Loves-Me-Not workshop resources

Each class will need to have:
- an audio-visual system (e.g. a laptop, a data projector, speakers)
- a whiteboard
- the following print resources for each class.

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Resources required</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>A5 sheet (blank) per student</td>
<td>For name plate</td>
</tr>
</tbody>
</table>
| 1.2        | A1 flipchart or whiteboard  
A3 paper (one sheet per small group) | For ground rules  
For questions/disclosures |
| 1.3        | A4 paper (one sheet per student)  
A3 paper (one sheet per small group) | For Healthy Relationships exercise  
For group brainstorm |
| 1.4        | A1 flipcharts (4 sheets) | For collating and displaying relationship qualities |
| 1.6        | Copiesheet 1.6: Positive relationship quiz (double-sided – one for each student) | For completing relationship quiz  
(or quiz could be done online instead) |
| 2.1        | Flip charts from activity 1.4  
Copiesheet 2.1a: Power and control wheel (one per group)  
Copiesheet 2.1b: Power and control categories (one per group)  
Copiesheet 2.1c: Unhealthy behaviours (9 x A5 copiesheets)  
Copiesheet 2.1d: Behaviour groups (9 x A5 copiesheets)  
Copiesheet 2.1e: Answers (one per group) | For categorising negative behaviours |
| 2.2        | Copiesheet 2.2: Agree/disagree continuum | For class agree-disagree continuum |
| 3.2        | Copiesheet 3.2: Scenarios (3 copies of each scenario) | For giving each group two scenarios to consider laws and consequences |
| 4.1        | One small paper strip or ribbon for each student  
Copiesheet 4.1: Story – Jake and Maddie (1 copy) | For distinguishing behaviours  
To be read out |
| 4.2        | Copiesheet 4.2: Safe/unsafe continuum  
6 x small pieces of paper per group | For group continuum  
For recording stepping-in actions |
| 4.4        | A1 flipchart  
[Optional] Handout for students | For recording ‘Who can help?’  
List of local helping agencies |
| 5.2        | Copiesheet 5.2a: Negative behaviour groups (one for each group)  
Copiesheet 5.2b: Sophie’s bystanders (one for each group) | For considering escalation  
For considering bystander action |
| 6.1        | Copiesheet 6.1: ‘Be the change’ planning template (one per group)  
To read out |
| 6.2        | Copiesheet 6.2: Student process evaluation (one for each student) | To do evaluations of the workshop |
Copysheet 1.6: Positive relationship quiz

**IN A RELATIONSHIP, I...**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Support my partner’s decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Get on OK with her/his friends and family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Listen to her/his opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Spend time by myself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Trust my partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Criticise or make fun of her/him in front of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Get annoyed if I want sex but she/he doesn’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Get jealous when she/he talks to others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Constantly worry she/he is cheating on me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Text or call all the time to check on them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Follow or check up on them (read their texts or emails)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Often get upset about what she/he does</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Expect her/him to tell me where they are all the time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Think it’s OK to be rough sometimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Take out my frustrations on her/him</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCORING**

For questions 1-5
score one point for every NO

For questions 6-10
score one point for every YES

For questions 11-15
score five points for every YES

**SCORE: 0 POINTS**
Your relationship seems to be healthy and respectful.

**SCORE: 1–2 POINTS**
There may be a few unhealthy aspects to your relationship. This can be a warning sign that it will become more abusive. It’s a good idea to address these early.

**SCORE: 3–4 POINTS**
There may be some warning signs that your relationship is abusive. It’s important to take warning signs seriously as abuse can get worse over time.

**SCORE: 5 POINTS OR MORE**
There are definitely warning signs in your relationship. Abuse and controlling behaviours can get worse over time and it’s sometimes hard to see how bad things have become.

**IT IS OK TO ASK FOR HELP**

If you are in danger call 111 and ask for Police.

There are organisations in every community who can help. Find out what’s available by phoning 0800 456 450 or visit www.areyouok.org.nz
POSITIVE RELATIONSHIP QUIZ

* WHETHER YOU ARE IN A LONG-TERM OR CASUAL RELATIONSHIP, YOU DESERVE TO BE TREATED WELL AND ENSURE THAT YOU ARE TREATING YOUR PARTNER RESPECTFULLY.

TAKE THE QUIZ TO SEE HOW HEALTHY YOUR RELATIONSHIP IS. TICK YES OR NO.

THE PERSON I AM WITH...

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supports my choices</td>
<td>□ 0</td>
<td>□ 1</td>
</tr>
<tr>
<td>2. Listens to my opinions</td>
<td>□ 0</td>
<td>□ 1</td>
</tr>
<tr>
<td>3. Is positive and encourages me</td>
<td>□ 0</td>
<td>□ 1</td>
</tr>
<tr>
<td>4. Accepts when I say I don't want to have sex</td>
<td>□ 0</td>
<td>□ 1</td>
</tr>
<tr>
<td>5. Accepts what I wear and how I look</td>
<td>□ 0</td>
<td>□ 1</td>
</tr>
<tr>
<td>6. Is not liked by my friends and family</td>
<td>□ 1</td>
<td>□ 0</td>
</tr>
<tr>
<td>7. Makes me feel like I can't do anything right</td>
<td>□ 1</td>
<td>□ 0</td>
</tr>
<tr>
<td>8. Makes fun of me or calls me names</td>
<td>□ 1</td>
<td>□ 0</td>
</tr>
<tr>
<td>9. Sulks or gets angry when he/she doesn't get what he wants</td>
<td>□ 1</td>
<td>□ 0</td>
</tr>
<tr>
<td>10. Blames me for his/her problems</td>
<td>□ 1</td>
<td>□ 0</td>
</tr>
<tr>
<td>11. Texts or calls me all the time to check up on me</td>
<td>□ 5</td>
<td>□ 0</td>
</tr>
<tr>
<td>12. Makes it hard for me to see my friends and family and gets jealous when I do.</td>
<td>□ 5</td>
<td>□ 0</td>
</tr>
<tr>
<td>13. Pressures me to have sex or do things I don't want to</td>
<td>□ 5</td>
<td>□ 0</td>
</tr>
<tr>
<td>14. Threatens to hurt himself/herself, me or others</td>
<td>□ 5</td>
<td>□ 0</td>
</tr>
<tr>
<td>15. Does things that scare me (breaking things, yelling, driving fast)</td>
<td>□ 5</td>
<td>□ 0</td>
</tr>
</tbody>
</table>

TOTAL

ABUSE AND CONTROLLING BEHAVIOURS ARE NEVER OK.
HELP IS AVAILABLE WHETHER YOU ARE BEING ABUSED OR BEING ABUSIVE. EVERYONE DESERVES TO BE TREATED WITH RESPECT.
Copysheet 2.1a: Power and control wheel

- When one person in a relationship repeatedly scares, hurts or puts down the other person, it is abuse.
- The Power and Control Wheel lists examples of each form of abuse.
- Remember, abuse is much more than slapping or grabbing someone.

‘A relationship full of control is really out of control.’

Reproduced with kind permission of the Domestic Abuse Intervention Project, Duluth, Minnesota as adapted by the Kansas Coalition Against Sexual and Domestic Violence.
<table>
<thead>
<tr>
<th>Intimidation</th>
<th>Sexual abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical abuse</td>
<td>Threats</td>
</tr>
<tr>
<td>Domination</td>
<td>Humiliation</td>
</tr>
<tr>
<td>Possessiveness</td>
<td>Minimisation and blame</td>
</tr>
</tbody>
</table>
Copysheet 2.1c: Unhealthy behaviours

- Sending or posting data/information by email, instant messaging, social networking sites, blogs, websites, mobile phones or other forms of digital technology that may be threatening, harassing, blackmailing, objectionable, or stalking.

- Sexting is an example, where sending a nude photo to others may be harassing or objectionable or used for blackmail.

- Making someone do sexual things they don’t want to do

- Having sex with someone who is drunk or otherwise impaired

- Having sex with someone who is under the legal age

- Forcing a person into having sex when they don’t want to (e.g. if they say “you’d do it if you really love me”)
|---------------------|--------------------|-------------|

- Stopping someone from seeing friends and family, not allowing the person to have visitors
- Stopping them from going to school or college, or having a job
- Not allowing the person to talk to their friends or family on the phone
- Going everywhere with them
- Stopping them from doing their sports
- Always texting, checking up on them

---

- Making all the decisions about how to spend money
- Telling someone that they shouldn't buy what they want to buy
- Making a person ask for money that is theirs or jointly owned
- Making a person give them all their money
- Making the person afraid by using looks and gestures
- Saying they will hurt or kill something precious to them (e.g. their pet)
- Threatening to smash things
- Making repeated phone calls, texts, instant messages or emails
- Giving offensive things to the person
- Following someone around
- Hanging around their home or school

---

- Disrespecting someone's parents and background (e.g. whakapapa)
- Putting people down because of their accent
- Putting people down for what they wear, what they do, and what they eat due to their culture and/or spiritual beliefs
- Hitting, pushing, punching, kicking
- Biting, slapping, hair pulling
- Throwing or smashing things
- Punching things, walls, smashing windows
- Burning someone
- Strangling, stabbing

Yelling at them in a raised and angry tone
Threatening to tell embarrassing stories
Threatening to tell people how stupid they are
Calling them names about what they are wearing or how they are acting (e.g. slut, stupid, bitch, whore)
- Constantly telling their faults
- Comparing them with prettier people
- Shaming someone in front of others
- Threatening to commit suicide if their partner suggests leaving
- Alternating from being 'loving and caring' with being 'mean and hurtful'
- Giving 'the silent treatment' if they aren't in control
- Mocking the achievement of others
Copysheet 2.1d: Behaviour groups

VERBAL ABUSE

PHYSICAL ABUSE
SEXUAL ABUSE

CUT

CYBER ABUSE
ISOLATION

POSSESSIVENESS

CUT--------->

STALKING

INTIMIDATION
FINANCIAL ABUSE

CUT-------->

CULTURAL ABUSE
EMOTIONAL ABUSE
## Copiesheet 2.1e: Answers

<table>
<thead>
<tr>
<th><strong>Cyber abuse</strong></th>
<th><strong>Stalking/intimidation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours that include:</td>
<td>Behaviours that include:</td>
</tr>
<tr>
<td>- sending/posting data/information by email, instant messaging, social networking sites, blogs, websites, mobile phones or other forms of digital technology that may be threatening, harassing, blackmailing, objectionable, or stalking.</td>
<td>- making the person afraid by using looks and gestures</td>
</tr>
<tr>
<td></td>
<td>- saying they will hurt or kill something precious to them e.g. their pet</td>
</tr>
<tr>
<td></td>
<td>- threatening to smash things</td>
</tr>
<tr>
<td></td>
<td>- making repeated phone calls, texts, instant messages or emails</td>
</tr>
<tr>
<td>Sexting is an example, where sending a nude photo to others may be harassing or objectionable or used for blackmail.</td>
<td>- giving offensive things to the person</td>
</tr>
<tr>
<td></td>
<td>- following someone around</td>
</tr>
<tr>
<td></td>
<td>- hanging around their home or school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Emotional abuse</strong></th>
<th><strong>Isolation/possessiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours that include:</td>
<td>Behaviours that include:</td>
</tr>
<tr>
<td>- constantly telling their faults</td>
<td>- stopping someone from seeing friends and family, not allowing the person to have visitors</td>
</tr>
<tr>
<td>- comparing them with prettier people</td>
<td>- stopping them from going to school or college, or having a job</td>
</tr>
<tr>
<td>- shaming someone in front of others</td>
<td>- not allowing the person to talk to their friends or family on the phone</td>
</tr>
<tr>
<td>- threatening to commit suicide if their partner suggests leaving</td>
<td>- going everywhere with them</td>
</tr>
<tr>
<td>- alternating from being 'loving and caring' with being 'mean and hurtful'</td>
<td>- stopping them from doing their sports</td>
</tr>
<tr>
<td>- giving 'the silent treatment' if they aren't in control</td>
<td>- constantly texting, checking up on them, harassment.</td>
</tr>
<tr>
<td>- mocking the achievement of others.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Financial abuse</strong></th>
<th><strong>Sexual abuse</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours that include:</td>
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</tr>
<tr>
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</tr>
<tr>
<td>- making a person give them all their money.</td>
<td>- forcing a person into having sex when they don't want to (e.g. if they say “you'd do it if you really love me”).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Verbal abuse</strong></th>
<th><strong>Physical abuse</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours that include:</td>
<td>Behaviours that include:</td>
</tr>
<tr>
<td>- yelling at them in a raised and angry tone</td>
<td>- hitting, pushing, punching, kicking</td>
</tr>
<tr>
<td>- threatening to tell embarrassing stories</td>
<td>- biting, slapping, hair pulling</td>
</tr>
<tr>
<td>- threatening to tell people how stupid they are</td>
<td>- throwing or smashing things</td>
</tr>
<tr>
<td>- calling them names about what they are wearing or how they are acting (e.g. slut, stupid, bitch, whore).</td>
<td>- punching things, walls, smashing windows</td>
</tr>
<tr>
<td></td>
<td>- burning someone</td>
</tr>
<tr>
<td></td>
<td>- strangling, stabbing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cultural /spiritual abuse</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviours that include:</td>
<td></td>
</tr>
<tr>
<td>- disrespecting someone's parents and background e.g. whakapapa</td>
<td></td>
</tr>
<tr>
<td>- putting people down because of their accent</td>
<td></td>
</tr>
<tr>
<td>- putting people down for what they wear, what they do, and what they eat due to culture and/or spiritual beliefs</td>
<td></td>
</tr>
</tbody>
</table>
Copysheet 2.2: Agree/disagree continuum

Agree

Disagree
Copysheet 3.2: Scenarios

Scenario 1

Guy A is at a party and has had a bit to drink. He feels sick and tells a mate he needs to lie down. His mate takes him upstairs to a bedroom and leaves him to rest. As he is lying down he notices Guy B from school entering the room. They are pretty friendly at school and he is glad someone is there. Guy B asks him if he can lie down with him. Guy A mumbles, ‘I feel sick, I need some water.’ Guy B lies down and starts caressing him. Guy A doesn’t say anything and the next thing he knows Guy B is on top of him and saying, ‘It’s OK, I won’t hurt you.’ Guy A tries to push him off but can’t get his arms to move properly. ‘What are you doing?’ says Guy A as Guy B is taking his pants off. Guy A wants to call out to his mate, but is confused and his head is spinning. Guy A passes out and the next time he wakes Guy B is gone and he feels discomfort in his anus.

CUT----------

Scenario 2

An 18-year-old girl is in a relationship with a nearly 15-year-old boy for 3 months. They have regularly made out and talked together about having sexual intercourse. He consented to it, saying that he was ready. His mother finds out that they have had sexual intercourse and is furious. She takes the matter to the Police to be investigated.
Scenario 3

A girl and a guy who have been together for a while are kissing. He starts to take it further. She feels uncomfortable and says, ‘I don’t want to do that.’ He says, ‘Come on, you promised and I can’t keep waiting.’ She says quietly, ‘Not yet.’ He backs off for a while. After some time he says, ‘Come on, we talked about this before, you said you were ready.’ She looks at him and shakes her head. He says, ‘It will be OK, it’s nothing to worry about.’ She says nothing and looks away. He is getting more annoyed and says, ‘There is no point in us staying together if it is going to be like this.’ She starts to cry quietly. He says, ‘Look, what is the problem? Just go with it, you love me, don’t you?’ She freezes up and lies completely still. He has sexual intercourse with her and she continues to cry.

CUT----------

Scenario 4

A girl and a guy have been together for some months and had been consenting to intimate cuddling and kissing. They have not had sexual intercourse but have talked about it and when they might be ready. They are both 16 and have never had sexual intercourse before. They are hanging out together at her house for the night. Her parents have gone out to dinner and won’t be home until late. They are lying together on her bed kissing. He says, ‘Are you sure?’ She nods and says, ‘I’ll tell you if I want to stop.’ He says, ‘OK, I will, too. I have a condom if we need it.’ They decide to keep going and end up having sexual intercourse. They talk afterwards about it and how they are feeling.
Scenario 5

A girl has been going out with her boyfriend for 8 months and they have been having oral sex on a regular basis. It has always been consensual, but the last time they were together she wasn't feeling up to having oral sex. After a bit of time she realised she didn't mind and she told her boyfriend it was OK. After a short time she started to feel sick and told him to stop. He refused and said, ‘You already said yes, you can't just say no now.’ She tried to stop it and kept saying, ‘No.’ He held her down and said it wouldn't be long, so she stopped fighting and he kept going until he'd finished. He then got up and swore at her, saying, ‘What do you think you are doing? You can't just change your mind. What did you think I was going to do, just stop halfway through? You're so stupid. Don't you ever do that again or I will tell your mates how useless you are.’
Jake and Maddie have just left the party with Maddie’s friend Pippa. Jake puts his arm around Maddie and she nuzzles into his shoulder. They both walk a bit wobbly, drunk from alcohol, towards Jake’s car.

Maddie says to Jake, ‘That was so much fun tonight. Your singing was great with that Karaoke.’

Jake replies, ‘Yeah! It was awesome! And you got everyone up and dancing.’

They separate and Maddie does a twirl with Pippa – and then nearly falls over. Jake laughs and gives Maddie a long hug.

When they eventually get to the car, Jake tries to hand Maddie the keys. She steps back, gently pushes his hand away and says, ‘Woah, I’m not driving! I am waaay too drunk to drive.’

Jake accidently drops the keys on the ground. He stares at her with his mouth open for long time.

Maddie starts to giggle to chill out the moment.

Jake’s face slowly screws up like he’s smelling something awful.

Maddie stops laughing and takes a small step backwards from him to where Pippa is standing.

Maddie says quietly, ‘Man, why did you drink so much when you knew we brought your car?’

Jake steps towards her, puts his face close to hers and says, ‘Aw, come on! You know I always drink when we go out with my mates! Look, all the other girls are driving their boyfriends home. Don’t you bloody care if I lose my licence?’

Maddie shoves him away from her. She shouts, ‘Look, I decided it was my turn to get drunk and have fun! Don’t be so bloody selfish!’

Jake leans in and screams in Maddie’s face, ‘You dumb bitch!’

She shoves him away again, harder.

He shoves her back, harder still, and she crunches into the car, cries out in pain and falls down onto the road, sobbing.

He stands over her with clenched fists, breathing heavily, and puts the boot in ...
Copysheet 5.2a: Behaviour groups

- Sexual abuse
- Stalking
- Intimidation
- Cultural abuse
- Verbal abuse
- Emotional abuse
- Physical abuse
- Financial abuse
- Isolation
- Possessiveness
- Cyber abuse
Copy sheet 5.2b: Sophie's bystanders

One of Sophie's friends

CUT----------→

Sophie’s father
Sophie’s mother

Sophie and Clayton’s workmate
**Copysheet 6.1: ‘Be the change’ planning template**

The action our group is going to take is __________________________________________________

Our group members are:
1. ________________________ 2. ________________________
3. ________________________ 4. ________________________ 5. ________________________

Our planning template

<table>
<thead>
<tr>
<th>Before taking action</th>
<th>After taking action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who or what helped?</td>
<td>How well did it go?</td>
</tr>
<tr>
<td>What did we complete of this sub-action?</td>
<td>Who is going to do this sub-action?</td>
</tr>
<tr>
<td>When will this sub-action be completed?</td>
<td></td>
</tr>
</tbody>
</table>

**Copysheet 6.2: Student process evaluation**

1. How easy was it for you to participate in the Loves-Me-Not workshop?
   - **Very easy** 1 2 3 4 5  **Very hard**

2. How actively were you involved in the learning activities?
   - **Very active** 1 2 3 4 5  **Not very active**

3. Having participated in Loves-Me-Not, would you be more or less likely to act or speak up if someone you knew was in an unhealthy/abusive relationship?
   - **Much more likely** 1 2 3 4 5  **Much less likely**

4. How well do you now know the early signs of abuse in a relationship?
   - **Very well** 1 2 3 4 5  **Not at all**

5. Having learnt about sexual consent, how well are you now able to ensure the person you are with is saying "yes"?
   - **Very well** 1 2 3 4 5  **Not at all**

6. How useful was today's workshop to help you decide whether your relationships are healthy or unhealthy?
   - **Very useful** 1 2 3 4 5  **Not at all**

7. How well was the workshop facilitated/led?
   - **Very well** 1 2 3 4 5  **Not very well**

8. What was the best part of the workshop for you?

9. What was the least favourite part of the workshop for you?

10. Do you want a free copy of the book Loves Me Not by Lesley Elliot?  **Yes / No**

   [ ] Tick here if you want to talk to someone further about anything you’ve heard today, and provide a contact phone number and/or email address: