cover:   * Will is rude to Rose * He orders her around * He looks for ways of criticising and controlling her * He knocks over the chair – perhaps to scare her? * He makes her feel that his bad temper is her fault * He behaves differently with his friends that he does with Rose * What do people think of Rose’s friend? She seems to excuse Will’s behaviour. Is she a good friend? What could she have done to help? * Does buying her flowers make his behaviour OK? * Should she apologise? * Who do you think is going to pay at the pub? Will says, “You’re taking me down there.”   People might not know if it is domestic abuse or not. Tell them that we will look at the definition now. | Slide 30  ‘Will & Rose at home: video clip.  Slide 31 |
| 5 mins. | What is domestic abuse? | ***Input:***  Tell people we are now going to look at what ‘domestic abuse’ is. Read the Us Too team definition from the slides.  [You might need to say what ‘cruel’ means. It might mean being mean to you, calling you stupid or ugly, or being bad to your pets.]  Stress that someone might say they love you because they want to control you. They need to show they love you by treating you well. | Slides 32 – 33 |
| 5 mins. | How can you tell domestic abuse is happening? | ***Input:***  Most of the Us Too team have had bad relationships. When they talked about how people might have known they were being abused they said . . . [read from the PowerPoint]  Ask the group if it has ever happened to them.  ***[Deal with any disclosures of abuse using your in-house policy and safeguarding procedures.]*** | Slides 34 – 35  Slide 36 |
| 15 mins. | Taking action | ***Whole group discussion***  Read out Misha’s story from the PowerPoint. After each slide ask people if what Jack does is OK or not?  [If people want to they can use the red (not OK) and green (OK) cards for this.]  Discussion points:   * Is it OK for someone not to return money you have lent them? * Is he looking after her or controlling her? * Is it OK to tell her she doesn’t need her own friends? * Is it OK to tell her that his bad temper is her fault?   At the end of the story, ask the questions on the slide and discuss the answers.  FEEDBACK: look at what other people said here.  ***[IF TIME] Small group work***  How can you make sure you are heard?  If you report abuse, what do you need to do to make sure that person helps you?  What would you do if the person you told doesn’t help you? | Slides 37 – 42  Slide 43 |
| 5 mins | Where to get help  How to be heard | ***Input***  Give people the helpline numbers  ***[You will need to add the contact details for your local services. You might be able to get flyers or cards from those services, or prepare a handout with numbers on.]***  Get people to discuss who they could ask to help them.  ***Input***  Read from PowerPoint. These are the things that the Us Too team helped when they reported abuse. | Slide 44  Slide 45 |
| 5 mins. | Closing round  Evaluation | Ask each learner what makes them feel powerful (strong)?  You can start with the trainer(s) giving personal examples.  Repeat the red/green card quiz.  Ask people to answer the questions on the handout. | Slide 46  Slides 47 - 52  Evaluation handout  Marker pens. |
|  | Closing messages  Thanks for coming | ***Input:***  The Us Too team have some very important messages about domestic abuse. This is what they wanted to tell you . . read the slide.  Thank everyone for coming. | Slide 53  Slide 54 |

NOTE: This teaching plan adapts some elements of **‘Understanding Domestic Violence & Abuse: a teaching pack for delivering awareness to people with learning difficulties’** (Bristol City Council 2014)

The full resource can be found here: <https://www.bava.org.uk/wp-content/uploads/LD-teaching-pack-Aug-2014.pdf>

The accompanying video resource ‘I believe you’ was devised by the superb Misfits Theatre Company (<https://misfitstheatre.com/> )and produced by Redweather Productions (<http://www.redweather.co.uk/>). The necessary extracts from the video for this teaching plan appear on the Us Too pages on the ARC England website: <https://arcengland.org.uk/project-resources/us-too-project/>.