

reset

Changing the future
of relationships for
young people.

Trainer workbook

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Trainer workbook

Key:



Activity time duration



Writing exercise



Group discussion

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Young people and domestic abuse

Since 2013, the government definition of domestic abuse has included those aged 16+ and defines domestic abuse as:

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.¹

While this age group has only recently been acknowledged in the definition of domestic abuse, research shows that young people aged between 16 and 19 are more likely to experience domestic abuse than any age group. In fact, 6.6% of men and 12.6% of women in this age group have experienced abuse in the past year.

For some young people, abuse begins even earlier. This is commonly referred to as teenage relationship abuse. One study found that 25% of girls and 18% of boys aged 13–17 reported having experienced some form of physical violence from an intimate partner.²

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/142701/guide-on-definition-of-dv.pdf

² <https://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>

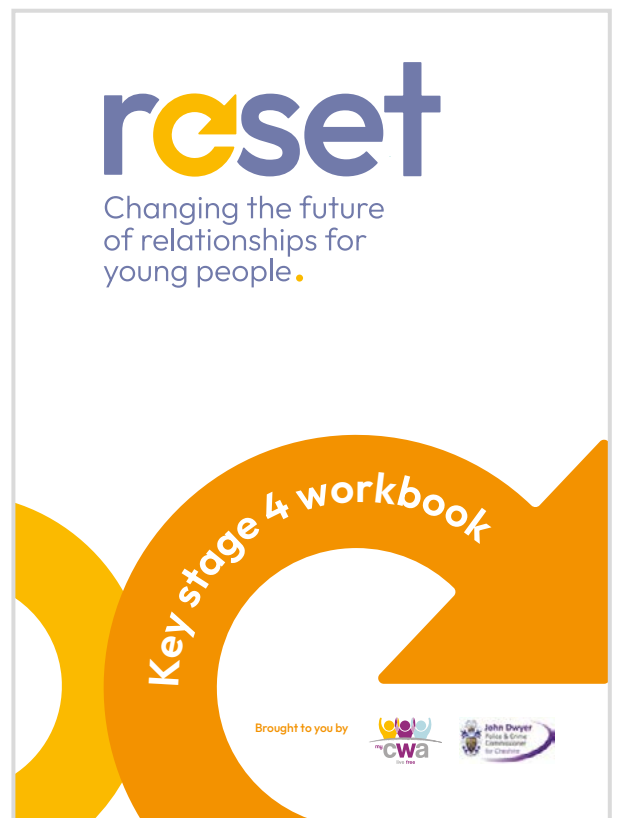
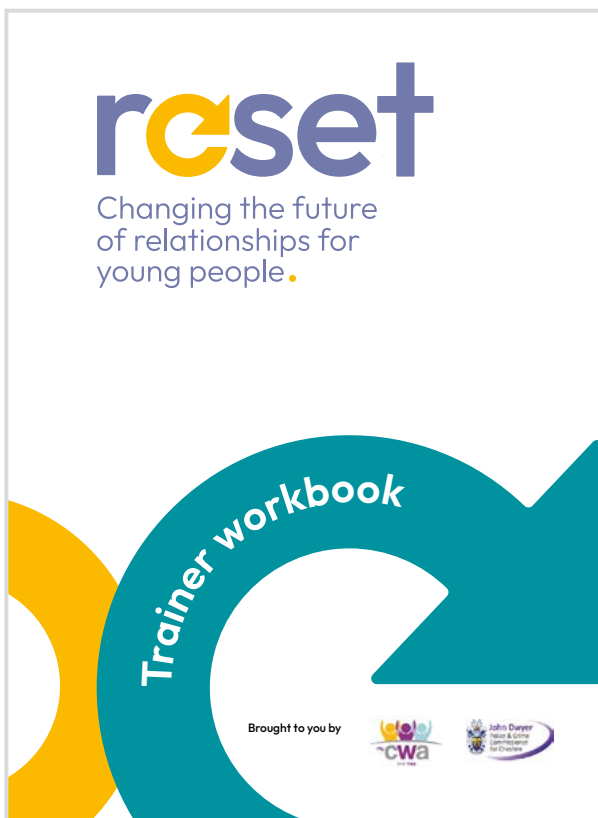
About reset

Reset – is an educational programme designed to raise awareness of domestic abuse and its warning signs. The programme empowers young people to have healthy and happy relationships.

The toolkit includes twelve sessions – each lasting around an hour – with clear objectives and learning outcomes. It should be delivered by professionals working with young people.

Young people completing the programme will create their own relationship safety plan (for instance, using the My CWA Safety and Me³ booklet).

The Reset programme may be particularly relevant for young people identified as at risk of experiencing or causing harm in their relationships. But having an awareness of domestic abuse and an understanding of healthy relationships is essential for all young people.



³ <https://www.mycwa.org.uk/s/Safety-and-Me-Booklet.pdf>

Create a safe space for young people before starting the programme. Whether the group members know each other or not, a great way to get started is to create a set of group rules that everyone agrees to follow for the duration of the programme.

Group rules are best when they are created with everyone's input, so spend some time on this before you get started.

Introduce the focus of the programme and ask your group what rules they think need to be in place to ensure the sessions are a safe space for everyone. If group members aren't familiar with the term 'safe space,' explain that it means creating a space where people feel able to discuss sensitive topics without fear of how others will respond.

It also means ensuring everyone is treated with respect – regardless of their gender identity, sexuality, religion, race or background.

When creating your group rules, make sure you include confidentiality. Explain to the young people that you expect anything shared during the sessions to remain confidential and not to be discussed outside. Be clear about the limits of confidentiality in line with your organisation's safeguarding policy so that group members know when you'll have to share what they've said – and who you'll need to share it with.

During the group sessions, we encourage a collective agreement to keep everything between us in the room (aside from confidentiality explained above), however we also encourage the group to share responsibly and mindfully. This means that they are themselves comfortable with their peers hearing what they want to share, or whether they would rather take a trusted adult in the room to one side instead.

Here are some suggested group rules:

1. Confidentiality
2. Respect
3. Listen to whoever is talking
4. No phones
5. Try to take part in all the activities
6. Treat others with kindness, even if you disagree

Delivering reset

Reset is an educational programme – not a trauma recovery programme – so there’s no expectation that young people will share any of their personal experiences. But some group members might find some of the content triggering, so be sure to explain before each session that they can ask to take a break at any point. Before and after each session, remind the group who they can speak to if they’re worried about themselves or someone else.

There are group activities and opportunities for discussion throughout the programme. These are designed to give young people space to share their thoughts and feelings on different topics.

If someone shares a harmful opinion, try not to shut it down. Instead, ask questions to understand their viewpoint and explore it as a group. If you feel as though further questioning is needed, do this outside of the sessions in a 1-2-1 format where possible.

If there’s a positive impact on this young person’s viewpoint, decide together on a way you can feed this back to the rest of the group. If a young person shares a prejudice or discriminatory view, it should never be the job of the individual or group being discriminated against to educate on this issue.



Safeguarding

Your organisation will have clear policies and guidance on the safeguarding of the children and young people in your care. If you have a concern, follow your organisation's policy and discuss your concerns with an appropriate manager.

If you identify any of the young people you are working with as at risk of experiencing or causing harm in their relationships, refer them for further specialist intervention.

If you're based in Cheshire East, My CWA are the commissioned domestic abuse provider. We offer behaviour change and trauma recovery work for children and young people.

All professional referrals should go through the Cheshire East Domestic Abuse Hub – 0300 123 5101. For further information about the service, go to www.mycwa.org.uk

If you're outside of Cheshire East, your organisation should have details of your local domestic abuse service. You can also contact the national domestic abuse helpline on 0808 2000 247.



The NSPCC offers the following guidance on how to respond when a child makes a disclosure of domestic abuse⁴:

- **Listen to what they're saying**

Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.

- **Give them the tools to talk**

If they're struggling to talk to you, show them Childline's letter builder tool⁵. It uses simple prompts to help them share what's happening and how they're feeling.

- **Let them know they've done the right thing by telling you**

Reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.

- **Say you'll take them seriously**

They may have kept the abuse secret because they were scared they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.

- **Tell them it's not their fault**

Abuse is never a child's fault. It's important they hear, and know, this.

- **Don't confront the alleged abuser**

Confronting the alleged abuser could make the situation worse for the child.

- **Explain what you'll do next**

For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.

- **Report what the child has told you as soon as possible**

Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes as soon after you've spoken to the child. Try to keep these as accurate as possible. Feedback to the child or young person what actions have taken place as a result of the disclosure.

⁴ <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/what-to-do-child-reveals-abuse/>

⁵ <https://www.childline.org.uk/info-advice/bullying-abuse-safety/getting-help/asking-adult-help/#Writesomeonealetter>



Asking the right questions with children

Questions can be very powerful, and helps to improve your own understanding of the child. Its important to listen carefully to what is being said, what is not being said, tone and body language. Below are some questions that you could use to begin conversations whilst taking part in a any of the activities in the pack, or during the support section of the sessions.

Questions about wellbeing

- How are you feeling?
- Is there anything I can do to help?
- How are you feeling about the topic?
- When did you start feeling this way?
- Do you want to talk about it?
- Would you say that you have more good days than bad days, or bad days than good days?
- What does a bad day look like for you?
- What does a good day look like for you?
- What makes you feel better?

Questions about support networks

- Is there anyone that you prefer to talk to?
- Who is your closest friend?
- Is there a teacher at school that you like talking to?
- If you were really struggling who would you go to?
- Do you have anyone in your family who you would talk to?

Teaching critical thinking

The relationship remote is a critical thinking tool for young people. It helps them breakdown the messages they receive in relationships. It teaches them to ask critical questions of the things being said to them and empowers them to choose:

- Which messages they accept – ‘tune in’ to
- Which messages they reject – ‘change the channel’ on

The relationships remote can be used as part of the Reset programme or as a stand-alone tool for the young people you’re working with.

People like to talk. Have you ever noticed that? They say all kinds of things – about their hobbies, the weather, their favourite TV series – and us. People say things about us.

Sometimes people say great things about us – things that make us feel proud of who we are and glad to be us. But sometimes people say things that are hurtful and damage our self-worth. Not everything people say can be trusted, because not everything people say about us is true.

So how do we know what to listen to?

The relationship remote is a tool you can use whenever someone says something to you that’s hurtful – or you aren’t sure you should listen to.

Try out each of the buttons on the remote to find out if you should tune in to what they’re saying and accept it – or change the channel and focus on positive things others have said that you know are true.

The relationship remote

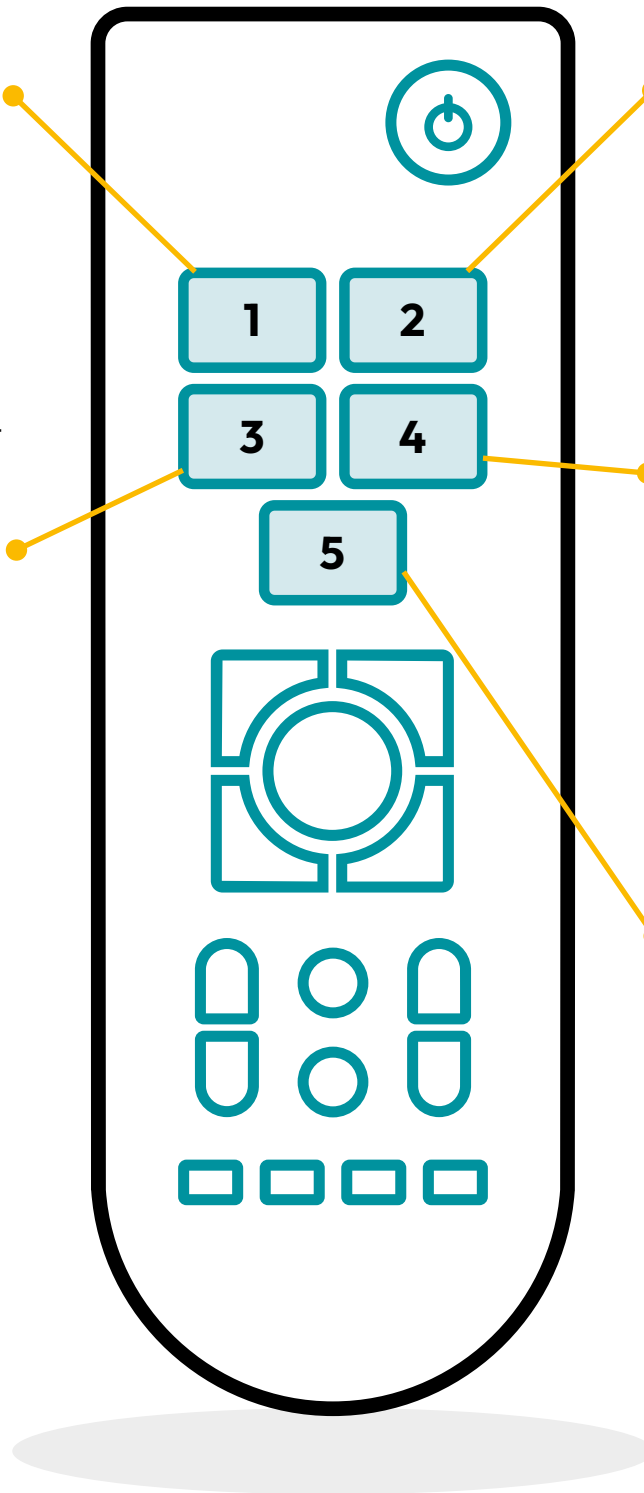
Button 1: Mind-reader
– Are they telling you what others think and believe? Like “Everybody says you’re weird,” or “Nobody thinks you’re funny.” They can’t know what everyone else believes – change the channel!

Button 3: No grey area
– Have they said you’re “completely stupid” or something else very black and white? In reality, no-one is ever “completely clever” or “completely stupid.” We might be better at some things and worse than others. Are they making black and white statements when life is actually pretty grey? – change the channel!

Button 2: Emotional bias
– Am I accepting this just because it feels like it’s true? Our feelings change and they don’t always reflect the truth. If so – change the channel!

Button 4: Fortune teller
– Are they predicting the future and telling you that if you do something, you’ll fail or something bad will happen? Unless they have a crystal ball, they can’t know for sure – change the channel!

Button 5: Blame game
– Are they blaming you for things that aren’t your fault, like them getting angry? If it wasn’t your behaviour, you aren’t to blame – change the channel!





Session one

Understanding relationships

Learning outcomes – by the end of the session, group members will be able to:

- Understand the different types of relationships
- Identify the core of a healthy relationship

What you'll need

- Large sheets of paper
- Marker pens
- Newborn baby visual aid (either a doll or a picture of a baby)
- Reset evaluation form – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset (one copy per group member)
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Introduction

Explain to the group that you are going to give them each a evaluation form which is designed to measure the attitudes and views of children and young people towards relationships, sex and abuse. It should be made clear to the group that it is not a test or exam, and they will not get in trouble for any of the answers that they give. It's also important that participants know that this is anonymous so that it gives a more accurate result that is reflective of the groups views and values.

 Evaluation form for group members to complete



10 minutes

Activity one

Explain to the group that you want them to start by thinking about all of the different kinds of relationships that exist.

Give out large sheets of paper and marker pens and ask the young people – in their smaller groups – to write down as many different kinds of relationship as they can think of.

If they're struggling with what you mean by 'types' of relationship, give the examples of siblings, spouses and colleagues. Give a maximum of 10 minutes for this activity.

Ask each group to feedback and make the point that every human being that has ever existed has experienced some kind of relationship. So this topic is relevant to all group members – even if they don't consider themselves to be in romantic relationships.

 Group discussion



10 minutes

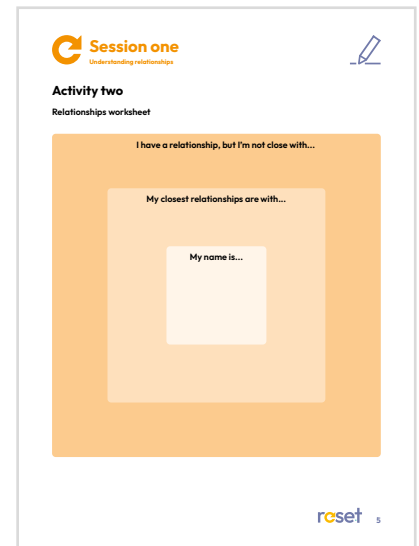
Activity two

Ask the group to refer to page 5 in their workbook and complete the relationships worksheet for this activity.

Give around 5 minutes for this activity. When everyone's finished, ask them to think about their relationships. Who has the biggest impact on them? The people in the outer box or the people in the inner box?

Point out that the closer we are to people, the more of an impact they have on us. This is why it's so important that we understand how to create and maintain healthy relationships – and that we know how to recognise unhealthy and abusive/toxic relationships.

 Writing exercise for group to complete in workbook



10 minutes

Activity three

Ask your group members to turn to page 6 of their workbook for this activity. You could use a doll or the picture on page 6 of their workbook.

Ask the group to choose a name for the child. The aim here is to keep everyone's attention – so it doesn't matter what name they pick! Explain that [child's name] has just come into the world and doesn't yet know anything about relationships.

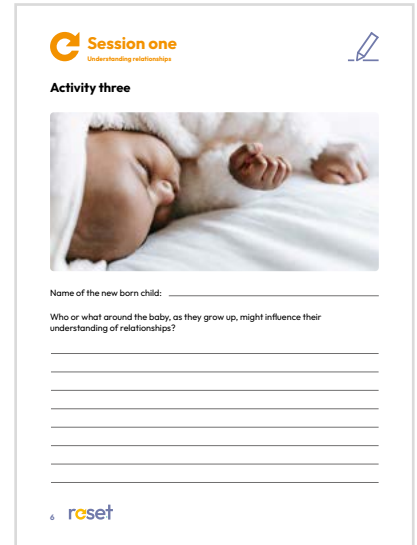
Ask the group to spend five minutes answering the following question on their worksheet:

1. Who or what around the baby, and, as they grow up might influence their understanding of relationships?

Suggestions might include their parents/wider family/peers/teachers/films, etc.

Explain that, as the child grows, they'll experience a range of relationships from the lists that were made. They might even learn about relationships from TV and films. How much these relationships impact them will depend on how close they are, but the kind of impact the relationships have will depend on whether they are healthy, unhealthy or abusive.

 Writing exercise for group to complete in workbook



5 minutes

Activity four

Ask the group to refer to page 7 of their workbook for this activity. Get the group to work in small groups or pairs and mind map what makes a healthy relationship – save this for the next session. Ask them to share what they have wrote back with the whole group.

Ideas could include –

1. **Mutual respect** – in healthy relationships you value each other and respect each other’s boundaries
2. **Trust** – healthy relationships involve being trusted and being trustworthy
3. **Good communication** – within healthy relationships you’ll be able to speak honestly and openly to avoid miscommunication
4. **Individuality** – you shouldn’t have to compromise who you are. In healthy relationships you should accept your partner for who they are, and they should do the same for you

 Group discussion and writing exercise to complete in workbook



15 minutes

Plenary

In pairs, ask the young people to write down two things they have learnt during today’s session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session two

Unhealthy relationships

Learning outcomes – by the end of the session, group members will be able to:

- Identify the core of an abusive relationship
- Understand what makes a relationship abusive

What you'll need

- Large sheets of paper
- Marker pens
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session and remind the group what had been decided was a healthy relationship.

 Group discussion



5 minutes

Activity two

Ask the group what they think is meant by domestic abuse? Write the responses on the white board. Emphasise that those under 16 can experience abuse in relationships and this is referred to as teenage relationship abuse. Abuse in relationships can happen to anyone regardless of age, gender or family situations. It can happen to boys as well as teenagers in same sex relationships.


 Group discussion





10 minutes

Activity three

- Ask the group to turn to page 10 of their workbook for the true or false activity.
- Ask the group to work through the statements on page 10 of the workbook, 1-12, and state whether each statement is true or false - marking with a T or F in the box provided. They can do this on their own or in pairs if they wish.
- If the group want the game to have a competitive edge, you can give a point for each right answer, and a point if they can give an explanation for why it's a myth or fact
- Once they have given their answers and any explanations, reveal the correct answers and further explanations as provided below.



Session two
Unhealthy relationships

Activity three

Mark the following situations as true or false (T being True and F being False).

1. Domestic abuse usually only happens in married adult couples
2. People in relationships sometimes push each other around when they get angry, but it rarely results in anyone getting seriously hurt
3. While females can be abusive, and abuse happens in same-sex couples too, it is much more common for males to abuse their female partners
4. If a mother is abused by her children's father, the children are also likely to be abused
5. Most people will end a relationship if their partner hits them
6. People abuse their partners because they can't control their anger
7. Most men who abuse their partners grew up in violent homes
8. If a person is really being abused, it's easy to just leave
9. Most rapes are committed by strangers who attack women at night on the streets
10. A pregnant woman is at an even greater risk of physical abuse
11. Domestic abuse is more common in black or Hispanic populations
12. People who are abused often blame themselves for the abuse

to **reset**

Answers and further explanations

FALSE Domestic abuse usually only happens in married adult couples

As many as one-third of all high school and college-age young people experience violence in an intimate or dating relationship. Physical abuse is as common among high school and college-age couples as married couples.

FALSE People in relationships sometimes push each other around when they get angry, but it rarely results in anyone getting seriously hurt

Domestic violence is the number one cause of injury to women between the ages of 15-44 in the U.S. - more than car accidents, muggings and rapes combined. Of the women murdered each year in the U.S., 30% are killed by their current or former husband or boyfriend.

TRUE While females can be abusive, and abuse happens in same-sex couples too, it is much more common for males to abuse their female partners

About 95% of known victims of relationship violence are females abused by their male partners.

Please continue onto the next page.

 Writing exercise for group to complete in workbook



15 minutes

Activity three continued

TRUE If a mother is abused by her children's father, the children are also likely to be abused

50% of men who frequently abuse their wives also frequently abuse their children. A child who lives in a family where there is violence between parents is 15 times more likely to be abused.

FALSE Most people will end a relationship if their partner hits them

Nearly 80% of girls who have been physically abused in their intimate relationships continue to date their abuser after the onset of violence.

FALSE People abuse their partners because they can't control their anger

People who abuse are usually not out of control. They do it to gain power and control over the other person. They often use a series of tactics besides violence, including threats, intimidation, psychological abuse and isolation to control their partners.

TRUE Most men who abuse their partners grew up in violent homes

Men who have witnessed violence between parents are three times more likely to abuse their own wives and children than children of non-violent parents (but it is really important to make clear that this cycle is not inevitable, and experiencing abuse in childhood doesn't mean they will use abuse in their relationships).

FALSE If a person is really being abused, it's easy to just leave

There are many very complicated reasons why it's difficult for a person to leave an abusive partner. One very common reason is fear – women who leave their abusers are at a 75% greater chance of being killed by the abuser than those who stay.

FALSE Most rapes are committed by strangers who attack women at night on the streets

About 80% of rapes and sexual assaults are committed by a partner, friends or acquaintance of the victim.

TRUE A pregnant woman is at an even greater risk of physical abuse

Pregnant women are especially at risk for abuse. It is estimated that more than one-third of pregnant women are abused. It is common for physical abuse to begin or escalate during pregnancy.

FALSE Domestic abuse is more common in black or Hispanic populations

Women of all races are equally likely to be abused by a partner.

TRUE People who are abused often blame themselves for the abuse

Most people who are abused blame themselves for causing the violence. However, the fact is that NO ONE is ever to blame for another person's violence – violence is always a choice, and the responsibility is 100% with the person who is violent.

Activity four

Put out 5 large sheets of paper around the room with the different types of abuse as headings. Make sure there are lots of pens on the tables and ask the young people to go round and write down examples of this kind of abuse. Before they start, be clear that they don't have to write on every sheet of paper, and they can avoid any they might find distressing to add to. Group members can also use page 11 in their workbook to make their own notes as you read through the answers for each type of abuse.

Ensure you go around as the group members are adding their thoughts. Keep a close eye on what's being written under the heading 'sexual abuse' to ensure there aren't graphic behaviours being included that other young people may find distressing.

 Writing exercise for group to complete in workbook



15 minutes

Verbal abuse

Read out the suggestions under the heading verbal abuse and explain that verbal abuse is: **'When someone is using language to hurt you.'**

Some examples of verbal abuse are:

- Frequent shouting/yelling
- Insulting or swearing to be hurtful
- Name-calling
- Being frequently critical

Physical abuse

Read out the suggestions under the heading physical abuse and explain that physical abuse is: **'When someone is hurting you or another person. This could be with their hands, their feet or an object.'**

Some examples of physical abuse are:

- Hitting, smacking or slapping you
- Punching or kicking you
- Using objects to hit, burn or harm you
- Pinching, scratching or biting you
- Shaking or suffocating you
- Scalding or burning you
- Pulling your hair
- Spitting or throwing things at you

Emotional abuse

Read out the suggestions under the heading emotional abuse and explain that emotional abuse is: **‘Behaviour that’s psychologically harmful – rather than physically harmful. It can include anything from verbal abuse and constant criticism, to intimidation and manipulation.’**

Emotional abuse can include things like...

- Calling you names or putting you down
- Shouting at you – even though you haven’t done anything wrong
- Ignoring you or leaving you out of things
- Saying or doing things that make you feel bad about yourself
- Making you take responsibility for things you shouldn’t have to do until you’re older
- Trying to control you
- Putting pressure on you to do things you’re not ready to do
- Treating you differently to other people
- Putting you in dangerous situations
- Stopping you from having friends

Financial abuse

Read out the suggestions under the heading financial abuse and explain that financial abuse is: **‘When one partner has control over the other partner’s access to money or stops them from being financially independent in some way.’**

Financial abuse can include...

- Preventing your partner from getting/keeping a job
- Giving your partner an allowance
- Making your partner give you their money

Sexual abuse

Read out the suggestions under the heading sexual abuse and explain that sexual abuse is: **‘The use, persuasion, inducement, enticement, or coercion of any individual to engage in – or assist any other person to engage in – any sexually explicit conduct.’**

Sexual abuse can include...

- Any unwanted touching
- Forced sexual activity (oral, anal or vaginal)
- Sexually-orientated insults
- Unwanted painful or degrading acts during intercourse
- Engaging in sexual activity with you while you’re too drunk/high to consent

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session three

Power and control

Learning outcomes – by the end of the session, group members will be able to:

- Identify what is at the core of abusive relationships

What you'll need

- Pens
- A device to watch one of the video clips under session three on www.actonitnow.org.uk/reset
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session and remind the group what had been decided was a unhealthy relationship.

 Group discussion



10 minutes

Activity two

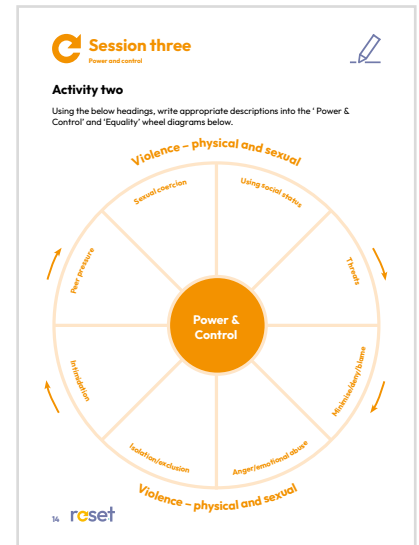
Ask the group what they think is at the core of **healthy** relationships, if gaining power and control is at the core of **abusive** relationships. Once they've made some suggestions, explain that the core of healthy relationships is shared power and control – or equality.

Ask the group to refer to pages 14 and 15 in their workbook. In groups, ask the group members to spend some time thinking about what they think these behaviours mean and asking them to write some examples in the space underneath the headings in the wheel.

Before they begin this activity, go through **using social status** with them as an example. Explain that domestic abuse happens to people of all genders, but that women are more likely to experience abuse than men, with 1 in 6 men experiencing abuse and 1 in 3 women. Explain that men are more likely to use abusive behaviours and they are also more likely to be abusive to multiple partners⁶. Explain that, because of the way society privileges men and oppresses women; men have a higher 'social status' than women in society and they may use this status to be abusive. Give the examples included on the wheel (pages 26 and 27) – treating her like a servant; acting like the 'master of the castle'; being the one to define men's and women's roles; making all the decisions.

Give the group around 15 minutes to go through the behaviour headings and to discuss what they mean and come up with examples. Once they've finished, ask them to feed back and fill in any gaps in their knowledge. The contents of the wheel are displayed on the next page for you to provide examples to the group.

 Group discussion and writing exercise to complete in workbook



35 minutes

⁶ See <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/domestic-abuse-is-a-gendered-crime/> for stats and further information.

Activity two continued

Below are descriptions taken from the 'Power and Control Wheel' and 'Equality Wheel'. The wheels are produced by the national centre on domestic and sexual violence and can be found online by visiting www.ncdsv.org

Alternative activity suggestion

This activity could be carried out using the game Jenga. Write the statements from under each wheel sub-headings and ask the group to take it in turn to pull out the Jenga pieces, placing the behaviour under the correct area on the wheel.

Power & Control descriptions

Sexual coercion

Manipulating or making threats to get sex. Getting her pregnant. Threatening to take the children away. Getting someone drunk or drugged to get sex.

Peer pressure

Threatening to expose someone's weakness or spread rumours. Telling malicious lies about an individual to peer group.

Intimidation

Making someone afraid by using looks, actions and gestures. Smashing things. Destroying property. Abusing pets. Displaying weapons.

Anger/emotional abuse

Putting her/him down. Making her/him feel bad about her or himself. Name calling. Making her/him think she/he's crazy. Playing mind games. Humiliating one another. Making her/him feel guilty.

Isolation/exclusion

Controlling what another does, who she/he sees and talks to, what she/he reads, where she/he goes. Limiting outside involvements. Using jealousy to justify actions.

Using social status

Treating her like a servant. Making all the decisions. Acting like the 'master of the castle'. Being the one to define men's and women's roles.

Minimise/deny/blame

Making light of the abuse and not taking concerns about it seriously. Saying the abuse didn't happen. Shifting responsibility for abusive behaviour. Saying she/he caused it.

Threats

Making and/or carrying out threats to do something to hurt another. Threatening to leave, to commit suicide, to report her/him to the police. Making her/him drop charges. Making her/him do illegal things.



Session three

Power and control

Equality descriptions

Honesty and accountability

Accepting responsibility for self.
Acknowledging past use of violence.
Admitting being wrong. Communication openly and truthfully.

Trust and support

Supporting her goals in life. Respecting her right to her own feelings, friends, activities and opinions.

Negotiation and fairness

Seeking mutually satisfying resolutions to conflict. Accepting changes. Being willing to compromise.

Communication

Willingness to have open and spontaneous dialogue. Having a balance of giving and receiving. Problem solving to mutual benefit. Learning to compromise without one overshadowing the other.

Self-confidence and personal growth

Respecting her personal identity and encouraging her individual growth and freedom. Supporting her security in her own worth.

Non-threatening behaviour

Talking and acting so that she feels safe and comfortable expressing herself and doing things.

Shared power

Taking mutual responsibility for recognising influence on the relationship. Making decisions together.

Respect

Listening to her non-judgementally. Being emotionally affirming and understanding. Valuing her opinions.

Activity two continued

Explain to the group that you're going to play a video clip depicting abusive relationships and you want them to look out for the different behaviours on the wheel of power and control. Ask the group to identify the abusive behaviours being shown.

 Group discussion



2 minutes

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session three

Power and control

You can use this space to make notes:



Session four

Jealousy in relationships

Learning outcomes – by the end of the session, group members will be able to:

- Identify their own personal ‘triggers’ for jealousy;
- Recognise the impact of isolation and jealousy

What you’ll need

- Large sheets of paper
- Marker pens
- Optional activity: a device to watch one of the video clips under session four on www.actonitnow.org.uk/reset
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session and remind the group what they had identified is at the core of an abusive relationship.

 Group discussion



10 minutes

Activity two

Place a scale from 1-10 on the floor using the large sheets of paper; ask the young people to place themselves on the continuum based on how jealous each situation would make them feel.

- There is a text message from someone you don't know on your girlfriend/boyfriends phone
- You see your girlfriend/boyfriend is chatting and laughing with someone outside a shop
- Your girlfriend/boyfriend is online but doesn't respond to your messages
- Your girlfriend/boyfriend says 'I really fancy them' while you are watching a film
- Your girlfriend/boyfriend is an hour late to meet you
- Your girlfriend/boyfriend is texting someone of the opposite sex a lot – they say they are just friends.
- Your girlfriend/boyfriend admits that they kissed someone else
- Your ex starts dating someone new, and you see them in the school corridor

Ask them to explain why or why not something makes them jealous.

- What is it about the event that triggers jealous feelings for them?
- What are they afraid will happen?

Work the discussion toward the learning point that jealousy does not build trust – it actually destroys it. If you have genuine cause for distrusting your partner's commitment or love to your relationship, jealousy is not going to fix that.

 Group discussion



20 minutes

Activity three

For this activity, ask the group to answer the following questions in the workbook on page 18:

1. What is the intention of these behaviours?
2. What do you want to achieve with them?

Then discuss what behaviours do you/ would you engage in when you feel jealous? Ask each individual to write these down and then discuss the responses as a group in their workbook on page 18.

Possible responses:

- Stopping them from seeing certain family members or friends
- Trying to discourage or stop them from going to school or college
- Intruding on their time when you are not there by demanding that they answer your phone calls or reply to texts
- Checking up on them by asking other people to 'spy' on them, following them, or calling and texting repeatedly
- Reading texts/ Facebook/TikTok/Instagram without their permission
- Badmouthing friends or family that you don't like
- Sulking if they want to spend time with anyone other than you
- Threatening/ intimidating other people so they stop having contact
- Insistent questioning about their whereabouts or what they have been doing



Group discussion and writing exercise to complete in workbook



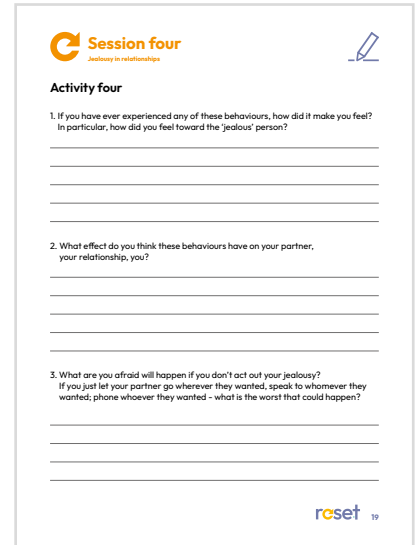
15 minutes

The thumbnail shows a page from the workbook titled 'Session four Jealousy in relationships'. It contains the following text: 'Activity two Your facilitator will explain this group activity.', 'Activity three', '1. What is the intention of these behaviours?' followed by five horizontal lines for writing, and '2. What do you want to achieve with them?' followed by five horizontal lines for writing. The 'reset' logo is visible in the bottom left corner of the page.

Activity four

Ask the group to answer questions on page 19 of their workbooks and share what they have written with the group.

1. If you have ever experienced any of these behaviours, how did it make you feel? In particular, how did you feel toward the 'jealous' person?
2. What effect do you think these behaviours have on your partner, your relationship, you?
3. What are you afraid will happen if you don't act out your jealousy? If you just let your partner go wherever they wanted, speak to whomever they wanted; phone whoever they wanted, what is the worst that could happen?



Session four
Jealousy in relationships

Activity four

1. If you have ever experienced any of these behaviours, how did it make you feel? In particular, how did you feel toward the 'jealous' person?

2. What effect do you think these behaviours have on your partner, your relationship, you?

3. What are you afraid will happen if you don't act out your jealousy? If you just let your partner go wherever they wanted, speak to whomever they wanted; phone whoever they wanted - what is the worst that could happen?

reset 19

  Group discussion and writing exercise to complete in workbook



15 minutes

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session five

Isolation and control in relationships

Learning outcomes – by the end of the session, group members will be able to:

- Understand the role that jealousy and control play in abusive or violent behaviour, and how damaging isolation can be

What you'll need

- Marker pens
- Playdough
- A device to watch one of the video clips under session five on www.actonitnow.org.uk/reset
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session and remind the group what they had recognised as the impact of jealousy in relationships.

 Group discussion



10 minutes

Activity two

Explain to the group that you're going to play a video clip depicting isolation and control in relationships. Ask the group to make a note of any examples of isolation and control they notice in the relationship. Do they think this is a healthy or unhealthy relationship? Do they think this is domestic abuse?

 Group discussion



15 minutes

Activity three

The group can make notes in their workbook on page 22 for this activity, to discuss examples of jealousy, isolation and controlling behaviour in relationships.

Provide each of the young people with two different colours of playdough. Talk them through the different types of relationships and ask each of them to create the different types of relationships using the playdough.

1) Relationship 1: Smothered

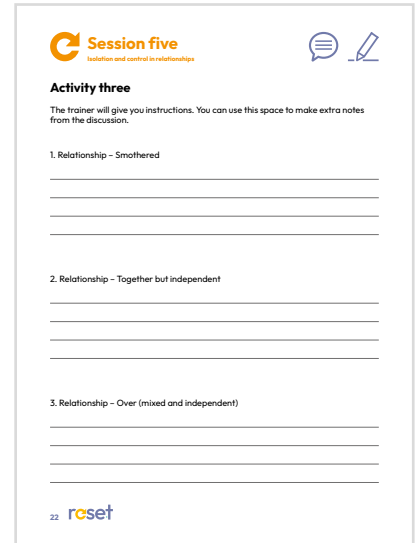
Roll the colour representing their partner into a ball/ flatten out the colour representing the Partner A and wrap it around the ball, completely enveloping it. This type of relationship means that their goals/ wishes/ needs dominate the relationship. Partner B is not allowed any contacts/ activities/ interests that don't involve them. Having your whole sense of self covered up by someone else means you feel trapped and cut off and ultimately depressed and isolated.

2) Relationship 2: Together but Independent

Now put the two colours together and begin to blend them with each other a bit at the seam. This pattern represents a healthy relationship. The couple is interested in each other and connected – they are a 'team' but they are also distinct and different from each other – they could connect to other colours without having to overlap. Discuss with the participants why this might feel risky – this pattern requires trust/ respect/ equality. Now start to blend the colours more and more together to discuss how couples vary in how much they want to be enmeshed in each other's lives and how much independence they want. Different patterns of this are OK, but the problem comes when we get to Relationship Pattern 3...

3) Relationship 3: Over (mixed and independent)

By now the colours should have started to actually blend and change shade (ideally becoming a much less pleasant colour than they were when separate). The flaw in a relationship like this where both people are over dependent on each other, is that they can no longer exist separately – they cease to be what they once were and it makes their own colour (personality/ sense of self/ independence) dim and dingy. Discuss with participants the issues of being in a relationship that is 'too' dependent.



Session five
Isolation and control in relationships

Activity three
The trainer will give you instructions. You can use this space to make extra notes from the discussion.

1. Relationship – Smothered

2. Relationship – Together but independent

3. Relationship – Over (mixed and independent)

22 **reset**



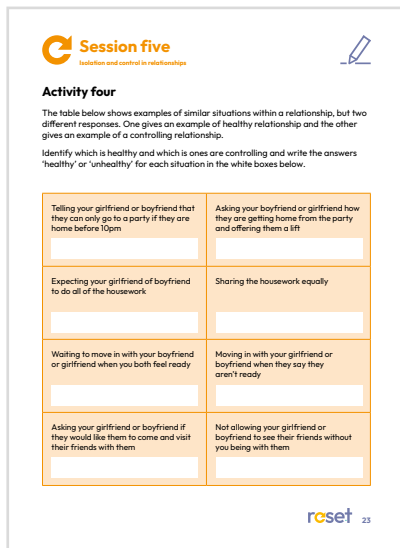
Group discussion and writing exercise to complete in workbook



10 minutes

Activity four

The table below shows examples of similar situations within a relationship, but two different responses. One gives an example of healthy relationship and the other gives an example of a controlling relationship. Discuss the situations with the group and ask them to identify which is healthy and which is ones are controlling on page 23 of their workbook.



Session five
Isolation and control in relationships

Activity four

The table below shows examples of similar situations within a relationship, but two different responses. One gives an example of healthy relationship and the other gives an example of a controlling relationship.

Identify which is healthy and which is ones are controlling and write the answers 'healthy' or 'unhealthy' for each situation in the white boxes below.

Telling your girlfriend or boyfriend that they can only go to a party if they are home before 10pm	Asking your boyfriend or girlfriend how they are getting home from the party and offering them a lift
Expecting your girlfriend or boyfriend to do all of the housework	Sharing the housework equally
Waiting to move in with your boyfriend or girlfriend when you both feel ready	Moving in with your girlfriend or boyfriend when they say they aren't ready
Asking your girlfriend or boyfriend if they would like them to come and visit their friends with them	Not allowing your girlfriend or boyfriend to see their friends without you being with them

reset 23

Telling your girlfriend or boyfriend that they can only go to a party if they are home before 10pm	Asking your boyfriend or girlfriend how they are getting home from the party and offering them a lift
Expecting your girlfriend or boyfriend to do all of the housework	Sharing the housework equally
Waiting to move in with your boyfriend or girlfriend when you both feel ready	Moving in with your girlfriend or boyfriend when they say they aren't ready
Asking your girlfriend or boyfriend if they would like them to come and visit their friends with them	Not allowing your girlfriend or boyfriend to see their friends without you being with them

 Group discussion and writing exercise to complete in workbook



10 minutes

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session six

Consent

Learning outcomes – by the end of the session, group members will be able to:

- Understand what sexual consent is
- Understand the law around sexual consent

What you'll need

- Large sheets of paper
- Marker pens
- A device to watch one of the video clips under session six on www.actonitnow.org.uk/reset
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session and explain what the group understand the role jealousy and control plays in abusive or violent behaviour and how damaging isolation can be.

 Group discussion



10 minutes

Activity two

Explain to the group that you want them to start by thinking about what consent means.

Give out large sheets of paper and marker pens and ask the young people – in their smaller groups – to write down what they think is meant by the term consent. The group can make notes in their workbook on page 26 for this activity.

Ask each group to feedback. Make the point after gathering the feedback that consent happens when all people involved in a sexual activity agree to take part by choice. The age of consent in England and Wales is 16. This is the legal age at which a person can take part in sexual activity. This applies to everyone, whatever their sex or gender of the person the sexual activity is with. 'A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice' (Sexual Offences Act, 2003).

If someone says 'no' to any type of sexual activity, they do not consent.

But if someone doesn't say 'no' out loud' that doesn't automatically mean that they have consented to sex. If someone seems unsure or moves away – this is not consent. If someone is drunk, drugged, unconscious or asleep they cannot consent. Or if someone is bullied or pressured into saying yes, this is not consent. If someone is not sure whether you are giving concern they should ask.

Facilitate a discussion with the group around the below statements. Some are true and some are myths. Using your understanding of consent and misogyny, explain why each one is or isn't ok.

- If someone goes home with you after a night out drinking, they want to have sex
- A girl's clothes give away if she wants to have sex or not
- Becoming a wife means you consent to all sex

 Group discussion and writing exercise to complete in workbook



15 minutes

Activity three

Explain to the group that you're going to play a video clip depicting consent. The video explains sexual consent by comparing it to tea. Ask the group to feedback what they have learnt from watching the short clip. The group can use the space in their workbook on page 26 if needed.

 Group discussion



5 minutes

Activity four

In groups, ask the young people to create a poster aimed at educating other young people about what consent is. The groups are to share their work with the rest of the group once this has been created. The group can use the space in their workbook on page 27 if needed.

 Writing exercise for group to complete in workbook



15 minutes

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session seven

Sharing nudes or semi-nudes

Learning outcomes – by the end of the session, group members will be able to:

- Understand what sharing nudes/semi-nudes is
- Understand the law around sharing nudes/semi-nudes

What you'll need

- Large sheets of paper
- Marker pens
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session and explain what the group understand sexual consent to be and the law around it.

 Group discussion



10 minutes

Activity two

Explain to the group that you want them to start by thinking about what the term 'sharing nudes/semi-nudes' means.

Give out large sheets of paper and marker pens and ask the young people – in pairs – to create a definition for the word 'sharing nudes/semi-nudes'.

 Group discussion

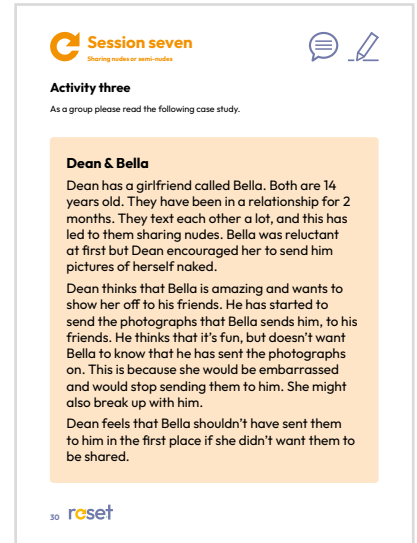


10 minutes

Activity three

Explain to the young people that we are now going to look at a case study about Dean and Bella. Both are 14 years old.

Ask the group to refer to their workbook on pages 30 and 31, and explain that you are going to read the case study out loud and then ask them to answer questions to then discuss as a group. Encourage all of the group to participate in answering the questions.



Session seven
Sharing nudes or semi-nudes

Activity three
As a group please read the following case study.

Dean & Bella
Dean has a girlfriend called Bella. Both are 14 years old. They have been in a relationship for 2 months. They text each other a lot, and this has led to them sharing nudes. Bella was reluctant at first but Dean encouraged her to send him pictures of herself naked. Dean thinks that Bella is amazing and wants to show her off to his friends. He has started to send the photographs that Bella sends him, to his friends. He thinks that it's fun, but doesn't want Bella to know that he has sent the photographs on. This is because she would be embarrassed and would stop sending them to him. She might also break up with him. Dean feels that Bella shouldn't have sent them to him in the first place if she didn't want them to be shared.

30 **reset**

Dean and Bella

Dean has a girlfriend called Bella. Both are 14 years old. They have been in a relationship for 2 months. They text each other a lot, and this has led to them sharing nudes. Bella was reluctant at first but Dean encouraged her to send him pictures of herself naked. Dean thinks that Bella is amazing and wants to show her off to his friends. He has started to send the photographs that Bella sends him, to his friends. He thinks that it's fun, but doesn't want Bella to know that he has sent the photographs on. This is because she would be embarrassed and would stop sending them to him. She might also break up with him. Dean feels that Bella shouldn't have sent them to him in the first place if she didn't want them to be shared.



Group discussion and writing exercise to complete in workbook



10 minutes

Activity three continued

Question 1: What actions and choices have influenced this situation?

Discussion prompts;

- Bella was reluctant at first to send the images to Dean.
 - What made her change her mind?
 - Influence from her friends?
 - Pressure from Dean?
 - Wanting to keep Dean as her boyfriend?
 - Did she give true consent?
- Why did Dean ask for the photo? Did he feel any pressure to have images like this?
- Did Bella give consent for her photo to be shared with Dean's friends? In this situation, who is more at fault – Dean, Bella or Dean's friends? Anyone else?
- Do you think Dean respected Bella? How can you tell if a boyfriend, girlfriend, or friend respects you?

Question 2: What are the risks are to both Dean and Bella?

For example:

- In line with the current law it is a criminal offence for any persons under the age of 18 years old to create, distribute and share nude images. When considering the case study, it is important to highlight the legality and the fact that Bella could be prosecuted. This could be damaging to future prospects.
- Dean could be charged with a criminal offence as he has shared, and possessed indecent images of a child under 18. Anyone who has indecent images of someone under the age of 18 is breaking the law.
- A criminal record could impact job prospects, travelling to other countries
- Bella has been put at risk of bullying, threats and blackmail by Dean sharing the images
- Bella has lost control of where the pictures could send up and what they could be used for.

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session eight

What are the effects of domestic abuse?

Learning outcomes – by the end of the session, group members will be able to:

- Understand the impact of domestic abuse

What you'll need

- Large sheets of paper
- Marker pens
- Optional activity: a device to watch one of the video clips under session eight on www.actonitnow.org.uk/reset
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session and remind the group what sharing nudes/semi-nudes is.

 Group discussion



10 minutes



Session eight

What are the effects of domestic abuse?

Activity two

Explain to the young people that experiencing abuse in our relationships impacts us in lots of different ways. Give out large sheets of paper and marker pens and ask the young people – in their smaller groups – to write down any negative impacts that domestic abuse may cause to someone. Ask the groups to feedback and fill in any knowledge gaps using the following list:

- **Physical health problems** – injuries from physical abuse, stress from other forms of abuse, obesity, sexually transmitted diseases or sexually risk-taking behaviours. They might use drugs or alcohol to cope.
- **Mental health issues** – experiencing domestic abuse might cause PTSD and/or a range of other mental health issues, including anxiety and depression
- **Isolation** – no longer spending time with a usual circle of friends. Being withdrawn or quieter than usual.
- **Financial issues** – these can result from financial abuse, or from having to flee an abusive partner and start again.



Group discussion



15 minutes

Activity three

Explain to the young people that we are now going to look at a case study about Aspen and Carl. Both are 15 years old.

Ask the group to refer to their workbook on pages 34 and 35. Explain that you are going to read the case study out loud and then ask them to answer questions to then discuss as a group. Encourage all of the group to participate in answering the questions.

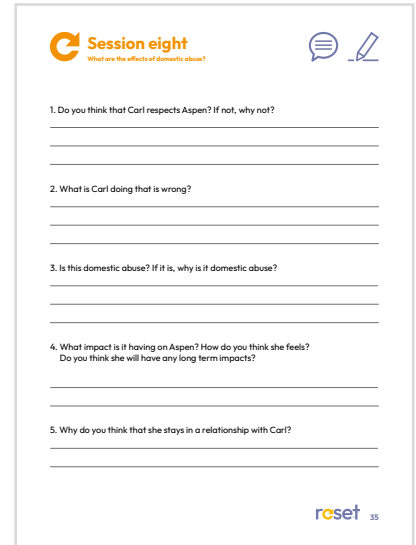
*Depending on the group you may need to read the case study twice before asking the questions.

Questions:

1. Do you think that Carl respects Aspen? If not, why not?
2. What is Carl doing that is wrong?
3. Is this domestic abuse? If it is, why is it domestic abuse?
4. What impact is it having on Aspen? How do you think she feels? Do you think she will have any long term impacts?
5. Why do you think that she stays in a relationship with Carl?

The group can make notes in their workbook on page 35 during your discussion or you can use the space in their workbook to facilitate pair work and discuss at the end of the activity.

 Group discussion and writing exercise to complete in workbook



Session eight
What are the effects of domestic abuse?

1. Do you think that Carl respects Aspen? If not, why not?

2. What is Carl doing that is wrong?

3. Is this domestic abuse? If it is, why is it domestic abuse?

4. What impact is it having on Aspen? How do you think she feels?
Do you think she will have any long term impacts?

5. Why do you think that she stays in a relationship with Carl?

reset 35



15 minutes



Session eight

What are the effects of domestic abuse?

Aspen and Carl

When Aspen and Carl first got into a relationship, she was super happy. Carl was good looking, funny and popular. Everyone liked him and all her friends were really jealous. During the first few months, everything was going really well, she was so happy and they were inseparable. Aspen did not stop talking about Carl. But she was spending less time with her friends. She also did not want to spend time with her family. This was because she was spending all her free time with Carl. She also stopped doing things she liked. She stopped going swimming each week, stopped having her friends over for sleepovers and deleted her tick tock account.

Carl always seemed to want to know what she was doing, where she was going, who she was with and who she was texting. She told him the password to her phone and he would ask to go on it all of the time. She became withdrawn and stopped doing well in school. When her friends asked her whether she was having any issues with Carl, she denied that anything was wrong. She did hint however that it was easier to let him spend lots of time with her, and let him look at her phone.



Session eight

What are the effects of domestic abuse?

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.



Writing exercise for group to complete in workbook



15 minutes



Session eight

What are the effects of domestic abuse?

You can use this space to make notes:



Session nine

How to keep yourself safe?

Learning outcomes – by the end of the session, group members will be able to:

- Have a safety plan and understand what to do if they find themselves in an unsafe situation.

What you'll need

- Large sheets of paper
- Marker pens
- My CWA Safety and Me booklet
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session on understanding the impact of domestic abuse.

 Group discussion



10 minutes

Activity two

Explain to the young people that one of the earliest warning signs that we aren't safe is our body's physical response. We might feel uneasy or uncomfortable, we might get butterflies and feel sick, or our hearts might start to race. Ask the young people to think about situations that might make them feel like this, and to complete their 'Safety and Me' booklet.

Places of safety:

- Now the young people have started to think about situations that might make them feel unsafe, explain that we want to create safety plans using the My CWA Safety and Me booklet for each of them, so that they feel confident in knowing what to do if one of these situations (or another like it) arose. Explain that you're going to start by thinking about their places of safety – where they could go if they felt unsafe.
- Talk through the following short stories and ask the group to complete each story in a way that ensures those in it are safe. Ask them to think about whether the person is safe where they are, or needs to go somewhere else; what the person has with them that could help to keep them safe; who they could speak to and when that needs to happen.

 Group discussion



30 minutes

Activity two continued

This case study can be found on page 38 in their workbook.

Sienna & Jack

Sienna is walking home from school with her boyfriend Jack, and stops to post a card through the letterbox of a family friend who lives a few doors down from Jack. Jack grabs her arm and pulls her away from the house, telling her she needs to hurry up because he has something exciting planned for when they get home. Sienna and Jack go into his house and he says his parents aren't home.

Sienna notices her phone is dying and puts it on charge downstairs. Jack grabs Sienna's arm again and leads her up the stairs into his room. There is a gift bag on the bed and the tag has Sienna's name on it. Jack tells Sienna he has brought her some nice underwear and wants her to put it on for him. Sienna tells him she doesn't feel comfortable doing this and asks if they can just watch TV instead. Jack tells Sienna he's waited long enough and that his friends have been laughing at him because he hasn't had sex yet. He tells Sienna he loves her, but then holds her arm tightly and tells her they will be having sex today. Jack says he needs the loo and she can put the underwear on while he's in the toilet. Sienna wants to tell Jack she doesn't feel ready, but she is worried he'll shout at her or hurt her, like he's done in the past.

Prompts to support the group with completing story 1 safely:

- Sienna could go downstairs and use her phone to call someone to come and pick her up whilst Jack is in the toilet
- Sienna could get her phone from downstairs and then walk to the neighbours house, where her family friend lives and tell them what has happened
- Sienna could speak to a trusted adult, once she is safe, and get some advice on how to safely end her relationship with Jack

This case study can be found on page 39 in their workbook.

Sam & Nasim

Sam and Nasim have been dating for a while, but have only told their close friends. Sam's family have strict views about sexuality and he hasn't yet come out to them as gay, so Nasim has never been to Sam's house and doesn't know where he lives. Nasim has told Sam he needs to know where he is all the time and constantly texts Sam throughout lessons if Sam doesn't answer his phone. Over the weekend, Nasim and Sam had a bad argument because Sam didn't have his Snapchat location on and Nasim said he didn't know where Sam was. Nasim got very angry and said some really hurtful things, but later apologised by text and told Sam how much he loves him

On Monday at school, Sam speaks to Nasim and says he wants to take a break from their relationship because he feels Nasim is too controlling. At first Nasim is very upset and tells Sam he will hurt himself if Sam ends things, but when Sam doesn't back down, Nasim becomes very angry and says he will follow Sam home from school and 'out him' to his family

Prompts to support the group with completing story 1 safely:

- Sam should speak to a member of staff who he trusts and be honest about the situation so that they can keep him safe and take responsibility for keeping Nasim safe so that Sam doesn't feel like that's up to him
- If Sam usually walks home, he should see if he can get a lift so that Nasim can't follow him
- Sam and the member of staff he spoke to need to create a safety plan for school to ensure they aren't in the same lessons and Sam is safe at break time

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session ten

Emotional regulation

Learning outcomes – by the end of the session, group members will be able to:

- Identify their own personal signals (mental, physical, emotional) that they are getting angry.
- Understand what makes them feel angry

What you'll need

- Large sheets of paper
- Marker pens
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session on understanding what to do if they find themselves in an unsafe situation.

 Group discussion



10 minutes

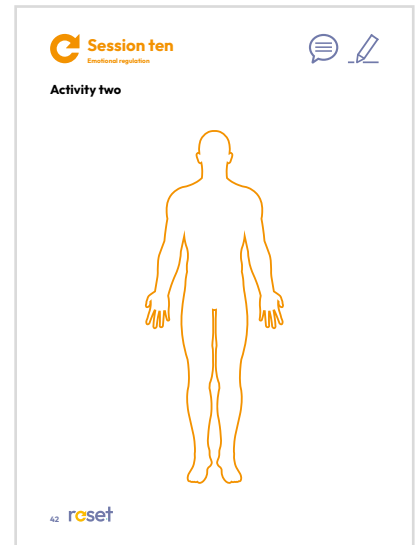
Activity two

Explain to the young people that we are going to be focusing on emotional regulation for today's session. To start with we are going to look at our warning signs that we are getting angry.

Break participants into groups and have them do a body map of their warning signs. This can be on trace of a person or draw a silhouette on a piece of flipchart or they can use the image available on page 42 in their workbook. They can then draw on the sheet words or images to represent how they feel when angry (red ears, increased heart rate, wobbly knees, butterflies in the stomach, etc.). Once the groups have completed that exercise, ask them to feedback their body map to the rest of the group.

Highlight that it is different for everyone, some people have lots of cues first and then become very angry; some don't have many and become angry pretty quickly- the important thing is that they know what their own cues are.

 Group discussion and writing exercise to complete in workbook



15 minutes

Activity three

Ask the young people how long they think their 'fuse' is? How long does it take for their anger to build up to exploding point? Have them draw their 'fuse' onto the body map of the right length (different colour for each young person).

Highlight that the shorter someone feels their fuse is the more important it is that they are aware of their physical signals for anger. They will need to work harder at quickly implementing calming strategies when they feel angry. The central point is that 'a short fuse is no excuse for abuse'. If you have a short fuse, it means you need somehow to get control over your body very quickly to keep things under control when you are in a relationship.

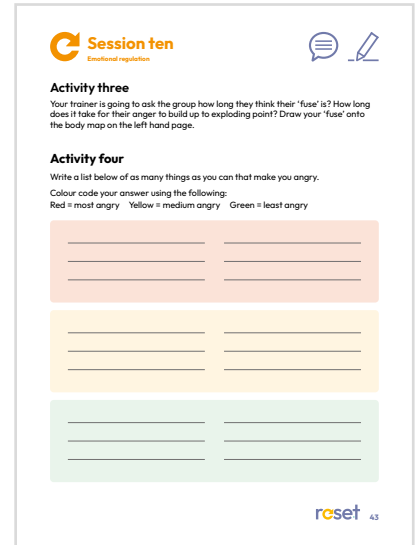
 Group discussion



10 minutes

Activity four

Ask the group to refer to page 43 in their workbook and to think of things that make them angry. Ask them to place the major things that make them angry in the red box, yellow box for things that make them feel a little angry and the green box for the things that make them the least upset.



 Group discussion and writing exercise to complete in workbook



10 minutes

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session eleven

Emotional regulation

Learning outcomes – by the end of the session, group members will be able to:

- Understand how to use time out to remove themselves from situations that they know are heading toward abuse or violence

What you'll need

- Large sheets of paper
- Marker pens
- Bottle of pop
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on the last session on understanding your own personal signals (mental, physical, emotional) that make you angry.

 Group discussion



10 minutes

Activity two

For this activity you will need to be outside or somewhere where it is easy to clean up a mess. Explain to the young people that for this exercise we are imagining that they are a bottle of pop.

Every time something stressful happens the bottle is shaken. Nothing much seems to change after one shake, but when the bottle is shaken and shaken, the pressure builds and builds and then the lid pops off and explodes everywhere. All the shaking results in a lot of mess that takes lots of cleaning up. This is the same with anger.

Explain that as we are going to discuss a persons day and every time something frustrating happens you are going to shake the bottle of pop and then pass it on to the next person.

- Kate arrives at school. She's excited to see her friends but they ignore her.
Shake the bottle.
- Kate texts her friend Jessica to say hello but she doesn't respond straight away.
Shake the bottle.
- In the middle of class Kate gets a message from her friend saying that they wouldn't be able to meet her at dinner as usual as they had been put in a detention for texting.
Shake the bottle.
- Back in the classroom and David accidentally bumps into Kate when he was handing out some work.
Shake the bottle.
- Lunchtime. Kate really wanted to order chips and beans. On getting to the front of the queue she realises there are no beans.
Shake the bottle.
- Kate's mum is late picking her up from school because of traffic
Shake the bottle.
- Kate's Mum collects Kate and says, "Hey darling, how was your day?" And so the lid comes off. **Open the bottle of pop and let it fizz everywhere!**

Explain that throughout the day her anger and frustration has been building and eventually she let it out.

Ask the group what they think the impact of letting the anger fizz everywhere has had?
Do you think its going to be easy to clean it up?

 Group discussion



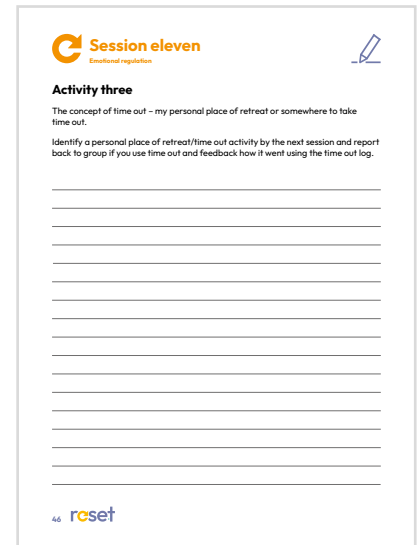
25 minutes

Activity three

Discuss the concept of time out – a safe place to be angry and to switch off your emotional brain and switch on your rational brain.

Explain the time out skill:

Place each of the R's on a stepping stone (sheet of coloured paper) along the floor- then get a volunteer to come up and stand on each stone. Get them to suggest a way to use the skill on their stone as you walk through the time out process.



- **Recognise** you are angry
- **Referee** how will you say you need a time out? F£%* off is not an appropriate way to say you need to go calm down....
- **Remove** - where can you go to take your time out? Have more than one option- what if it is midnight- you can't walk the dog. What if your usual spot is taken up by something else?
- **Relax** - name physical things that can help burn out the anger but that don't elevate it (punch bag is fine if you are calm by the end but not if you are imagining punching the person who's made you angry!). Next, name things to help distract your brain and regain your calm (discuss use of drugs or alcohol if they suggest this, discuss that the option shouldn't cause another problem or make the situation worse).
- **Re-visit** - discuss that they can't use time out to avoid discussing things or accepting a telling off. They may need to go back and work it out- calmly. How can they do this?

Discuss the misuse of time out scenarios and some of the ways it can be used inappropriately (e.g. to get out of the house, to get out of lessons, because you can't be asked to discuss whatever the other person wants to discuss).

Ask the group to use the space in their workbook on page 46 to identify a personal place of retreat or space to take a time out by the next session and ask them to report back to group if they use time-out and feedback how it went using the time out log.

 Group discussion and writing exercise to complete in workbook



15 minutes

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes



Session twelve

Relationship boundaries

Learning outcomes – by the end of the session, group members will be able to:

- Review the progress they have made on the programme
- Look at relationships boundaries they are going to put in place moving forward

What you'll need

- Marker pens
- Equipment to create videos with
- Feedback sheets
- Reset evaluation form – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset (one copy per group member)
- Calm breathing worksheet – this can be found in your pack or as a PDF on www.actonitnow.org.uk/reset

Activity one

Recap on how to use time out to remove themselves from situations that they know are heading toward abuse or violence. Go around the room and ask each individual if they had to use time out. How did it go?

 Group discussion



15 minutes

Activity two

Explain that personal boundaries are the rules and limits you set within relationships. They tell you what's ok, and what's not ok in a relationship. Ask the group to think about two people in their life, and write down in their workbook on page 49, the boundaries they have with each one. How are they similar, and how are they different?



Session twelve
Relationship boundaries

Activity two
Think about two people in your life, and write down the boundaries you have with each one. How are they similar, and how are they different?

Person one

Person two

reset 49

 Writing exercise for group to complete in workbook

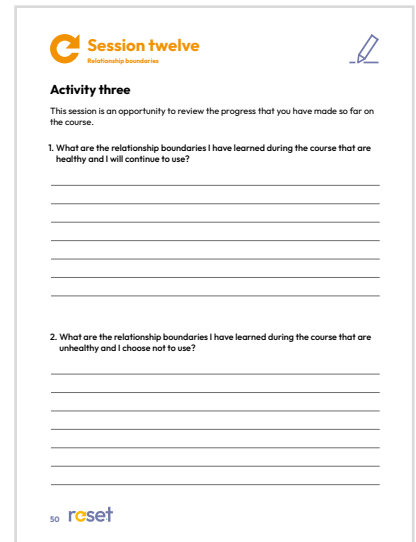


10 minutes

Activity three

Ask the group to answer these questions individually – allow 10 minutes for them to complete the questions in their workbook on pages 50 and 51. Then spend 10 minutes asking the group to feedback.

1. What are the relationship behaviours that I have learnt during the course that are healthy and I will continue to use?
2. What are the relationship boundaries that I have learnt are unhealthy and I will choose not to use in the future?
3. Do you think conflict or challenges will arise in your relationships in the future and if it does how will you manage this now?



Session twelve
Relationship boundaries

Activity three
This session is an opportunity to review the progress that you have made so far on the course.

1. What are the relationship boundaries I have learned during the course that are healthy and I will continue to use?

2. What are the relationship boundaries I have learned during the course that are unhealthy and I choose not to use?

50 reset

 Group discussion and writing exercise to complete in workbook



20 minutes

Plenary

In pairs, ask the young people to write down two things they have learnt during today's session – then ask them to share their thoughts with the group.

Support

As a group do the calm breathing exercise to end the session. Explain that this programme is designed to help them understand how to have healthy, happy relationships if and when they choose to have them. Emphasise that if anyone has concerns as a result of the session, they can speak to you at the end. If there are other members of staff responsible for safeguarding, make sure all group members know who they are.

 Writing exercise for group to complete in workbook



15 minutes

reset

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