

Keep Safe Stay Cool

Training Sessions

4 hours each session

- 1. What is Keep Safe Stay Cool? Human Rights**
The framework and introducing Human Rights
- 2. Gender Roles and Stereotypes**
- 3. Healthy Relationships**
- 4. Domestic Violence – what is it?**
- 5. Exploring Effects**
- 6. Diversity**
 - Non English Speaking Background (NESB)
 - Aboriginal Family Violence
 - Same Sex Attracted
- 7. Resources in the Community**
- 8. Listening skills and class room roles**
- 9. Preparation**
- 10. Planning**
- 11/12 Peer Educator’s Practice Sessions**

Keep Safe Stay Cool

CONTRACT FOR PEER EDUCATORS

As a peer educator _____ I will:
(Name)

- Attend all training sessions.
- Contribute ideas and opinions.
- Plan presentations in conjunction with other Peer Educators and trainers.
- Let trainers know well in advance if he / she are unable to attend any planned event.
- Be on time for all meetings and appointments.

Facilitators will:

- Coordinate all meetings.
- Provide relevant training.
- Take responsibility for:
 - Ongoing evaluation process and feedback
 - Coordination of training and events
 - Provide guidance and support

Payment

- Reimbursement for presentations etc. will be \$10 per hour. This is a reimbursement for your time and expenses.

NB – Peer Educators are responsible for their own tax arrangements.

This contract is agreed between.....and the Keep Safe and Stay Cool coordinators.

Initially this contract is from to

Keep Safe Stay Cool
TRAINING FOR PEER EDUCATORS

Session 1

**What is Keep Safe Stay Cool?
The Framework – Introducing Human
Rights**

Resources for Session 1.

Overhead projector / white board / butcher's paper / textas / pens / files / contracts / Human Rights handouts / session overview / toilet paper / overhead of definition of a right/ Declaration of Human Rights/name tags for people.

Ice Breaker - Toilet paper game – take as many sheets of toilet paper as you think you will need. After everybody has taken their sheets explain to students that for every sheet you have to say something about yourself.

Introduce Keep Safe Stay Cool program - explain the programs aims and objectives, history and values.

Address housekeeping issues

1. Human Rights

Put definition of a human right on the overhead projector:

(Overhead 1) A Human Right: Just and fair treatment something you are entitled to.

2. Universal Declaration of Human Rights

Explain the origins of the Universal Declaration of Human Rights and give out copy of universal declaration to take away and read.

In 1945, following the tragedies of the Second World War, representatives from 188 nations around the world agreed, through signing the Charter of the United Nations, to form an international alliance which would promote peace, cooperation and human rights across the globe. Respect for human rights and human dignity "is the foundation of freedom, justice and peace in the world". The Universal Declaration of Human Rights is not binding under Australian law and can only place a degree of political or moral pressure on the state.

The Declaration refers to a number of internationally recognised and accepted rights. It is not law, but a code of which people need to abide to. From this, there has been made a number of human rights laws, with a universal code of human rights,

protecting women, children, the elderly, minorities, vulnerable groups, disabled peoples. The KSSC program is designed to promote Human Rights in relationships.

Activity: Handout copies of The Universal Declaration of Human Rights. Ask group to pick 4 Human Rights Articles that correspond with Domestic Violence. Facilitate large group discussion about Articles relating to Domestic Violence (eg, Articles 3, 4, 5, 16).

3. Look at how Keep Safe Stay Cool fits into the big picture

(Put up overhead 1)

Explain that the KSSC program is based on human rights. Refer to domestic violence as a violation of human rights. Human rights are a part of any healthy relationship. A healthy relationship is based on equality for both partners. A relationship without equal rights is open to an abuse of power. The relationship then becomes susceptible to inequality and can lead to domestic violence. Other aspects of the program include gender roles and stereotypes and how the types of messages that we all receive can influence what males and females should behave like. Gender roles and stereotypes can cause problems in relationships as they can set up inequality between males and females which can lead to domestic violence.

4. ACTIVITY

A: Rights in couple relationships vs rights in friendships

Divide the group into 2. Get group A to brainstorm the rights in a couple relationship (boyfriend/girlfriend/intimate relationship). Get group B to brainstorm the rights in a friendship. (*They should come up with approximately 10*).

Now get each group to rank their rights in order of importance for this type of relationship (get the group to vote for their top 5 rights, erase the others on the list).

Each group is to present to each other, then in discussion explore the similarities/differences and the importance of rights in all relationships.

Emphasise that these lists are not exhaustive, and that there are many other rights that are important in relationships.

B: Losing a right

Cross out the first right on the list of the first group. Discuss what this means for the relationship. How will the relationship change?

Cross out the last right on the list of the second group. Discuss what this means for the relationship.

How will the relationship change?

*Taking away any right in a relationship will affect the other rights and cause problems.

Discuss in a large group about how all rights are dependent on each other– use stick people to illustrate reciprocal human rights in a relationship based on equality. See PowerPoint presentation follow link – Power and Control - one person exerting more power over the other person makes the person feel powerless and weak and the other strong and in control.

(http://www.keepsafestaycool.com.au/schools/Download/Keep_Safe_Stay_Cool_School_Presentation_Example.ppt)

Discuss the “compromise of self” in a relationship that does not offer human rights. Eg. Within a couples relationship you may change yourself or compromise your values and beliefs to fit in with your partners, as opposed to a friendship where this usually does not happen. Why wouldn't you compromise your rights in a friendship? Discuss this further.

5. Power and Control

Again reiterate that domestic violence is a violation of human rights, and when rights are taken away in a relationship, it becomes unhealthy. If we cannot have all our rights in a relationship, it is unhealthy. Domestic Violence is about power and control. This is usually by a man over a woman. This is the case for about 95% of the time. When someone exerts power and control over someone, they are violating their human rights, and they are not ensuring that both people feel safe and equal in a relationship. To have a healthy relationship there needs to be equality, and there needs to be a respect and abidance of human rights.

6. Thinking Forward

What have you done today that you think you could use in your school sessions?
What is the most important thing you have learnt today that you want people to learn in schools?

Next Week

Introduce what we will be talking about next week.
- Gender Roles and Stereotypes

Final Round – 21 Game

Students try to achieve counting up to the number 21. The rules are (1) You can't say the same number at the same time as anybody else and (2) You can't have a turn if you are sitting next to the person who is saying a number. You will have to start again!

A HUMAN RIGHT

Just and fair treatment
Something you are entitled to.

Domestic Violence

is a violation of your Human
Rights!

Human Rights

are a part of any healthy
relationship!

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

December 10, 1948

- Article 1** All people are born free. All people are born equal and so have equal rights. People can think for themselves and understand what's going on around them. Everyone should act as brothers and sisters.
- Article 2** These rights and freedoms are meant to be enjoyed by everyone, no matter what class, race, sex, nationality, religion or political alignment. No matter what part of the world, country or family they are from.
- Article 3** Everyone has the right to live, the right to be free and the right to personal safety.
- Article 4** No one can be someone else's slave.
- Article 5** No one shall be subject to torture, cruel, inhuman or degrading treatment or punishment.
- Article 6** The law must be the same for everyone, everywhere.
- Article 7** The law must protect everyone.
- Article 8** People have the right to protection by the courts, so that their rights are respected.
- Article 9** People cannot be arrested, held or sent away from their country for unjust reasons.
- Article 10** Everyone has the right to a fair trial.
- Article 11** (1) People who are accused of doing something wrong are to be thought innocent until proven guilty. (2) No one can receive a big punishment for a small crime.
- Article 12** No one has the right to interfere in other people's private lives, families, homes or correspondence. No one can attack or lie about a person.

- Article 13** (1) People have the right of free movement within their country. (2) People have the right to leave any country, even their own, and then return.
- Article 14** (1) People have the right to seek shelter and safety in other countries without being told to go home. (2) People are denied this right when they have broken this law.
- Article 15** (1) Everyone has the right to belong to a nation. (2) No person or people shall have their nationality taken away from them. Everyone also has the right to change their nationality, if they want to.
- Article 16** (1) All men and women, no matter what race, religion, or nationality, have the right to get married and start a family as equal partners once they've reached a certain age. (2) A man and woman can only get married if they both agree and both have equal rights in the marriage. (3) The family is a natural and important part of society and should be protected by the law.
- Article 17** (1) Everyone has the right to own property, alone and with others. (2) Anything that belongs to a person can't be taken away from them unless there's a fair reason.
- Article 18** (1) People have the right to their own beliefs and to practice their own religion and beliefs in private or in public, alone or with others.
- Article 19** (1) Everyone has the right to think the way they like and to share their thoughts openly with others.
- Article 20** (1) All people have the right to meet together and to form groups. (2) No one can be forced into a group if he or she doesn't want to join.
- Article 21** (1) Everyone has the right to participate in their government. (2) Everyone has equal access to serve in any position in the government of their country. (3) A government's authority comes from the will of the people. The government must hold regular elections and everyone has the right to vote.
- Article 22** (1) People's money, reputation, and identity are to be protected by his or her country.
- Article 23** (1) Everyone has the right to work. People have the right to choose their job. Everyone has the right to good working conditions and protection against unemployment. (2) Everyone has the right to equal pay for equal work. (3) People should earn enough to keep themselves and their families healthy, to give them enough food to eat and enough clothes to wear,

somewhere to live and the medical attention when they're ill. (4) Everyone has the right to form and join trade unions.

- Article 24** (1) Everyone has the right to rest. They should have a limited number of working hours and should be paid while they're on holiday.
- *Article 25** (1) Everyone has the right to necessary food, clothing, housing, medical care and social services. Everyone has the right to economic security during unemployment, sickness, disability, widowhood or old age. (2) Mothers and children have the right to special care and assistance. All children have the same rights, whether their parents are married or not.
- Article 26** (1) Everyone has the right to go to school and school must be free. Everyone should have access to technical and professional education. Education should emphasize understanding, tolerance and friendship among all nations, races and religious groups. Education should support the United Nations work to maintain peace. (2) Education should allow us to grow as much as possible and respect human rights and freedom. (3) Parents can choose where their children will go to school.
- Article 27** (1) Everyone has the right to participate in the cultural expression of their community and to enjoy its art, literature, the benefits of science. (2) Everyone is protected from those who might copy or steal their ideas.
- Article 28** Everyone has a right to live in a world where this document will be followed.
- Article 29** (1) Everyone is responsible to the community in which they live. (2) Laws are established to protect everyone's human rights. (3) People can not use their freedom to violate the human rights of others.
- Article 30** Nothing that is written in this document may be used to justify taking away the rights and freedoms set out in this declaration.

Keep Safe Stay Cool

Session 2

Gender Roles and Myths

Housekeeping: any issues.

Objectives

- To develop understanding of the social context of domestic violence
- To develop an awareness of the historic context of domestic violence
- To examine the role of the media and its promotion of victim / perpetrator roles
- To explore how systems support and maintain gender specific victim / perpetrator roles

Resources

Video – “Heart on a Chain” Educational Domestic Violence Video/ or similar DVD
White board / butcher’s paper / textas / scripts for Cinderella/ props for Cinderella play (long blonde wig, apron, wand, dress up heeled shoes, prince’s crown) / myths and facts cards / overhead projector / overheads of Rights and gender roles.

1) Round

A good thing about your week so far?

Taking care of yourself

Explain that the information we cover about domestic violence can be upsetting and Peer Educators may find they have to take time to look after themselves if some part of the program affects them.

In large group brainstorm / share ideas of what you can do to take care of yourself. Scribe on butcher’s paper, have list typed and distribute at next session. In addition, health workers outline where to get support from local agencies.

Note: If the worker has identified that a peer educator has personal issues and they are asking for help from the worker the worker must refer the peer educator to the appropriate worker/service so the worker and the peer educator’s relationships are not compromised.

2) Show video segment from “Heart on a Chain” which talks of history / attitudes and values that support domestic violence.

(2a) Brainstorm on the whiteboard the history, attitudes and values of stereotyped gender roles. Discuss this within the larger group.

(3) Cinderella play (script on page 13).

Ask for Peer Educators to volunteer to play parts of characters in the Cinderella play. Distribute props and scripts (see Resources) with relevant lines highlighted for each character. Worker takes role of narrator and play is performed.

Brainstorm on white board attributes of each character i.e. Cinderella, Prince, Evil step mother, ugly step sisters etc.

What are the messages in the fairy tale for boys and girls? What does the fairy tale say about how men should be and how women should be? Explain the commonalities of the powerful heroic prince, damsel in distress, evil step mothers or witches (outcaste women in society who are on their own or remarried) and the fairy godmother who is kind, caring and nurturing but superficial.

Explore other fairy stories and note similarities. Take particular note of the part that fairy tales play in the ideas surrounding relationships and marriage.

- Where do fairy stories come from? i.e. set historical context
- What part do they play in our own early childhood years for a boy/ girl? i.e. early messages giving expectations of our roles
- What reinforces these messages today? i.e. media, music, fashions, commercial market – global market etc.

Activity Discussion: What stereotypical messages are received through the media about males and females (in regards to characteristics, traits, behaviour and relationships).

What has this to do with domestic violence?

Discuss stereotypes and gender roles set up inequality in relationships.

Relate to Power and Control.

How do stereotypes get in the way of our human rights?

(4) Gender Roles and Stereotypes discussion around body image.

Recap on Human Rights Activity of losing a right and the compromising of self.

How much do males and females compromise to fit in with societies ideals on body image?

What do we do, or how do we behave stereotypically to fit in to these ideals?

- (5) What would a relationship based on Gender Roles and stereotypes look like for a male and for a female?** Group brainstorms using 2 columns one for males one for females.

Values and Myths walk, including discussion about sexual assault and victim blaming.

Statements for the values and myths walk (go to one side of the room if you think the statement to be true, stay in the middle if you're unsure or to the other side of the room if you think it's a false statement).

- 1) It's ok to take advantage of someone if they're under the influence of drugs or alcohol.
- 2) In a relationship sexual activity is an expected right because they love you and care about you.
- 3) If a guy has lots of sexual partners he is seen as a hero?
- 4) If a girl has lots of sexual partners she seen as a hero?

Explain that in society females are often blamed for being attacked because of generalised views on gender roles and stereotypes. For Example females should be responsible for sexual behaviour and boys are pardoned or are condoned.

STATS

- Since the age of 15, one third of women (33%) have experienced inappropriate comments about their body or sex life,
- Since the age of 15 one quarter (25%) have experienced unwanted sexual touching,
- And one in five (19%) have been stalked (ABS 2006).

Final Round

A couple of words that describe how you think today went?

How do you feel about today's session?

Session 3 Resources

What follows are the additional resources to the third session that you can use.

- Cinderella
- Overhead definition of Gender Roles

SCRIPT

*Peer Educator encourages student volunteers to come up the front and be a part of the play.

Cinderella

Narrator: Once upon a time there was a good man, his good wife and their beautiful, kind daughter, Cinderella. But, one day, the man's wife died. After two years, the man married again. His new wife was a nasty woman with two ugly daughters. People call them the ugly sisters. The ugly sisters were mean to Cinderella and took away her nice clothes.

Step Sisters: "You don't deserve these nice things, you only deserve rags". "You're going to do all of our chores – aren't you".

Narrator: The step sisters did no work – Cinderella did everything.

Step Sister One: "ooh wow" "An invitation from the palace".

Step Sister Two: (grabs letter) "The king is having a party for the prince".

Cinderella: "Can I come too".

Step Mum: "Of course not!" "You're not a lady, you're just a servant girl, you have chores to do".

Step Sister One: "You can make our dresses for us"

Step sister Two: "Make sure they're beautiful, and mine is pink".

Narrator: The step sisters couldn't stop fussing over the ball and Cinderella got really upset and felt really lonely. The next evening after the step mum and ugly sisters left for the ball a fairy god mother appeared before Cinderella.

Fairy God Mother: "Why are you crying my dear?"

Cinderella: "I can't go to the ball tonight; I have many chores to do".

Narrator: One wave of the fairy god mother's wand and the chores were done".

Fairy God Mother: "And you can't go dressed like that".

Narrator: Another wave of the wand and a beautiful dress appeared.

Fairy God Mother: “There is a carriage outside but you only have until midnight you must be home by midnight dear”.

Narrator: Cinderella got into the carriage and went to the ball. Once at the ball the prince glimpses at Cinderella’s arrival and falls madly in love. Although there were many women surrounding the handsome, muscular prince and competing for his attention. He had only eyes for Cinderella and said to himself.

Prince: “Who is that astonishing lady? I must have her”.

Narrator: The prince strutted over to Cinderella and asked....

Prince: “Would you like to dance?”.

Cinderella: “Id be delighted”.

Narrator: The prince and Cinderella danced all evening until she heard the clock chime.

Cinderella: “I must go”.

Narrator: Cinderella dashed for the doors as she was running down the stairs she lost a shoe. The prince grabbed the shoe.

Prince: “I must find whoever fits this shoe and marry them”

Narrator: The prince looked all over the country side for the one he longed to marry. But no luck was found. Until at last they arrived at Cinderella’s house.

Prince: “I am looking for the one who fits this shoe”.

Step sister 1: It’s me the shoe will fit me”.

Step sister 2: “No it’s my shoe I’ll show you”

Narrator: The shoe didn’t fit either of the sisters the prince turned to Cinderella and said...

Prince: “What about you, can you please try on this shoe”.

Narrator: The step mother tried to convince the prince that trying the shoe on Cinderella was a stupid idea, as Cinderella was just a maid.

Prince: “I demand she tries on the shoe”.

Narrator: The shoe fitted Cinderella perfectly and the prince knew she was the stunning woman from the ball. Cinderella cried with joy as she was saved from her evil step mother and ugly step sister’s cruelty. Not long after, they got married and lived happily ever after in a lovely castle surrounded by beautiful gardens and fluffy animals.

Gender Roles:

**Attitudes about how females and
males should think and act**

Keep Safe Stay Cool

Session 3

Healthy relationships

Resources

Whiteboard / textas/ box of sundry items/

Overview of today's session

Ice Breaker

Lucky dip – Have a box of sundry objects, old toys, ornaments etc. and ask Peer Educators to choose an object and tell us why it's theirs, where it came from etc., being as creative as they like.

Objectives

- To examine a variety of relationships that meet our social and emotional needs
- To identify elements of healthy partnerships based on equal rights
- To identify useful skills for a healthy relationship
- To explore anger and the choices we can make
- To explore anger within the context of gender roles and stereotypes and healthy relationships.

Healthy Relationship Activity

Participants to individually identify 3 good relationships (relatives, friends etc.) in their lives. Then, in pairs discuss what makes these relationships good/positive.

Share these positives with larger group – write down on butcher's paper.

Group discussion in order to highlight:

- That a whole range of relationships are necessary to meet our needs. One relationship cannot meet our entire social / emotional needs.
- In most DV cases the perpetrator will try to isolate their partner from family and friends.
- Different things will be important to different people and that's ok.
- The importance of healthy communicating.

Round

Each participant to say one good thing they bring to relationships.

Relationships

Group brainstorms on white board a list of key components of a healthy relationship eg, love, trust, respect, communication, forgiveness, negotiation, acceptance, separate identities, being appreciated etc....

Each individual is to create a 'healthy relationships wheel' or something creative that reflects all key components of what a healthy relationship means to them (using words) thinking about Human Rights. Feedback to larger group and discuss.

Healthy Relationship Squiggle

Illustrate healthy relationships as a line graph with ups and downs but progression as communication and understanding develops as opposed to the cycle of violence.

NOTE: Healthy relationships can still end at any point, on the decision of either person. Not all healthy relationships last a lifetime, relationships end for reasons other than domestic violence. See PowerPoint presentation for example of the healthy relationship squiggle.

(http://www.keepsafestaycool.com.au/schools/Download/Keep_Safe_Stay_Cool_School_Presentation_Example.ppt)

Unhealthy relationships exploration – it is not always going to be a healthy relationship or a domestic violence relationship that people find themselves in. Some people fall into an unhealthy relationship. That's when they're partner may not be violent or controlling but they may be in a relationship for the wrong reasons, or they both might be unhappy but choose to stay in it for convenience such as financial reasons or children or because they think they will never find another partner.

Activity Brainstorm: What makes a healthy relationship successful?
What skills are required?

Group to brainstorm healthy relationships skills; such as be yourself, be genuine, don't criticise, be dependable, don't hold grudges, don't assume things, say sorry if you are wrong, don't attack the person/ analyse the problem, etc.

Group Discussion: Who takes responsibility to make the relationship work?
Intertwine discussion with Gender Roles and Stereotypes.

Healthy Anger

We all get angry. In an every relationship we disagree about some things and may feel angry towards our partner but anger does **not** cause domestic violence.

Explain to Peer Educators that we all have choices with what we do with our anger and write up definition of constructive responses to anger – **“Anything that does not hurt you or others.”**

“What makes you angry?”

Peer Educators brainstorm and scribe on white board.

Responses to Anger

What do you do when you get angry?

Brainstorm in group and scribe on white board.

Go through list on whiteboard deciding which is constructive, which is destructive – using the definition. Some will be either – discuss i.e. yelling in an open space with no-one around, can be constructive – yelling at some-one is destructive.

Brainstorm ...What happens to your body when you get angry?

- Your heart may beat faster.
- Your voice may get louder.
- Your face may turn red.
- Your breathing may speed up.
- You might shake or feel numb.
- Your muscles may feel tight.
- You might start sweating.

Explain to Peer Educators that we all get angry in fact both males and females experience that exact physiological symptoms when we get angry.

It is a myth that boys are naturally angrier than girls. Both males and females experience anger. It is how we react to anger that creates a difference. Through gender roles and stereotypes we can see that historically males have been conditioned to behave more aggressively in their actions. This does not mean that females experience anger any less than males, it is just that females may have been conditioned to bottle up their anger or to react differently.

Forward Thinking

What did you get out of today's session?

Final Round

What's one word which describes how you feel about today?

Keep Safe Stay Cool

Session 4

Domestic Violence – What is it?

Objectives

- To define domestic violence using a thematic approach (e.g. issues of power and control)
- To raise awareness of the different forms of domestic violence
- To explore and underline the importance of self care therefore increasing peer educators' coping skills
- To raise awareness of the impact of domestic violence on individual's Human Rights

Resources

Overhead projector / white board / video (Heart on a Chain) / television and video player / butcher's paper / textas / scenario cards/Blu Tac or sticky tape.

Welcome

Outline of today's session

Round

Talk to someone you don't know very well yet (in pairs) and ask them these 3 questions then report information to the big group.

- Favourite movie and why
- If you could be anyone or any thing who would you be and why?
- If you could go anywhere where would you go?

Definition of domestic violence and presentation of key statistics on overheads.

Discuss of each statistic dot point, what does this mean etc....

- 1 in 8 high school students will be in a domestic violence relationship before they leave school.
- 95% of domestic violence involves a male perpetrator and a female victim. The other 5% includes same sex relationships.
- 1 out of 3 women will experience domestic violence at some time in her life.
- 25% of young people in Australia have witnessed physical domestic violence against their mother.
- In Australia, 3 women are killed in domestic violence situations every fortnight.

Statistics from The World Health Organisation and The Australian Institute of Criminology.

Myths

Describe how there are many myths in society which allow domestic violence to continue and contribute to victims being blamed and perpetrators excused.

Values and Myths walk - use O/H or PowerPoint Presentation.

Values and Myths walk. Go to the left side of the room if you agree with the statement, go to the right side of the room if you disagree, or stay in the middle of the room if unsure.

Myths and Facts

Cut out each myth and fact and stick each on card. Myth on one side and fact on the reverse. Or use PowerPoint Presentation example:

http://www.keepsafestaycool.com.au/schools/Download/Keep_Safe_Stay_Cool_School_Presentation_Example.ppt

Myth: Domestic violence is not a widespread problem.

Fact: *Almost one third of all women experience domestic violence in their lifetime. This includes emotional, physical and sexual abuse.*

Myth: Domestic violence is not serious. Everyone has arguments.

Fact: *Domestic violence is behaviour which degrades, violates and/or injures an individual.*

Myth: Domestic violence is a private matter. It is better to leave couples to sort out their differences in their own way.

Fact: *Domestic violence can affect anybody. Studies show that perpetrators come from every economic and social background.*

Myth: A woman is more likely to be attacked by a stranger than by her partner.

Fact: *Domestic violence is more common than violence against women in the street, pub or workplace.*

Myth: It was a one-off. It won't happen again.

Fact: *Violence against a partner is rarely an isolated incident. It usually forms part of a pattern of increasing abuse.*

What is Domestic Violence?

Put the headings of the five types of domestic violence onto butcher's paper i.e. physical, emotional, social, financial and sexual.

Everyone brainstorm under each heading and scribe lists.

Explain Interconnection of the different forms of domestic violence and note that all of us display one or two of the behaviours at times but it is domestic violence when there is a pattern of behaviours including more than one form.

Power and Control

Use stick figures to elaborate and explore further i.e., one person using power and control to dominate and subjugate the other making them feel powerless, weak and small.

Draw and explain the cycle of violence to show how victims get caught and find it hard to leave and how each phase of the cycle works for the abuser.

Draw and explain the cycle (LOVE HOPE FEAR) honeymoon, tension building and explosion.

Brainstorm each phase

- **what does the honeymoon phase look like**
- **what does the tension building phase look like**
- **what does the explosion phase look like**

Tying it together

Use examples of connecting the elements with the cycle

Emotional abuse, sexual abuse and honeymoon phase (eg, controlling child access visits and ownership issues)

Video “Heart on a Chain”

Debrief - How do people feel after watching the video?

What examples did you recognise that could be under the five headings?

Brainstorm - what kinds of abusive tactics were carried out by Miguel and Paul – relate it to Power and Control.

Identify some of the behaviour demonstrated by Matt in the video and relate it to Healthy Relationships. Such as scenarios of Matt being ok about Angela talking to another guy, agreeing to disagree on a movie, apologising when he hurts her feelings and understanding what he did wrong and taking responsibility for his behaviour.

“Taking Care of Yourself”

Explain that the information we cover about domestic violence can be upsetting and peer educators may find they have to take time to look after themselves when some part of the program gets to them.

In large group brainstorm / share ideas of what you can do to take care of yourself. Scribe on butcher's paper, have list typed and distribute at next session.

In addition, health workers outline where to get support from local agencies. If you have already done this activity then bring out the list, reiterate and add more ways of taking care of yourself to it.

Note: If the worker has identified that a peer educator has personal issues and they are asking for help from the worker the worker must refer the peer educator to the appropriate worker/service so the worker and the peer educator's relationships are not compromised.

Thinking Forward

What have you done that you think you could use in your school sessions?

Recap

Human rights

Domestic violence

Power and control

Final Round – Reflections

One word that describes how you think today went

Keep Safe Stay Cool

Session 5

Exploring Effects

Objectives

- To increase understanding of the effects of domestic violence on victims, perpetrators and children.
- To raise awareness of the effects of being valued and appreciated.
- To raise Peer Educators' awareness of the needs of students who have experienced living with domestic violence.

Resources

Terracotta clay / tables to work on / Video's - "Something's wrong at my house", "Love Taps" / textas / whiteboard

Overview of today's session

The Effects of Domestic Violence

Video *

Before watching video, split Peer Educators into pairs and give each pair a particular character to observe – peer educators can take notes if desired.

(Parents) - Cheryl, Bill. (Children) - Troy, Elsa and Jeremy.

Watch domestic violence scenario on video. Each pair describes the person they have observed and explores what they may have been thinking / feeling / doing.

Feedback to larger group and scribe lists of thinking/feeling/doing on white board.

Tie this back to the dominant theme of DV in relationships Cycle – love hope fear – power and control.

Watch video "Love Taps" (example of teenage dating violence) - Discuss the range of effects on the thinking, feeling and behaviour of the young people in the video. Note that 1 in 4 students we will be working with will have witnessed physical domestic violence.

Explore through discussion ways that Peer Educators can be sensitive to students who may have witnessed DV or experienced DV.

Brainstorm - Who is affected by Domestic Violence?

Victim, perpetrator, children, families, friends, neighbours, emergency services, hospitals, government budgets \$8 billion per year, counselling services, pets, new partners etc.

Brainstorm – Short terms effects of Domestic Violence
Long term effects of Domestic Violence

Clay Activity 1

Each person is given some clay and asked to individually model something which would represent the effects of being a victim of domestic violence.

“Tell us about your model” – each peer educator describes what they have made and why. Facilitator to highlight that domestic violence affects the victim in all aspects i.e. physically, emotionally, socially, financially and sexually.

Clay Activity 2

Each person is given some clay and asked to individually model something which would represent the effect of being a perpetrator of domestic violence.

“Tell us about your model” – each peer educator describes what they have made and why. Facilitators to highlight short-term gains, long term losses and discuss.

Group Norms – Revisit group norms allowing Peer Educators to add to the list already established. Explain Group Norms are something that you do before starting a session in high schools (confidentiality, follow up and referrals) (monitoring if someone feels effected let people have a 3 minute break to talk to the person sitting next to them).

Taking care of yourself – revisit taking care of yourself list and allow Peer Educators to add more if needed. Tips for school presentations.....thorough planning, debriefing and monitoring self disclosure.

Duty of Care – workers responsibilities as mandated notifiers if a child discloses about living in a domestic violence household social workers duty to report to the Child Abuse Report Line. .

NOTE: Research shows and *Keep Safe Stay Cool* feedback from students confirms that young people living with domestic violence welcome class discussion on the subject.

GROUP ACTIVITY

Think of a time you felt valued/appreciated tell the person next to you – talk to someone you don’t know very well. Feedback into larger group

Discuss effects of being appreciated/valued

Forward Thinking

What can you take from today's session that will be useful in school sessions?



Keep Safe Stay Cool

Session 6

Diversity

Objectives

- To consider different contexts for relationships
- To inform Peer Educators about the issues that diverse groups in society face
- To broaden perspectives of what constitutes a partnership/relationship
- To help Peer Educators realise that students are not a homogenous group
- To equip Peer Educators with knowledge about resources for a wide range of people

Resources

As required by guest speakers. Who's the loser DVD Aboriginal family violence.

Welcome

Welcome and introduce guest speakers

Overview of Session

This session comprises a panel of speakers outlining compounded issues for specific groups in society. A panel of workers from a range of agencies present for 30 minutes each then there are questions and informal discussions for the remainder of the session.

Our guest speakers come from:

- Migrant Women's Support and Accommodation Service – an organisation that provides services to women and children from non-English speaking backgrounds.
- Southern Domestic Violence Services/ Aboriginal Unit
- Southern Women's/ Noarlunga Health Services
- Domestic Violence shelter worker.

Questions to panel and discussion.

Thank Panel for assisting with training.

Reflection Questions/ Brainstorm

What is different about DV in same sex attracted relationships?

*For example, they may threat to tell family or friends who don't know about their sexuality (forced to "come out")

What is different about migrant/ CALD DV and relationships?

*For example people from CALD backgrounds may not access services because of language barrier or they may feel that their culture says it's ok to be in a controlled relationship whereas in Australia DV is against the law.

What is different about DV in Aboriginal communities?

*For example Aboriginal communities experience family violence which means it affects the whole family and community. Explore kinship connections and the dependence on the community for identity. Imagine how difficult it would be to separate from the community for safety.

Watch DVD who's the loser and discuss issues for Aboriginal family violence.

Discuss systemic violence and the abuse suffered by aboriginal people and the abuse of policy in the past (such as the stolen generation) and how that would affect someone in trusting services and getting help.

Brainstorm ways in which we can practice being accountable to cultural sensitivity in class room sessions. Discuss inappropriate language/ inclusiveness.

Keep Safe Stay Cool

Session 7

Resources in the Community

Objectives

- To consolidate peer educators knowledge base
- To provide peer educators with information about community resources
- To illustrate that there is a network of services involved in domestic violence prevention
- To enable exploration of concerns
- To provide a forum for evaluation and issues re training progress

*Plan a trip to visit local youth counselling service such as The Second Story Youth Service.

Resources

As required by guest speakers

Welcome

(Community Health Services – DV counsellor)
(Child and Family Investigation Unit)
(Families SA)
(The Second Story)
(School Counsellor)
(Youth services)

Welcome and introduce guest speakers

Overview of session

This session takes the form of brief input from service providers followed by informal discussion among guests and peer educators. The informal structure in this session allows issues of concern to peer educators to be explored.

Panel reflection / Discussion

Thank panel

Forward Thinking

What can you take from today's session that will be useful in school sessions?

Final Round

One word to describe how you feel about this session.

Keep Safe Stay Cool

Session 8

Listening Skills and Classroom Roles

Objectives

- To enhance presentation style and skills
- To develop facilitation skills
- To define roles of all participants in sessions
- To encourage effective group skills using a focus on team building

Resources

Active listening handout

White board / textas / overhead projector / overhead of active listening

Welcome round

One good thing that has happened this week.

Diary Dates – First Peer Education Session booked?

Team Building – 21 game or other game?

Positive Engagement

- Reintroduce equal stick figures and healthy relationship squiggle. Explain need to model healthy relationships (in their broader sense) as we work together in classes.
- Peer Education model – young people teaching young people **not** crowd control.
- Setting the environment for session
- Group Norms for class sessions
- Teachers Role – Duty of Care - crowd control
- Facilitating interaction and participation
- Listening – validating young people’s contribution

Communication Skills

Question “how much of good communication is listening?” (Answer 75%).

Role Play

Workers role-play an example of ‘bad’ listening.

Large group observes and identifies aspects of ‘bad’ listening and the effects.

Scenario- having troubles with my friend.

Handout “Active Listening” and have copy on overhead to go through.

Workers role-play ‘active listening’.

In pairs Peer Educators practise ‘active listening’ – each person to speak for 5 minutes on a topic they feel comfortable with.

Peer Educators report back in large group discussion:

How did it feel to be listened to?

How did it feel to do the listening?

Why are we looking at listening skills? Discuss in pairs and feedback to large group. Note importance of listening to students and other Peer Educators when planning and presenting.

Points to cover

Body language

Active listening

Paraphrasing

Spring boarding

Conversations between yourselves

Inappropriate laughter

Spring boarding (a useful tool) - how can we keep the content of the learning from not being personalised. When someone in a classroom tries to personalise the information we need to pull it back and stay on track with our content. Spring boarding is something that people tend to do when something is triggered for them and they start talking about themselves. This is fine if someone is trying to make sense of what you are presenting but remembering safety and confidentiality are very important.

Roles in the Classroom

Brainstorm on butcher’s paper.

Peer Educator:

In the classroom you are:

Role model

Young person

Representing KSSC

Equal

You Are Not:

Counsellor

Advice giver

Crowd controller

Health Worker:

In the classroom you are

Supervisor

Referral

Unexpected questions

Manage uneasy situation

You Are Not:

Crowd control

Facilitator

Discuss the expectation of teachers and our expectations of them.

Crowd control

Stay in the classroom during sessions

Discuss - expectations of Health Worker

Debriefing – ongoing planning

Handling Conflict

- Dealing with distraction
- Having to deal with someone who does not believe in our values
- Inappropriate jokes (rape etc)
- Getting “payed out”
- Handling getting chatted up
- SAFETY – no phone numbers (representing KSSC)
- Boundaries
- No picking up
- Identification – do you wear school uniform, casual clothes or KSSC T-shirts?

Brainstorm destructive/ constructive language

Final Round

One word to describe how you feel about this session.

Session 5 Resources

What follows is the additional resource to the eighth session that you can use.

- Active Listening overhead
- Active Listening handout

ACTIVE LISTENING

Are you really listening or just awaiting your turn to speak? **Active listening means tuning out your own point of view for a while and tuning in to the other person.**

Some Helpful Hints for Active Listening

DON'T

- Interrupt
- Talk about yourself
- Change topics
- Advise, diagnose, reassure, criticise or bait
- Pretend you have understood their meaning if you haven't

DO

- Confirm that you understand them. Paraphrase the main point you think they are making with 'Are you saying what you want is ...?'
- Make eye contact
- Show you are listening by nodding, smiling etc.
- Stay still (don't fidget!)
- Face them
- Ask them to repeat if you haven't understood

Keep Safe Stay Cool

Session 9

Preparation for Sessions

Objectives

- To develop skills in preparation
- To prepare the peer educators to lead sessions
- To explore strategies for dealing with nerves

Resources

Butcher's paper / textas /

House keeping

Diary Dates – First Peer Education Bookings

Teambuilding: “21”

Play 21 at start of each remaining session. The peer educators have a great feeling of accomplishment when they manage to collectively reach 21.

DEALING WITH NERVES – Group brainstorms their strategies, ideas for dealing with nerves before a session. List on butcher's paper, type up and distribute at next session.

Past Experiences

List on butcher's paper.

Peer educators spend five minutes in pairs telling about a time in school when they were bored, restless and just wanted the session to end. In large group explore the elements which made the session poor.

Now peer educators spend five minutes in their pairs thinking of a time they really enjoyed a school session. What made it interesting?

Feedback the elements which made the session interesting.

List on butcher's paper

Discuss lists drawing attention to how preparation makes a difference.

LIST WHAT PREPARATION INVOLVES

i.e. Session plans, resources, time plans

Expectations of preparation – maintain boxes, folders, booklets, resources, attending planning sessions, meetings etc.

Keep Safe Stay Cool

Session 10

Planning a Session

Objectives

- To provide a framework for session structure
- To create a format for session plans
- To ensure that peer educators include processes which retain students' interest
- To develop a session plan
- To increase peer educators planning skills

Resources

Butcher's paper / textas / whiteboard / handouts

Welcome and Overview

Teambuilding: "21"

Before you start: - brainstorm what you need to know before you plan, i.e.

- How long is the session?
- When is it?
- Where is it?
- How many students?
- What age are students?
- What resources are available (whiteboard, video etc.)?

Content

Discuss the key points you will be covering. What are the important messages you want to get across?

Process

Brainstorm different methods for presenting information

Over heads

PowerPoint presentation

Handouts

Interaction

Facilitation

Small group work

Large group work

Session Format:

As a group consider sessions in three stages:

- beginning
- middle
- end

Brainstorm and scribe on butcher's paper (lots of discussion needed here).

Example:

Beginning:

- Check room/equipment
- Acknowledgement – Kurna land (Indigenous Acknowledgement)
- Introductions – self/worker/Keep Safe Stay Cool
- Roles including teachers roles / yours as a peer educator
- Getting everyone's interest / energizing
- Overview – session outline
- Group agreement e.g. confidentiality/one at a time/no put downs

Middle:

- Sharing information
Listening / discussion / videos / pairs work, small group, butcher's paper, exercises, questions, brainstorm, concrete information i.e. stats, 5 aspects, human rights, movement, sharing, creative exercises, role plays.
- Energizing (need to bring and keep energy up)
- Answering questions (how to / how not to)
- Scribing – (you/them/who)
- Responding – (how to / how not to)

Ending:

Bring it all together:

- Summarise
- Give out information / resources / handouts

Evaluation forms

Thank you.

Cheat Sheets

Peer educators discuss in pairs what information they need to have written down for each session i.e. objectives, content, timing, who is doing what and the teaching resources needed.

Discuss in large group.

Final Round

One thing from today that you had not thought of before.

Note: This is quite a heavy session – you might want to include an energiser here

Keep Safe Stay Cool

Session 11

Practice

Objectives

- To increase practical experience of working with the content of Keep Safe Stay Cool
- To practice planning
- To experience planning in pairs
- To increase skills in working with peers

Resources – Textas/ butchers paper/ overheads

Recapping on last weeks session

Beginning:

- Check room/equipment
- Acknowledgement – Kurna land
- Introductions – self/worker/Keep Safe Stay Cool
- Roles including teachers roles / yours as a peer educator
- Getting everyone's interest / energizing
- Overview – session outline
- Group agreement e.g. sharing/one at a time/no put downs
- Handing out pre-session surveys

Middle:

- Sharing information
Listening / discussion / videos / pairs work, small group, butcher's paper, exercises, questions, brainstorm, concrete information i.e. stats, 5 aspects, human rights, movement, sharing, creative exercises, role plays.
- Energizing (need to bring and keep energy up)
- Answering questions (how to / how not to)
- Scribing – (you/them/who)
- Responding – (how to / now not to)

Ending:

Bring it all together:

- Summarise
- Hand out post session surveys
- Give out information / resources / handouts

Pre-Post surveys

Evaluation forms – necessary for each session

Cheat Sheets

Peer educators discuss in pairs what information they need to have written down for each session i.e. objectives, content, timing, who's doing what, resources needed.

Pairing Up

Facilitators decide who pairs with whom so that more/less confident peer educators are paired together and no-one is excluded.

Topics to Present

Topics for presentations are written on paper and put in a hat for pairs of peer educators to "lucky dip". Suggested topics:

- **Human Rights** (UN Dec – what is it/ where it comes from and the connection with KSSC.)
- **Healthy relationships** (Healthy relationships wheel) - squiggle
- **What is domestic violence** (DV definition/ stats/ cycle of violence/ power and control/ 5 elements)
- **Resources in the community** (Youth Services, counselling services, booklet)
- **Healthy Anger** (brainstorm what makes you angry/ what can you choose to do to use your anger constructively.)

Each pair of peer educators will have 15 minutes to present to their peers on their topic at the next session. Make sure that the peer educators know they are being asked to present on the information we have covered in training.

Peer educators present and hear feedback from facilitators and peers.

Facilitators are responsible for time keeping. ½ hour maximum for each peer to present and receive feedback. Written feedback is also given to presenting pair for their consideration.

Final Round

One thing I've learned today.

Note: In this session most peer educators find that they have not focused enough on their preparation and planning. Sometimes painful lessons are learned, and workers need to offer encouragement.

Keep Safe Stay Cool

Session 12

Resources – Peer Educators check what resources they will need for first session and create a resource box to take into schools with them. Checking for required teaching tools such as white board markers/ butchers paper/ folders of information/ overheads/ etc.... Check for anything that needs ordering?

Script writing.

Peer Ed's decide whether they want to have a script of their school session to follow or dot points or cheat sheets etc.

Pairing Up

Facilitators decide who pairs with whom so that more/less confident peer educators are paired together and no-one is excluded.

Topics to Present

Topics for presentations are written on paper and put in a hat for pairs of peer educators to "lucky dip". Suggested topics:

- Myths about domestic violence
- The effects of domestic violence
- Gender roles
- Diversity

Each pair of peer educators will have 15 minutes to present to their peers on their topic at the next session. Make sure that the peer educators know they are being asked to present on the information we have covered in training.

Check that Peer Ed's know how to draw diagrams such as stick figures, healthy relationship squiggle, cycle of DV on white board.

Presentation planning for first session.

Diary Dates – Bookings for sessions

Keep Safe Stay Cool

Session 12 - 13

Planning and Practice

Time line

It is useful to time line sessions in schools.

House keeping

Cheat Sheets – Peer Ed's responsibility to keep record of what they have planned.

Beginning:

- Check room/equipment
- Indigenous Acknowledgement – Kaurua land
- Introductions – self/worker/Keep Safe Stay Cool Program
- Roles including teachers roles / yours as a peer educator
- Getting everyone's interest / energizing game?
- Overview – session outline
- Group agreement e.g. sharing/one at a time/no put downs
- Attitudes, values and beliefs checklist

Middle:

- Sharing information
Listening / discussion / videos / pairs work, small group, butcher's paper, exercises, questions, brainstorm, concrete information i.e. stats, 5 aspects, human rights, movement, sharing, creative exercises, role plays.
- Energizing (need to bring and keep energy up)
- Answering questions (how to / how not to)
- Scribing – (you/them/who)
- Responding – (how to / now not to)

Ending:

Bring it all together:

- Summarise
- Give out information / resources in the community / handouts
- Evaluation forms (change in attitude, values and beliefs) – necessary for each session
- Thank you.

Pairing Up

Facilitators decide who pairs with whom so that more/less confident peer educators are paired together and no-one is excluded.

Topics to Plan for School Sessions

- **Human Rights** (UN Dec – what is it/ where it comes from and the connection with KSSC.
- **Gender Roles and Stereotypes**
- **Healthy relationships** (Healthy relationships wheel) - squiggle
- **What is domestic violence** (DV definition/ stats/ cycle of violence/ power and control/ 5 elements) Myths about DV (values walk)
- **Effects of DV**
- **Diversity** (Gay and lesbian relationships – Aboriginal community)
- **Resources in the community** (KSSC Booklet, referral Second Story)

Practice! Practice! Practice!

Each pair of peer educators will have 15 minutes (approximately) to present to their peers on their topic making sure it is a new topic to practice. Make sure that the peer educators know they are being asked to present on the information we have covered in training.

Peer educators present and hear feedback from facilitators and peers.

Facilitators are responsible for time keeping. ½ hour maximum for each peer to present and receive feedback. Written feedback is also given to presenting pair for their consideration.

Visual resources /development agenda

Evaluation forms need to be created – before checklist and an after evaluation

Power point – presentation

Overheads - copied onto transparency

Plan a practice presentation session with an audience such as workers, or a youth group or parents.

Final Round

One thing I've learned today.