

Understanding

domestic violence and abuse

**A teaching pack for
delivering awareness to
people with learning
difficulties**

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Understanding domestic violence and abuse: a teaching pack for delivering awareness to people with learning difficulties.

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Introduction

NHS Bristol Public Health, now Bristol City Council Public Health developed this resource to enable people with learning difficulties to access information and support about relationships. The overall aim is to promote understanding and identification of both healthy and abusive relationships and to know what to do if they are experiencing abuse. It is designed to be used by practitioners who work with people with learning difficulties in a group setting; however the information can also be used to support and empower individuals.

Accompanying this teaching pack are the following resources:

- 'I believe you' – A DVD about relationships featuring the Misfits
- Easy read leaflets:
 - Domestic abuse. What is it?
 - How to help a friend experiencing domestic violence and abuse
 - Looking after your children during and after domestic violence and abuse

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What is domestic violence and abuse?

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group (Home Office 2013).

1 in 4 women experience domestic violence over their lifetimes, and between 6-10% of women suffer domestic violence in a given year. (Council of Europe, 2002). Disabled women are twice as likely to experience domestic violence as their non-disabled counterparts (Mirrlees-Black, 1999; Hague *et al*, 2008). 45% women and 26% men had experienced at least one incident of inter-personal violence in their lifetimes. However when there were more than 4 incidents (i.e. ongoing domestic or sexual abuse) 89% of victims were women (Walby and Allen, 2004).

How to use this teaching pack

This teaching pack was put together following a range of pilot sessions with different groups of people with learning difficulties. The programme can be delivered over 1 to 5 sessions depending on the group. Each session is based on a scene from a play and has suggestions for activities and discussions. There are difficulty options to choose from so that the session can be tailored to the needs of the group.

There is an easy read leaflet called ‘**domestic abuse. What is it?**’ for learners that goes alongside this programme of awareness raising sessions. The activities described in this guidance are suggestions; choices should be made considering the group’s capacity and communication needs. Please see **facilitator guidance** in the appendix. Some exercises have additional materials in the appendix that you will need.

Read through each session before delivering it to familiarise yourself with the content, the messages and the exercises. You can then choose which exercises and discussion points you think will be most appropriate for your group.

Levels of difficulty

People with different levels of learning difficulty can experience domestic abuse. This teaching pack includes activities with the following range:

- **1. Basics** – for those who can understand simple concepts of right and wrong.
- **2. Conversational** – for those who can hold a simple two-way conversation about an idea or concept.
- **3. Contextual** – for those who can identify the context in which events occur and modify their understanding based on this.

The facilitator should choose activities based on their knowledge of the group or individual.

Suggested structures

If you have a group with a similar level of ability, here are suggestions for how to run the sessions.

Level 1 Basics & Level 2 Conversational

Show one part of the DVD per 1.5 hour session. This would take 6 sessions in total.

Level 3 Contextual

The whole DVD can be shown in one or two 1.5 hour sessions, depending on the participants understanding and the amount of interaction. Pause the DVD after the questions at the end of each part and discuss them with the group.

If you have a mixed ability group you can use the different level exercises to ensure that everyone is involved. However, it is more effective to group people by ability level so do this if you can.

Session starter

This should be covered at the start of each session to ensure that the group members know what they will be talking about and what to do if they get upset.

1. Introduce ourselves / icebreaker

Find a mascot such as a cuddly toy or other object. Ask the group to give it a name. Pass the mascot around to each person in the group. When someone receives the mascot they say their name and something else interesting about themselves of which the topic is given beforehand. This could be:

- What did you do at the weekend?
- What is your favourite food?
- What are you looking forward to?
- For how long have you been coming to this group?

2. Why are we here?

Explain to the group that we are going to talk about what it's like to have friends. We are going to talk about boyfriends and girlfriends. We will watch a DVD and play a game.

Explain the following safety messages:

- If you feel sad or upset during this session, tell (group leaders names) when you feel sad, even if this is in the middle of the session.
- If someone is being nasty to you outside of this session you can tell us. Tell us in the break or after the session so that it can be a private conversation.
- Be nice to other people in the group. Some people may have had people being nasty to them. Some people might get upset. Be nice to others if they are upset.

Session 1 only: What is domestic abuse?

Briefly introduce the topic of domestic abuse. Ask the group if they know what abuse is. Read through the introductions below and choose which level is appropriate for your group.

Level 1 Basics

Use the 'Domestic abuse. What is it?' leaflet to prompt you to explain / demonstrate types of abuse like scratching, name-calling and stopping you from seeing your friends. Identify the words that group members use and use these when explaining abuse – for example bullying. Explain that domestic abuse is when your boyfriend or girlfriend, husband or wife, or a family member, are nasty to you or make you feel upset. Only pick out a few types of abuse – you could spend about 20 minutes on this exercise.

Level 2 Conversational

As for level 1, give out the 'Domestic abuse. What is it?' leaflets. Pick out a few types of abuse and discuss them with the group. Ask the group for other types of abuse and listen to the words that participants use. Ask the participants to explain why specific types of abuse are wrong. Answer and explore any questions that come up. Spend about 10 – 20 minutes on this exercise.

Level 3 Contextual

In addition to level 2, ask the participants for other examples of types of abuse. Ask them more contextual questions such as:

- If your boy/girl friend hit you then said sorry and gave you chocolates, would that make it ok?
- If they hit you again the next day then gave you chocolates again, would that be ok?
- What if they did it again?

The final point is that it is never ok to hit someone and it can be difficult to recognise abuse if your abuser is being nasty and then nice. Abuse can be recognised because it is a pattern or cycle of nasty and nice. Abuse is rarely a one-off incident. Spend about 10 – 15 minutes on this exercise.

For all ability levels, regularly remind participants that abuse is wrong as you are discussing it. Check their understanding by asking them if they think a type of abuse is right or wrong.

Continuing sessions

For sessions after session 1, do a recap of the previous session instead of the exercise above. The recap can include asking people to remember what was talked about previously and prompt them to remember what to do if someone is being abusive to them (this is covered in every session). Reminders of the previous session are included at the start of each session plan.

Level 2 & 3

Optional ice breaker / introductory exercise

Organise participants into pairs. Ask the pairs to separate and stand / sit on opposite sides of the room facing each other. Person A walks / rolls slowly towards Person B. Person B tells person A to **STOP** walking / rolling towards them when they feel they don't want them any closer (when people get too close to us we manage this usually by moving away from them).

The facilitator then discusses with the group the right to private space and explains that most people like to keep a distance of about the length of their arm when talking to others. Ask participants to stretch their arm in front of them and they will probably find their partner about an arms length away.

Repeat the exercise so that each participant gets a chance to practice saying **STOP**. You may wish to ask each pair to do it separately to check that the participants have understood the purpose of the exercise and are not just copying others.

Discussion

- What was it like when someone got too close?
- Do you feel able to say stop if someone comes too close?
- When might it be difficult to say stop?
- Do you let some people come closer?
- Who are these people? (boy/girlfriend, mum/dad etc).

Session 1 – Romance and charm

Learning Objectives	Method
Level 1. To know what to do if you are being abused	<ul style="list-style-type: none">• Level 1, 2 & 3. Someone who can help exercise
Level 2. In addition to level 1, to understand how romance and charm can be used to control someone's feelings.	<ul style="list-style-type: none">• Level 1, 2 & 3. The give and take game
Level 3. In addition to levels 1 & 2, to consider what characteristics are important in a partner.	<ul style="list-style-type: none">• Level 3. Perfect partner exercise

Work through the **session starter** on page 8.



Play the DVD: scene 1. Introduction and scene 2. Michelle meets Billy. Discuss the scene using the guides below.

Level 1, 2 & 3 discussion guide:

- What happened in that scene?
- How did Michelle hurt Billy with words?
- What did Michelle do to make Billy sad?
- How does Billy feel?

Level 3 discussion guide:

- In addition to the above, how does Michelle change from the beginning of the scene to the end? (answer: Michelle is very complimentary about Billy at the start of the scene, and then nasty to him at the end)
- Why does Michelle act in this way? (answer: because she wants to control him. She gained his trust so that she could be nasty to him).

Level 1, 2 & 3

Someone who can help exercise

- Ask each person in the group what they would do if someone was nasty to them in the way that Michelle was nasty to Billy.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Level 1, 2 & 3

Give and take game

Materials needed: A colourful scarf

Two facilitators take part in a role play. This directly relates to the scene in the play where Michelle makes Billy his perfect ice cream, gives it to him, then takes it away.

One facilitator owns a very beautiful scarf and shows this to the group. They tell the group that this is their favourite scarf, it is very special, they got it from their great aunt as a present, they love the scarf and wear it whenever it is cold, and they worry about losing it. But, they have a very special friend (the other facilitator) and because they like their friend so much they want to give them their scarf as a very special gift.

The other facilitator acts as though they feel very special on hearing this news. They receive the scarf and feel really happy and loved because they received such a special gift from their friend. Then, the facilitator who gave the scarf suddenly realises that they have made a big mistake, and takes the scarf back, saying, I don't know why I gave it to you, you are not that special, I don't really like you that much, I don't know why I gave that to you (but they don't say sorry). The other facilitator acts as though they are really sad and upset about this and feeling unloved and confused.

This is followed by a group discussion.

Level 1, 2 & 3 discussion guide:

- What was that like to be given the special gift?
- How do you feel when someone gives you a gift?
- What was it like when they took the special gift away?
- How do you feel when someone takes something away from you?
- What was it like for Billy when his special ice cream was taken away by Michelle?

Show the part of the scene again where Michelle makes Billy his perfect ice cream and then takes it away and ask the above questions again. You could also ask:

- Why did Michelle treat Billy like that? (answer: because she is nasty and enjoys making other people feel bad)
- Did Michelle treat Billy like that on purpose? (answer: yes)
 - If Michelle was a nice person, would she have upset Billy like that?
- How does Billy feel?

Level 3 discussion guide:

In addition to the level 1 and 2 discussion, facilitators can offer the scarf to another member of the group changing their favouritism to the new person. The group can discuss how this could make someone feel jealous and left out.

Level 3

Perfect partner exercise

Materials needed: Perfect partner cards – see appendix.

Divide the group into smaller groups of 2 – 4 people. Each group is given cards showing characteristics in a partner such as ‘has a sense of humour’ or ‘likes my friends’. Ask the groups to order the characteristics that they would like in a boy/girlfriend with the most important ones first. Encourage them to discuss in their groups what their reasons are.

After they have done this, ask each small group to feedback to the whole group about what they thought was important in a partner and why. Ask if there are any characteristics they would like to add to the exercise.

Then ask them what it would be like to have a girl / boyfriend who is like their perfect partner and what would it be like if they were the opposite of their perfect partner. Use the characteristics they have chosen. For example, if they don’t think it is important that they can talk to their boy/girlfriend what would it feel like to have a partner they couldn’t talk to.

Level 1, 2 & 3

Someone who can help exercise

Repeat this exercise at the end of the session if your participants would benefit from the repetition.

- Ask each person in the group what they would do if someone was nasty to them in the way that Michelle was nasty to Billy.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Feedback

Ask the participants for feedback using the guide on the next page.



You could play the next scene of the DVD now if you want to prepare the participants for the next session.

Feedback after session 1

- What worked? (F) / what was good? (P)
- What didn't work (F) / what was bad? (P)
- What would you change for next time? (F)
- What can you remember from today? (P)

Participant feedback (P)

Facilitator feedback (F)

Session 2 – Power and Control

Learning Objectives	Method
<p>Level 1. To know what to do if you are being abused</p> <p>Level 1, 2 & 3. To be aware of different types of abuse:</p> <ul style="list-style-type: none"> • Putting someone down • Being bossy • Making someone feel left out • Controlling money <p>Level 3. In addition to the above, to be aware of:</p> <ul style="list-style-type: none"> • Persuasion tactics – I’m sorry and I love you • Cycle of being nice and then being nasty • The impact of domestic abuse on someone • How to be a decent human being 	<ul style="list-style-type: none"> • Level 1, 2 & 3. Someone who can help exercise • Level 1, 2 & 3. Happy / sad faces exercise • Level 1, 2 & 3. Praise exercise • Level 2 & 3. Isolation exercise

Work through the **session starter** on page 8.

Recap of the key learning from the session before.

- What happened in the DVD?
- Giving and taking gifts exercise
- Perfect partner exercise



Watch scene 3 of the play – Michelle and Billy at home. Discuss the scene using the guides below.

Level 1, 2 & 3 discussion guide:

- What happened in that scene?
- Who is doing all of the work?
- What is Michelle doing? (answer: sitting down being bossy. Show still image from DVD 'Michelle pointing at Billy').
- Is Michelle being nice or nasty? (answer: nasty)
- How does Billy feel?

Level 2 & 3 discussion guide

In addition to level 1 discuss:

- How does Michelle keep Billy busy?
- Is it fair that Billy is doing all the chores?
- Why does Michelle ask Billy for the change? (answer: because she wants to be in control of their money, she wants to make him feel that he can't be trusted)
- What does Michelle think about Billy's choice of magazines?
- How does this make Billy feel? (answer: that his interests are silly)
- What does Michelle do that makes Billy feel left out? (answer: talks to another man on the phone making arrangements to meet for dinner, telling him Billy is a waste of space, turns her back to Billy when talking on the phone).
- Who could Billy talk to about what is happening?

Level 1, 2 & 3

Someone who can help exercise

- Ask each person in the group what they would do if someone was nasty to them in the way that Michelle was nasty to Billy.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Level 2 & 3

Isolation exercise

The participating group stand / sit in a line shoulder to shoulder. The facilitator explains that everyone in the line is friends and wants to be part of the line. No one wants to be left out. They all feel safe standing in the line and want to stay with their friends.

One person from the line volunteers. The facilitator says that all the people in the line have decided that they don't like the 'volunteer' anymore (name the volunteer) and don't want them in their line. Emphasise that the volunteer is not welcome anymore.

The volunteer steps away from the line and stands, on their own, facing the rest of the group. On the count of 3 everyone in the line turns around a half-turn to face the other way, turning their backs on the volunteer. The facilitator emphasises how they don't like the volunteer anymore and have turned away from them. The people in the line are free to talk amongst themselves as they are friends. They must not look at or talk to the volunteer.

- Ask the volunteer how it feels. Do they feel left out?
- How can the volunteer talk to the rest of the group when they are facing the other way?
- When we talk to people do we look at their back or their face?

On the count of 3 ask the people in the line to turn around and welcome with open arms the volunteer back in to the line.

- Ask the group if it is good or bad to make people feel left out
- Repeat the exercise with different volunteers
- Ask the group how Michelle made Billy feel left out.

Replay the part of the scene where Michelle is on the phone and orders Billy to go to the shop, and then physically turns away from him. Relate this to the exercise explaining that it would be difficult for Billy to talk to the back of Michelle's head.

- How can Billy talk to Michelle when she is facing the wrong way?
- Why does Michelle turn away? (answer: because she wants Billy to be left out, so that she can upset him, because she likes controlling his feelings)
- If someone did this to you, what would you do? (answer: talk to someone)
- Who would you talk to?

Level 1, 2 & 3

Happy / sad faces exercise

Materials needed: envelope or small bag, large picture of a happy face, large picture of a sad face, folded in half copies of the small happy faces to match the number of people in the group.

Put the small folded happy faces in the envelope. Explain that everyone in the group will pick a face out of the envelope. Tell the group that in the envelope are lots of happy faces (show the big happy face picture) and only one sad face (show the sad face picture), so one person will pick the sad face. If you pick the sad face you will be left out of the next game, so this is really bad, so try not to pick the sad face.

Pass the envelope around and build up the tension as people pick the faces out. Say things like; are you sure you want to pick that one? What if it's a sad face? Ooh which one is it going to be, happy or sad? When they unfold the paper and find a happy face,

give them a round of applause, say well done, and remind the group that it is bad to pick the sad face.

You may want to ensure that the last person is able to cope with the pressure of possibly picking the sad face – you could make this person another facilitator. At the end of the exercise explain that there weren't any sad faces in the envelope.

Discussion guide:

- How did that game make you feel?
- Were you worried that you might pick the sad face?
- Why were you worried? (suggest they might feel left out)
- When Michelle is on the phone to another friend does Billy feel left out?
- What can you do if someone makes you feel left out? (talk to someone)
- Who would you talk to?

Level 1, 2 & 3

Praise exercise

The group sit in a circle and pass around a hat which they put on. When someone is wearing the hat everyone else claps and cheers for as long as they are wearing it, and stops clapping and cheering when they take it off. The person with the hat can choose to put the hat on and off as much as they wish before passing it to the next person.

Level 1 discussion guide:

- What was it like to wear the hat?
- Do you like it when people clap / make you feel good?

Level 2 & 3 discussion guide

- Compare how you feel after someone has made you feel left out to when someone makes you feel good with words.
- Is it a good thing when someone makes you feel good?

Level 3

Persuasion Role Play

The facilitators should demonstrate this role-play and then ask for volunteers to be the person trying to walk away.

Person A (facilitator) wants to walk away / leave the room but

Person B (facilitator / volunteer) needs to persuade them to stay.

Start the exercise with nice reasons to stay, for example:

- I want you to stay
- I think you are really fun
- I like being with you

Ask the group if these are good or bad reasons to stay. The above reasons are mostly positive reasons about good things.

Then give manipulative reasons to stay, for example:

- I will be sad and lonely if you go
- I will cry and it will be your fault
- You belong to me
- You need me to look after you
- I'll hurt myself if you go

Ask the group if these are good or bad reasons to stay. The manipulative reasons are emotionally manipulative and very negative. They make the person feel responsible for the other person's feelings and actions.

Discussion guide:

- Is it ok to stop someone from leaving if they want to go? (answer: no it is not ok to stop someone from leaving)
- Can you think of other things you could say to make someone stay?
- What does Michelle say to Billy to make him stay? (answer: don't you know I love you? You're the love of my life)

- Billy doesn't leave. Why not? (answer: because Michelle has made Billy feel really happy then really sad and Billy is confused and upset)
- What is it like to be in a relationship with Michelle? (confusing; wouldn't know how she was going to act, happy or angry, would feel like you had to be careful about what you say to her in case she got angry)
- Is it OK to treat someone like that?
- What could Billy do now? (answer: talk to someone)

Level 1, 2 & 3

Someone who can help exercise

Repeat this exercise at the end of the session if your participants would benefit from the repetition.

- Ask each person in the group what they would do if someone was nasty to them in the way that Michelle was nasty to Billy.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Feedback

Ask the participants for feedback using the guide on the next page.



You could play the next scene of the DVD if you want to prepare the participants for the next session.

Feedback after session 2

- What worked? (F) / what was good? (P)
- What didn't work (F) / what was bad? (P)
- What would you change for next time? (F)
- What can you remember from today? (P)

Participant feedback (P)

Facilitator feedback (F)

Session 3 – Rules

Learning Objectives	Method
<ul style="list-style-type: none">• Level 1, 2 & 3. To know what to do if you are being abused• Level 1, 2 & 3. To learn some examples of good rules and bad rules• Level 3. To understand how rules are used in domestic abuse to control someone and make them confused on purpose	<ul style="list-style-type: none">• Level 1, 2 & 3. Someone who can help exercise• Level 1, 2 & 3. Rules exercise• Level 2 & 3. Confusion game

Work through the **session starter** on page 8.

Recap of the key learning from the session before.

- Hurting with words
- Use of persuasion
- Isolation and loneliness
- Self esteem



Watch scene 4 of the play – Will and Rose.
Discuss the scene using the guide below.

Level 1, 2 & 3 discussion guide:

- What happened in the scene?
- Do you think that Will spoke to Rose in a nice way? (show still image from DVD of 'Will ordering Rose to make him some tea')
- What do you say if someone gives you a cup of tea? (answer: thank you).
- What do you do if you don't like tea (or another food or drink) that someone has made for you? (answer: say thank you but I do / don't have sugar, I'll make another one myself or could you please make me another one)
- Was Will in a good mood or a bad mood? (use still image on DVD of 'Will looking angry / disgusted')
- How does Rose feel? (use still image on DVD of 'Rose looking confused')
- Was Will being nice or nasty to Rose? (use still image of Will again or replay scene if necessary)

Level 3 discussion guide

In addition to level 1:

- What rules does Will have at home with Rose? (answer: Rose does the chores, Will expects to be looked after)
- What other rules might Will have? (answer: Rose should do as she's told)
- What did Will do to change the rules? (answer: decided he didn't want sugar in his tea, decided he doesn't like pickle)
- What did Will do when Rose broke the rules? (answer: he got angry, said nasty words)
- How does Rose feel? (answer: confused, upset)
- Was Rose's friend helpful? (answer: no, she was unsupportive and minimised the abuse)
- Did Will apologise to Rose when he gave her flowers? (answer: no he didn't apologise, he used the flowers to manipulate her feelings. Rose apologised to Will).
- Do you think it was right for Rose to apologise to Will? (answer: no, she didn't do anything wrong)

Level 1, 2 & 3

Someone who can help exercise

- Ask each person in the group what they would do if someone was nasty to them in the way that Will was nasty to Rose.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Level 1, 2 & 3

Rules exercise

The facilitators should start and give examples of 'good rules' that are in place in their homes, for example:

- In my house I always keep my keys in a safe place
- I do not wear shoes in my house
- I clean the bath after I've used it

Explain that these rules are good because they are to keep people safe and to make sure the home is a nice place to live. They are not enforced through punishment or fear. Ask the group for examples of rules they have in their homes. You could start with what chores do people do in their homes. Ask participants whether their rules are good or bad.

Use the below examples to explore potentially 'bad rules'

- I should always be quiet when I am at home
- I must not lock the bathroom door
- I must not wet the bed
- I must keep my room tidy at all times
- I must never / always answer the telephone at home
- My boyfriend should always make me a cup of tea when I want one
- My girlfriend should always have my meals ready when I come home
- My girlfriend should always answer the phone before it rings 3 times
- My boyfriend shouldn't speak to anyone apart from me

Ask the group if these are good or bad rules. Why? Explain that bad rules make you feel worried and anxious. The people deciding these bad rules are trying to control someone and make them feel scared to tell anyone.

Level 1, 2 & 3

Confusion Game

Materials needed: A ball

The facilitator explains that this game is meant to confuse you and that the more confused the participants get the better. The participating group sit in a circle and pass a ball around the circle to the person next to them and so on.

Once the group have understood how to pass the ball around the circle, the facilitator stops the game and explains the first rule: when I clap once (demonstrate a clap) the passing of the ball changes direction (from clockwise to anti-clockwise, for example). Reassure participants that it is ok if they get it wrong because the aim of the game is to make them feel confused.

Once the group has practised with the first rule and can largely manage it, stop the game and introduce a second rule: when I clap twice (demonstrate clapping twice) the ball should be rolled across the floor to another person in the circle, that person picks up the ball and continues passing it around the circle in a direction of their choice. Practice the two clap rule until most participants have understood it, and then introduce a mixture of one and two claps.

Level 1 & 2 discussion guide:

- Did you like the game?
- How did it make you feel?
- Were you confused about what to do with the ball?
- Is it good or bad if someone makes you feel confused?
- Why was Rose confused?



Replay scene 4 of the play

- Discuss how Rose felt when she got the tea and sandwich wrong. Show the still image from the DVD of 'Rose looking confused'.
- If Will had sugar in his tea yesterday, would he have sugar today? (answer: usually people have their tea the same way everyday)

Level 3 addition to the confusion game

Once the ball is moving well around the circle the facilitator stops the game and changes the rules to the opposite i.e. 1 clap roll across circle, 2 claps changes direction. After a minute the facilitator stops the game and changes the rules back again.

Level 3 discussion guide

In addition to level 1 & 2:

- Is it your fault if I made you confused during the game?
(answer: no. It is not the participants fault for being confused during the ball game but the fault of the facilitator for making them confused)
- Who's fault is it that Rose is confused? (answer: it is not Rose's fault that she is confused, it is Will's fault for making her confused)
- Why was Rose confused? (because Will changed his preference without telling her and then pretended she should have known)
- Do you think Will made Rose confused on purpose?
(answer: yes. By purposely changing his preferences Will made Rose confused)
- Why did Will make Rose confused and then get angry?
(answer: because he is nasty and wants to be in control of Rose)

Level 1, 2 & 3

Someone who can help exercise

Repeat this exercise at the end of the session if your participants would benefit from the repetition.

- Ask each person in the group what they would do if someone was nasty to them in the way that Will was nasty to Rose.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Feedback

Ask the participants for feedback using the guide on the next page.



You could play the next scene of the DVD if you want to prepare the participants for the next session.

Feedback after session 3

- What worked? (F) / what was good? (P)
- What didn't work (F) / what was bad? (P)
- What would you change for next time? (F)
- What can you remember from today? (P)

Participant feedback (P)

Facilitator feedback (F)

Session 4 – Friends

Learning Objectives	Method
<ul style="list-style-type: none">• Level 1, 2 & 3. To know what to do if you are being abused• Level 1, 2 & 3. To practice making decisions and saying no• Level 2 & 3. To understand how domestic abuse can make someone feel scared, confused and embarrassed	<ul style="list-style-type: none">• Level 1, 2 & 3. Someone who can help exercise• Level 2 & 3. 'Will says' exercise• Level 1, 2 & 3. 'Just say no' game

Work through the **session starter** on page 8.

Recap of the key learning from the session before.

- The use of rules and confusion



Watch scene 5 of the play – At the pub.
Discuss the scene using the guide below.

Level 1, 2 & 3 discussion guide:

- What happened in that scene?
- Who were the people in the scene? (e.g Will and Rose and their friends)
- Was Will nice or nasty to Rose? (answer: nasty. Show still image of 'Will telling Rose we're going home now' or replay that part of the scene)
- Is Will's behaviour good or bad? (answer: bad)

Level 3 discussion guide

In addition to the above discussion:

- Was Will nice or nasty to his friends? (answer: nice, chatty, smiling)
- Was Will nice or nasty to Rose? (answer: nasty, frowning, bullying. Show still image of 'Will looking at Rose' and 'Will telling Rose we're going home now')
- Why was Will nice to his friends and nasty to Rose? (answer: so that if Rose told her friends that Will was nasty to her they wouldn't believe her)
- What did Will do when Rose was laughing at jokes with her friend? (answer: kept looking at her to see what was happening, was angry, jealous, went to her and ordered her to go home with him)

Level 1, 2 & 3

Someone who can help exercise

- Ask each person in the group what they would do if someone was nasty to them in the way that Will was nasty to Rose.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Level 2 & 3

'Will Says' exercise

The facilitator tells the group that when they say 'Will says' they must do as they are told. The facilitator then makes a series of commands. This could include:

- Will says put your hands on your head
- Will says hop on one foot
- Will says wave one hand
- Will says smile as big as you can
- Will says blink your eyes
- Will says go home now

The commands can be changed to suit the group, except for the last command, which should be given last and in a serious manner. Be prepared for participants to try and leave and make sure that another facilitator is there to stop them. It is unlikely that they will leave because they may think you are joking or they may not want to leave.

Level 2 & 3 Discussion guide:

- How did you feel when I asked you to go home now?
- Why didn't you go home?
- Do you want to go home?
- What would you do if someone asked you to do something you did not like? (answer: say no and talk to someone about it).

Play the end part of the scene where Will says to Rose 'we're going now'.

- Will told Rose to leave the pub. Why did she go with him? (answer: because she was embarrassed by him, surprised and confused and too scared to say no).

Level 3 discussion guide:

- How does it feel to be told what to do?
- What does Will say or do to make Rose leave the pub? (answer: says 'we're going now', leans over her, slams his glass on the table, sounds angry)
- Do you think Rose will want to visit her friends house with Will for pizza? (answer: she may be too embarrassed to see her friends after will humiliated her, she may worry about it happening again)
- Do you think Will wants Rose to have friends? (answer: no, he wants to stop her having friends so that she can't get help when he is nasty to her)
- What would you do if someone was being nasty to you? (answer: talk to someone)

Level 1, 2 & 3

'Just say no' game

Explain to the participants:

- It is ok to say 'no' if you are asked to do something you don't want to do.
- We are going to practice saying yes and no.
- If I ask you to do something you want to do, say 'yes'.
- If you don't want to do it say 'no'.

Ask the participants individually any of the following requests. Decide which ones would be appropriate for your participants or make up new ones. The facilitator needs to act so that the requests appear genuine and not just for fun. Some requests can be with good intention and some can be manipulative so that the participants need to choose between saying yes or no. If your participants find it easy to say yes and hard to say no, give them more manipulative than good intention requests so that they can practice saying no.

Level 1, 2 & 3:

- Can you lend me £500 until next week please? (if they say yes, actually ask for the money from them, for real, not just pretend money or acting).
- Can you go to the shop and buy me a packet of cigarettes please?
- I really like your jumper / shoes / gloves – can I have it / them?
- Would you like one of my oranges / apples?
- Would you like a drink?

Discussion: For **level 1 & 2**, if participants say yes to any of the first 3 points, explain that they should say no. For example if someone asks to borrow money from them they should say no because it is wrong. For **level 3**, discuss when it would be ok to say yes.

Level 2 & 3:

- I drove here today in my car and its broken now. Can you lend me £2 to get the bus home please, otherwise I'll be stuck here?
- I forgot my lunch today, can you share some of yours with me?
- Would you like to buy me a couple of drinks in the pub later?
- Would you like to come to the cinema with me, I have 2 tickets.
- Shall we go out for lunch one day?
- Can you come and clean my house for me? It's not much, just some ironing. And some vacuum cleaning. And some windows need cleaning. And the washing up needs doing. And the bathroom needs cleaning. Can you help me because I need to work so I can't do it. And my mum is coming round and I don't want her to see my house in a mess. Please can you help me? I don't know who else to ask.

- I work for a charity that helps children who are homeless. If you donate £30 per month you could save a child's life. You can make a difference. Your money could give a homeless child somewhere to live. All you need to do is give me your bank details. Here's the form. Do you know your bank details? If not I can ring you later or come round. Where do you live? I need to come round today because there is a child living on the street now who needs your money tonight for somewhere to stay.
- Can you lend me 20p to buy a drink?

Discuss each request with the whole group after the participant has decided if they want to say yes or no.

- Does it make a difference who is asking?
- Does it make a difference what is happening at the time or where you are?
- What if the person asking is making you feel scared?

Watch the scene again where Will says to Rose 'we're going now'.

- How does Rose feel? (answer embarrassed, scared, confused).
- What could Rose say? (answer: she could say 'I don't want to go' and then ask someone for help)
- What else could Rose do? (answer: ask someone for help; talk to someone).

Level 1, 2 & 3

Someone who can help

Repeat this exercise at the end of the session if your participants would benefit from the repetition.

- Ask each person in the group what they would do if someone was nasty to them in the way that Will was nasty to Rose.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Feedback

Ask the participants for feedback using the guide on the next page.



You could play the next scene of the DVD at this point if you wanted to prepare the participants for the next session.

Feedback after session 4

- What worked? (F) / what was good? (P)
- What didn't work (F) / what was bad? (P)
- What would you change for next time? (F)
- What can you remember from today? (P)

Participant feedback (P)

Facilitator feedback (F)

Session 5 – Excuses

Learning Objectives	Method
<ul style="list-style-type: none">• Level 1, 2 & 3. To know what to do if you are being abused• Level 2 & 3. To think about the excuses given for being abusive• Level 2 & 3. To understand how domestic abuse makes a victim feel and how to offer help as a friend	<ul style="list-style-type: none">• Level 1, 2 & 3. Someone who can help exercise• Level 2 & 3. The King or Queen Game• Level 2 & 3. Being a friend role play exercise

Work through the **session starter** on page 8.

Recap of the key learning from the session before.

- Learning to say no
- How you might feel if someone asks you to do something wrong: scared, worried, unsure, embarrassed.



Watch scene 6 of the play – Will and Rose walk home.
Discuss the scene using the guide below.

Level 1 & 2 discussion guide:

- What happened in that scene?
- What mood was Will in? Was he in a good mood or bad mood? (show still image of 'Will pointing at Rose')
- How do you think Rose feels?
- Is Rose scared of Will?
- What does Will do that makes him scary?
- How do you feel when you are scared?
- Was it right or wrong for Will to hit Rose? (show still image of 'Will hitting Rose')

Level 3 discussion guide:

- Why did Will hit Rose? (answer: because he is nasty and hurting Rose makes him feel good. He made lots of excuses to justify his behaviour. There is **NO** excuse for his behaviour).
- What excuses does Will use before he hits Rose? (Watch the scene again to pick out the excuses. Explain again that these are excuses, and that Will's behaviour is wrong, there is no excuse for his behaviour).
- Does Will like Rose having friends? (answer: no. He didn't like her laughing with male friend in pub, and didn't want to go to their friends house for pizza).
- How else does Will make Rose feel bad? What does he say to her? (answer: tells her she is useless to make her feel bad).
- Will was nice and gave Rose flowers before they went to the pub, and he was nasty to her after they went to the pub. How does Rose feel? (answer: confused, unsure, upset).
- Why was Will nice to Rose, and then nasty to her? (answer: so that he can be nasty to her and she won't leave him because she is confused about his behaviour).

Level 1, 2 & 3

Someone who can help exercise

- Ask each person in the group what they would do if someone was nasty to them in the way that Will was nasty to Rose.
- Give them the answer after they have made their own suggestions – which is that they should talk to someone that can help.
- Then ask them who they would talk to if someone was being nasty to them.

Ask them to tell you the name of the person they would talk to and who this person is. Appropriate people could be family members, support workers, housing workers, group leaders, social workers, the police, medical workers, or other professional people. Friends are not usually a reliable source of good advice so whilst they can talk to friends, they should also talk to someone in a position of authority who is accountable for their actions.

Level 2 & 3

The King or Queen Game

A facilitator plays the role of a King or Queen (they have a crown and cape and sit on a throne). They ask everyone to perform for them individually (this could be a bow or curtsy). The group are told that if the King or Queen finds something they do not like with their performance then they will chop off their heads or send them to the dungeon (you could set up a row of chairs as a dungeon). Another facilitator goes first to demonstrate a bow or curtsy and the king/queen declares “off with your head!”. The performer can die as dramatically as they feel comfortable with. Everybody ends up being told “off with your head!” at different times during their performances.

Discussion guide:

Why is everybody dead/in the dungeon?

The facilitator makes the point that the king/queen has killed everyone and it didn't matter how good their performance was. The king/queen was a bad person and used their authority as an excuse to kill/punish people. It is not the fault of the performers and there is nothing they could have done to gain approval.

Explain that Will is like the king/queen. It doesn't matter what Rose has done, Will is going to be nasty to her anyway because he likes being nasty.



Play scene 7 Maria and Rose

Level 1 discussion

- What happened in the scene? (answer: Rose was crying and her friend said she would help her)
- Was Maria a good friend? (answer: yes)
- Why was Maria a good friend? What did she say? (answer: I believe you, its not your fault, I'll help you).

Level 2 & 3 discussion

- What can you do to help a friend? (answer: be nice, believe them, tell them you will help them, offer to talk to someone who can help)

Level 2 & 3

Being a friend role play exercise

Materials needed: role play scripts

- Use the role play script in pairs or small groups. One person is asking for help and can choose from the statements or make up their own. The other is offering advice and should use the statements provided. Participants who have difficulty reading will need a facilitator with them to make suggestions for them from the script. Participants can make up their own advice but the facilitator needs to make sure that they listen to them in case they give bad advice. Three common negative responses to victims of abuse are:
 - minimisation (it doesn't sound that bad, maybe it was an accident, it only happened once).
 - denial (are you sure that happened, I can't believe he/she would do that to you).
 - blame (what did you do to make him/her hit you? What did you say? You must have done something to provoke it).

If participants do say anything negative or victim blaming such as the above, ensure that you discuss the following with them:

- Who chooses to be nasty / abusive? (answer: It is the choice of the abuser/bully to be nasty, its not the victims fault, nothing they can do will stop abuse, only the abuser can stop the abuse).

It may be best only to discuss minimisation, denial and blame with participants who can understand and remember that this is wrong. Otherwise, only encourage participants to remember the positive messages from the script to avoid confusion (I believe you, it's not your fault, you can get help)

- Swap roles so each person practices offering advice. After they have practised, ask your participants to put down the script and tell you what advice they can remember.



Watch the final scene of the play – how to get help.

Level 1, 2 & 3 discussion guide:

- What does an abusive person do? (encourage them to remember examples from the whole programme)
- What would you do if someone is abusive to you? (talk to someone)
- Who could you talk to? (someone accountable for their actions – encourage them to suggest professions eg keyworker, doctor).

Level 2 & 3 discussion guide:

- How can you help a friend? (tell them 'I believe you, its not your fault, I can help you to get help').
- Do you think you might be abusive? If they say yes they may benefit from a private talk to identify why they think they are abusive. You can suggest to them alternative ways to act if they are abusive. Ask them who they are abusive towards and tell them that you would like to speak to that person to give them advice on staying safe. See the appendix for facilitator advice on supporting victims of abuse.

The end of the story

We have come to the end of the DVD. However, participants may want to know what happened to Michelle and Billy, and Will and Rose. Most support the learning disability community will receive will be based on outcomes; following something through to achieve an end goal or following a process to 'action' something, such as a complaints procedure to resolve an issue or initiate change. Therefore the 'ending' is quite powerful to instil the message. You can make up an ending to explain to the participants or give them the following ending:

Michelle and Billy

- Billy talked to his support worker and got help
- He moved out of Michelle's house into his own house
- He is not in a relationship with Michelle anymore and is much happier now
- Michelle got help from her support worker. She is now trying to be nicer to people she meets.

Will and Rose

- After Will hit Rose, Rose went to her housing support worker
- Her worker found her somewhere else to stay immediately so that she wouldn't need to go home and see Bill (this is a domestic abuse refuge, ring the domestic abuse national helpline if you need to arrange this for anyone)
- Because Rose was so scared of Bill, her worker picked up her things from Bill's house for her
- Rose is not in a relationship with Bill anymore and is much happier
- Rose is still good friends with Maria
- Bill realised that hitting people is wrong and is getting help to change his behaviour

Level 1, 2 & 3

Self-Esteem – Praise Hat exercise

Use this exercise at the end of the session to encourage participants to leave in a happy mood.

The group sit in a circle and pass around a hat which they put on. When someone is wearing the hat everyone else claps and cheers for as long as they are wearing it, and stops clapping and cheering when they take it off. The person with the hat can choose to put the hat on and off as much as they wish before passing it to the next person.

Feedback

Ask the participants for feedback using the guide on the next page.

Feedback after session 5

- What worked? (F) / what was good? (P)
- What didn't work (F) / what was bad? (P)
- What would you change for next time? (F)
- What can you remember from today? (P)

Participant feedback (P)

Facilitator feedback (F)

Appendices

1. Facilitator guidance

Ability-comprehension

Consideration needs to be given to the membership of the group. The programme needs to be pitched at a level that will engage all the members; so they understand the message. For some, understanding the complexity of domestic violence and retaining the advice given would be the desired outcome. For others, instilling the ability to discern between 'right' and 'wrong' ways that a person should behave towards others will be the appropriate outcome; however whether any abuse is part of a domestic violence situation might not be a consideration for them. Differences within the group in their ability to comprehend could distort the message the programme is trying to convey. The skill of the facilitator should include determining the outcome from the start of the course and pitch the programme to ensure this outcome is achieved. If the group has to have a variety of learning abilities, then the facilitator may need to establish several outcomes to ensure the major learning objectives are achieved.

Ability-skills

The facilitator can promote the best way to gain help for the group members. They might not read but know how to dial 999; they may not use phones but know to report 'bad' things to their support staff.

Living circumstances

Where the group members live will to a certain extent influence the type of support they receive and their vulnerability to domestic violence compared to other safeguarding issues. People living with their own families or in supported living settings are probably more likely to experience this type of abuse. Their living arrangements will also impact on the support they receive and more importantly by whom their support is given, as potentially their carer could be their partner. The facilitator should establish the group members' support networks before the programme so they can direct their advice to seek help from appropriate people. So if they live and are supported by their partner, seek help from social worker, helpline, police etc.

Language

The language used will be an important part of achieving the programme's outcome. The facilitator will need to ensure that key points are conveyed by using words that have real meaning for the group members and not use certain words because they are a more appropriate word to describe something.

Some of these suggestions will not apply to everyone, so it's up to the facilitator to use the group members' 'language' and establish this as soon as words are used that have no real meaning for them; they may understand the word but it's not what they use to describe a behaviour or a feeling.

Interpreting behaviour

Interpretation is complex within learning disabilities as certain disabilities prevent people being able to read facial expressions accurately; therefore these people are dependent on speech. Highlight the words used by the actors to help these people to understand abusive and non-abusive behaviour.

For some people it is body language including facial expressions and tone of voice that enables them to interpret meaning. Use the still images from the DVD or pause the DVD to highlight facial expressions and gestures.

The programme

Constant reference to the DVD helps make the exercises have meaning and in some of the exercises, evokes similar feelings that the actors are portraying. The exercises also generate a sense of belonging to the group, which helps establish a safe environment. The frequency of the exercises should be determined by the needs of the group members; to fully engage some groups may require more exercises than others.

Facilitator support

If a participant discloses domestic abuse to you, listen to them, believe them and tell them you will try to help. Ask them what they want to do. Establish who is responsible for providing this support if this is not your role, but accompany the victim if you need to introduce them to someone else who can help.

The victim may need support to move house, or may need to avoid going to the same places / groups as their abusive partner or ex-

partner. Try to facilitate this without isolating the victim – perhaps the abusive partner could change their routine, or the victim could join a different group. If the abusive person is a professional providing a service to the victim (e.g support worker), or if the abuse disclosed is causing the victim harm, follow your safeguarding adults procedure.

For more advice on how to support someone experiencing domestic abuse contact the national domestic abuse helpline on 0808 2000 247 or contact a local domestic abuse agency.

Thanks to Deb Cowap for writing the facilitator guidance.

2. Exercise materials

Perfect partner exercise (page 14)

 <p>Is romantic</p>	 <p>Listens to me</p>	<p>Sexy</p>
<p>Is protective</p> 	<p>Is strong</p> 	 <p>Is funny</p>
<p>Has lots of friends</p> 	<p>Good Looking</p>	 <p>Likes me</p>
<p>Tells you you look good</p>	<p>Is clever</p> 	<p>Can look after me</p> 

<p>Has money</p> 	<p>Likes your friends</p> 	<p>Is brave</p>
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Perfect Partner - early warning signs facilitator guide

Romantic – Someone phoning/ texting too much, wanting to be with you all the time. Turns up unexpectedly forcing you to change your plans

Good Listener – someone wanting to know all about your previous relationships or anything personal and even secret. They may want to find out about the things that you feel bad about. They may tell you too much about their problems so you feel too bad to end the relationship. They stop you seeing friends who are good listeners.

Sexy – Someone putting pressure on you to have sex or be intimate. Wants you to try doing things that you are not happy about. Wants you to dress or behave in a way that is uncomfortable.

Protective – Wanting to know where you are all the time. Someone being jealous of ex boy/ girlfriends. They want to be with you all the time. Persuading you to stay in when you want to go out.

Strong – Hits walls or doors or breaks things when they are angry. Makes other people scared. Has road rage.

Funny – Makes jokes that are mean about other people i.e. racist, homophobic, sexist etc. Says mean things and then says that they are joking.

Lots of friends – They don't like you spending time with your friends without them. Their friends are rude about you or other people i.e. racist, homophobic or sexist.

Good Looking – Makes you feel jealous by talking about people who fancy them.

Likes me – The relationship becomes very serious very quickly meaning it is hard to change your mind or think whether it is right for you.

Tells you you look good – Starts to suggest you wear things they like or look a certain way; it may be to cover up or to look sexier.

Clever – may ask you to not to work or study as they will look after you. May organise your life or care so that it is hard to be without them. They may purposefully confuse you in arguments so you don't feel able to have discussions.

Can look after me – they start to make you dependent on them. They surprise you with trips or treats that stop you seeing others. They start helping to sort money and budgeting and telling you to spend more or less on things.

Has money - They offer to buy you things you need to say sorry for hurting you. They have debts that you start finding out about. They may not be honest with benefit claims.

Likes your friends – they start flirting with your friends. They start acting differently when you are with friends. They always come out with you and your friends. They may start making negative comments about some friends such as 'how well do you know that Sarah?' so you start questioning your friendships.

Is brave – Does not talk about their feelings and copes with stress or bad times with alcohol or substances. They put pressure on you to take risks when you don't want to.

NB: The purpose of all the above early tactics is to start taking control and power away from the person. It is different from a protective carer who is trying to keep them safe.

Happy / sad faces exercise (page 20)







Asking for help role

My girlfriend / boyfriend / best friend
calls me nasty names

My girlfriend / boyfriend / best friend
makes me feel like I'm stupid

My girlfriend / boyfriend / best friend
pushes me when they get angry

My girlfriend / boyfriend / best friend
hits me sometimes when they are
angry

Helper / friend role

I believe you

Its not your fault

It's not nice to call people names

Your boyfriend / girlfriend / best friend should not be horrible to you

No one should ever push you

No one should ever hit you

What would you like to do now?

Would you like to talk to your support worker?

Would you like me to come with you when you talk to your support worker?

Further training

Go to www.bava.org.uk for details of domestic abuse training in Bristol.

Further information

The National Domestic Abuse Helpline
0808 2000 247

Bristol Next Link (domestic abuse support service)
0117 925 0680

Useful websites

www.bava.org.uk
www.womensaid.org.uk
www.hideout.org.uk
www.refuge.org.uk

This is the end of the teaching pack.

Please send your 'end of session' feedback and any other feedback about this teaching pack to alex.geen@bristol.gov.uk. We will incorporate your feedback in the next version of the teaching pack for the benefit of future users.

The most current version of this teaching pack can be downloaded from www.bava.org.uk.

BAVA (Bristol Against Violence and Abuse) is a multi-agency forum coordinated by Safer Bristol which enables the sharing of good practice and advance the prevention of violence and abuse against women and girls and domestic and sexual violence against men.

Domestic violence and abuse training is available in Bristol and is mostly free. See www.bava.org.uk for details of training opportunities.