Note: This PDF is only a preview of the Loves-Me-Not workshop slideshow, and so the embedded links to the YouTube videos do not work. Your Police Loves-Me-Not facilitator will be able to obtain the full working PowerPoint file for you.
Key messages for today...

Abuse is never OK

I can help others to have healthy relationships

I can do things to prevent abuse

I know about consent for sex – only “yes” means “yes”

I am lovable and capable and deserve respect

It’s OK to ask for help
A workshop in 6 sections

1. Your future relationship
2. Barriers to a healthy relationship
3. Consent - only ‘yes’ means ‘yes’
4. Stepping up
5. Lashing out
6. Be the change!
Introductions

We’re all in this together ... teacher, non-government organisation, police officer, students and Lesley Elliott

Loves-Me-NOT
Ground Rules

KEEP CALM & FOLLOW THE RULES
Focus area 1

Your future relationship
## Qualities of a healthy relationship

<table>
<thead>
<tr>
<th>What does it feel like?</th>
<th>What does your partner do?</th>
</tr>
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Loves-Me-NOT
A healthy relationship is respectful, kind, and uplifting.
A healthy relationship is fair and sharing
A healthy relationship is safe and secure
A healthy relationship is accepting and free
Where do I get my ideas about relationships?
What messages do you receive from entertainment media?
From these media clips, are there any differences between what men expect from women, and what women expect from men in a heterosexual relationship?

If so, where do these different expectations come from?

Do these expectations help or hinder having healthy relationships?
Current relationships
Are they healthy?

POSITIVE RELATIONSHIP QUIZ
Focus area 2
Barriers to a healthy relationship

Power and control wheel

Examples of the controlling behaviour?

What effect may the behaviours have on the partner being controlled?
Grouping negative behaviours

- Verbal abuse
- Sexual abuse
- Stalking/Intimidation
- Emotional abuse
- Isolation/Possessiveness
- Cultural abuse
- Financial abuse
- Cyber abuse

17
Negative behaviours

erode

healthy relationships
Is it right?

Agree

Disagree
Why do you think some people want to have power and control over other people?
Focus area 3

Consent

Only ‘yes’ means ‘yes’.

What is sex?
Consent – what is consent?

• Did I ask for consent?
• Did I get consent?
• Did I give consent?
• What happens if I didn’t get consent?
• What happens if I didn’t give consent?
Sex, consent and the law
Consent and tea

Loves-Me-NOT
Consent scenarios

Was consent given?

If consent wasn't given, what is:

• the potential consequence for the offender?
• the potential long-term impact for the victim?
Focus area 4

Stepping up
Video: Observing street behaviour
Showing the colour

1. Healthy behaviour
2. Unhealthy behaviour
3. Abusive behaviour
Crossing the line

Positive behaviour

Healthy behaviour

Negative behaviour

Unhealthy behaviour

Abusive behaviour

Loves-Me-NOT
Do we agree?

Do you think partners all agree on what behaviours are healthy, or unhealthy or abusive?
What should I do?

What actions can you take when you have concerns about the way a friend is treating someone else?
Stepping in – a continuum

Safe

Unsafe

Loves-Me-NOT
Stepping in

I won’t intervene

I will intervene
The bystander … the action movie
Who can help
Focus area 5

Lashing out

Is violence in relationships a problem in New Zealand?
Some statistics

• 15-19 year olds have the highest rates of intimate partner violence.
• 29% of 15-19 year olds reported being hit or harmed by another person in the previous year.
• 15% of 12-18 year olds (20% of females, 9% of males) reported having experienced unwanted sexual behaviour in the past year.
• The majority of incidents reported were perpetrated by a boyfriend, girlfriend or friend.
• 21% of women who stayed in Women’s Refuges were aged 15 to 19.

Thinking about the statistics

Did any of these statistics surprise you?

Why or why not?
Sophie’s story
Negative behaviour groups

Which behaviour groups occurred in Sophie's story?

- Sexual abuse
- Stalking intimidation
- Cultural abuse

- Verbal abuse
- Emotional abuse
- Physical abuse

- Financial abuse
- Isolation possessiveness
- Cyber abuse
Escalation in Sophie’s story

How did the negative behaviours escalate during Sophie and Clayton’s relationship, prior to Sophie’s death?
Bystanders in Sophie’s story

What could you have safely done to try to prevent what happened to Sophie?
Focus area 6
Be the change!

Taking action for healthy relationships in Aotearoa/New Zealand.

action plan

what  how  who  when
Plan to ‘be the change’

What can be done to promote healthy relationships?

Choose one thing that you will do.

Make a concrete plan now to take the first step ...
Summary
Lesley’s farewell video