Workshop manual 2017

Supported by:

New Zealand Police
Nga Pūrīhīmana o Aotearoa

Sophie Elliott Foundation
# Loves-Me-Not workshop manual 2017

## Workshop preparation

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1.2 Ground rules
1.3 An awesome relationship
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6.2 Summation/evaluation
Focus areas

1. **Your awesome future love life**
   In this focus area students will develop a trusted picture of an awesome relationship, and a sense of their personal journey towards it.

2. **Barriers to an awesome love life**
   In this focus area students will learn about negative behaviours that develop into increasingly one-sided power and control in a relationship.

3. **Consent – only “yes” means “yes”**
   In this focus area students will learn what active sexual consent is, what damage is caused by sexual assault, and how they can help their friends stay safe.

4. **Stepping up**
   In this focus area students will learn to appreciate their important role in helping their friends to be aware and safe in their relationships.

5. **Lashing out**
   In this focus area students will explore the reality of partner violence in New Zealand, and how they can help themselves and others safely if a relationship becomes violent.

6. **Be the change!**
   In this focus area students will explore positive actions they can take right now in their relationships, their friends’ relationships, and with their families/whānau, schools and communities to resist unhealthy relationships and promote healthy ones.

Workshop preparation

**Facilitators**: Clarify which facilitator will:
- be responsible for each section
- record (if required) during that section
- be responsible for keeping the workshop to time.

**Room**: Ensure the room is set up for effective learning. The room must:
- be dark enough so that students can see the projected images clearly
- have a sound system so that they can hear the videos clearly from the back of the room.

**Hardware / software**: Preview the PowerPoint show and videos before the workshop. Do not share these videos online. Ensure that:
- all the videos open correctly from Police’s closed YouTube channel
- the projector’s aspect ratio is 4:3
- the **Settings** in YouTube are adjusted to highest HD (or Auto on slower school internet systems) for each video
- each video is enlarged to **Fullscreen**.
Focus area 1: Your awesome future love life

Explanation
In this focus area students will develop a trusted picture of an awesome relationship, and a sense of their personal journey towards it.

Learning intentions
Students will:
• describe the qualities of an awesome relationship
• categorise the qualities of an awesome relationship.

Note: ‘Awesome relationship’ refers specifically to the qualities under the four headings that are developed in section 1.4.

1.1 Introduction

Purpose: To set the scene for the day.
Duration: 20 minutes

Facilitator’s name: __________________________
Start time: _____  End time: _____

Resources:
• Flipchart or whiteboard
• 1 blank sheet of A5 paper per student

Show: Slide 1: Loves-Me-Not – a workshop for healthy relationships

Do: Follow the school’s protocol/kaupapa – some classes may start with karakia or morning prayer.

Show: Slide 2: Key messages
Say: These are the messages for you to take away from today’s workshop.

Show: Slide 3: A workshop in 6 sections
Say: The workshop is divided into six sections.

Show: Slide 4: Introductions

Do: Each facilitator introduces themselves (preferably with their pepeha or mihi) and says why they have chosen to facilitate this Loves-Me-Not workshop.

Say:
• If you want to, you are all capable of having a really great, happy relationship that contributes to your life and contributes to the life of your boyfriend/girlfriend.
• Today we're going to talk about what that relationship could look like, and discuss some of the challenges and risks you and your friends might have to deal with on your way to having a really great, happy relationship.

Student action: Each student folds an A5 sheet in half, writes their name on it, and places it on the desk in front of them, so that the facilitators can refer to them personally. Each student introduces themselves saying:
• their name
• one thing in their life they are proud of.

Watch: Slide 4: Video of Lesley Elliott [video]
Say: We will be meeting Lesley at various times during the day. (Make no reference to Sophie’s story yet.)
1.2 Ground rules

**Learning intention:** Students will agree on ground rules for the effective running of the workshop.

**Facilitator’s name:** ____________________________  
**Start time:** _____  
**End time:** _____

**Resources:** • A1 flipchart or whiteboard for ground rules

**Show:**  
*Slide 5: Ground rules*

**Say:**  
What we are discussing today is serious stuff, so we need some ground rules to make sure we all get the best out of the day.

**Do:**  
The teacher leads the discussion on ground rules. If the school has specific values that define the desired behaviours (e.g. from PB4L), or standard ground rules for classes, then the teacher should use these to develop agreed ground rules for the workshop.

Ground rules could include:
- respect (e.g. listening to others, not interrupting, keeping comments positive)
- confidentiality (e.g. what we say in here stays in here, take self-care about how much you want to reveal, you are not expected to share personal information today)
- participation (e.g. engage in the day as much as possible)
- tolerance (e.g. respect the different opinions of others).

Describe the organisation of the day – clarify for the students:
- workshop timeframes
- break times
- the location of toilets
- where the time out/zone out room is (if pre-arranged)
- response in an emergency (e.g. evacuation procedure).

Explain what students can do if they find the content particularly personal or upsetting (e.g. when and where the school counsellor and/or Police are available).

**Say**
- We want to make an agreement with you because we have a lot to cover today.
- Some of the things we cover you may want to explore more deeply than we have allocated time for.
- We apologise in advance where we have to move on, and hope you don't feel too disappointed.
- During the day we will identify people and places you can go to get further help or to explore anything you want to cover in more detail.
1.3 An awesome relationship

Learning intention: Students will identify with an awesome relationship. Duration: 15 minutes

Facilitator's name: ____________________________ Start time: ____ End time: ____

Resources:  
- 1 sheet of paper per person  
- 1 sheet of A3 paper per group

Show: Slide 6: Focus area 1

Say:  
- Let's start with thinking about what an awesome relationship is like ...

  • First, please close your eyes. [pause]
  • Tune out from this room. [pause]

  • Imagine you are about 21 years old. It's a normal sort of day. You are sitting on a bench at the park near your work having lunch. The sun is shining. You have just got off your mobile phone, having rung your partner of four years to see how their day has been going, and to talk about your own day. It was a cheerful conversation, even though things hadn't gone that great at work that morning.

  • Keeping your eyes closed, please think about this relationship.
  • How does it feel to be in this awesome relationship? [pause for at least 15 seconds]
  • What does your partner do that makes your life better? [pause for at least 15 seconds]

Show: Slide 7: Qualities of an awesome relationship

Say: (Activity 1.3)  
- Get a piece of paper and write on the top ‘An Awesome Relationship’.

- Write down on a piece of paper your answers to the following questions:
  1. What does it feel like to be in this awesome relationship?
  2. What does your partner do that makes your life better?

- Fold up these pieces of paper and put them away into your bag, pocket, or envelope so no-one else sees them. We will come back to them later in the day.

Do: (Activity 1.3.2)  
Get students in groups of about 4-5 to collectively record on a piece of A3 paper their ideas of the qualities that make an awesome relationship.
1.4 Features of an awesome relationship

Learning intention: Students will categorise features of an awesome relationship. **Duration:** 20 minutes

Facilitator’s name: ___________________________ Start time: ____ End time: ____

Recorder’s name: ___________________________

Resources:
• four A1 flipchart sheets – one sheet for each category of an awesome relationship

Do:
Place four flipchart sheets (for each of slides 8, 9, 10, and 11) next to each other at the front of the room.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Say: To help arrange our ideas, here’s a video describing some of the qualities of an awesome relationship.

Show: **Slide 8: An awesome relationship is respectful, kind, and uplifting** [video]

Do: **(Activity 1.4.1)**
Get students to identify the ideas from their A3 sheet (Activity 1.3.2) about the qualities of an awesome relationship that were also represented in the video under the theme of ‘Respectful, kind and uplifting’.

Record all students’ ideas into the middle section of the flipchart sheet, as in the example on the right.

<table>
<thead>
<tr>
<th>1. Respectful, kind, and uplifting</th>
</tr>
</thead>
</table>

Sample qualities:
• supports me to be ‘me’
• makes my life better
• keeps control of themselves – speaking quietly and not yelling
• encourages me to do my best
• tells the truth
• is loyal even when it’s tough
• admits when they are wrong
• respects their partner’s friends, family, whānau.
Say: Here's another video to help us describe qualities of an awesome future relationship.

Show: Slide 9: An awesome relationship is fair and sharing [video]

Do: (Activity 1.4.2)

Get students to identify the ideas from their A3 sheet about the qualities of an awesome relationship that were also represented in the video under the theme of ‘Fair and sharing’.

Record all students’ ideas into the middle section of the flipchart sheet, as in the example on the right.

<table>
<thead>
<tr>
<th>2. Fair and sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample qualities:</td>
</tr>
<tr>
<td>• puts their boy/girl-friend first – being loyal</td>
</tr>
<tr>
<td>• shares their time willingly</td>
</tr>
<tr>
<td>• pays their way and is fair with money</td>
</tr>
<tr>
<td>• has a sense of what is right and wrong</td>
</tr>
<tr>
<td>• values equality</td>
</tr>
<tr>
<td>• is humble and modest</td>
</tr>
<tr>
<td>• replies to reasonable communication requests – phone messages, texts.</td>
</tr>
</tbody>
</table>

Say: Here's another video to help us describe qualities of an awesome future relationship.

Show: Slide 10: An awesome relationship is safe and secure [video]

Do: (Activity 1.4.3)

Get students to identify the ideas from their A3 sheet about the qualities of an awesome relationship that were also represented in the video under the theme of ‘Safe and secure’.

Record all students’ ideas into the middle section of the flipchart sheet, as in the example on the right.

<table>
<thead>
<tr>
<th>3. Safe and secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample qualities:</td>
</tr>
<tr>
<td>• safe touching</td>
</tr>
<tr>
<td>• doesn’t follow them (stalking)</td>
</tr>
<tr>
<td>• agrees that violence is never part of the relationship</td>
</tr>
<tr>
<td>• talks things out rather than using violence</td>
</tr>
<tr>
<td>• shows courage to confront problems without violence</td>
</tr>
<tr>
<td>• admits when they are wrong</td>
</tr>
<tr>
<td>• seeks consent for sex</td>
</tr>
<tr>
<td>• doesn’t tell others your secrets</td>
</tr>
<tr>
<td>• is private with info/images e.g. sexy pictures.</td>
</tr>
</tbody>
</table>
Say: Here's another video to help us describe qualities of an awesome future relationship.

Show: *Slide 11: An awesome relationship is accepting and free [video]*

Do: (Activity 1.4.4)

Get students to identify the ideas from their A3 sheet about the qualities of an awesome relationship that were also represented in the video under the theme of ‘Accepting and free’.

4. Accepting and free

Sample qualities:
- not judging the past
- accepting their boy/girl-friend for who they are
- accepting them for the way they are brought up
- accepting their friends – not seeing them as bad influences
- not watching them, checking their texts, social media profiles, etc.
- trusting their partner to go out with others
- happy to go out on your own
- letting them wear what they want – ‘you always look great in those clothes’
- not requiring permission for anything
- encourages healthy time apart.

Say: Great, so now you have provided a picture of an awesome future relationship.
1.5 What influences my thinking?

Learning intention: Students will explore influences that may encourage or discourage healthy relationships. 

Duration: 15 minutes

Facilitator’s name: __________________________________________ Start time: _____ End time: ___

(suggest teacher)

Show: Slide 12: Where do I get my ideas about an awesome relationship

Do: Brainstorm with the students where they get their ideas from about awesome relationships.

Answers might include parents, friends, church, blog sites, social media groups, porn sites, and entertainment media.

Say: In the next video we will look at a range of entertainment media. As you watch this, ask yourself:

• What does this clip say about relationships?
• What does this clip say about how men should behave in a relationship?
• What does this clip say about how women should behave in a relationship?

Show: Slide 13: View entertainment media video [video]

Show: Slide 14: Media questions

Do: Facilitate a discussion on behavioural expectations in heterosexual relationships, where they come from, and whether these expectations encourage or discourage awesome relationships.

Each group may consider different sources of information and ask how this source might influence your ideas about awesome relationships. For example:

• one group may look at the influence of entertainment media (TV and movies)
• one group may look at the influence of porn sites
• one group may look at the influence of churches
• one group may look at the influence of family/whānau
• one group may look at the influence of social media.

Say: When you decide what you want in an awesome relationship, think critically about the messages you receive from different sources.
1.6 Personal experience

Learning intention: Students will explore specific relationships to further clarify their perceptions of what is and what is not an awesome relationship.

Duration: 10 minutes

Facilitator’s name: ___________________________ Start time: _____ End time: ____ (Suggest NGO)

Recorder’s name: ____________________________

Resources: • Copysheet 1.6: Positive relationship quiz (one for each student)

Say: Just think to yourself ... if you are currently in a relationship, or have been in a relationship, how was that relationship like the awesome relationship we have described on the wall charts? *(The question is rhetorical, but pause for students to think about the answer.)*

Show: Slide 15: Positive relationship quiz

Say: Now let’s think about a specific relationship you are familiar with right now.
• It might be one you are in or have been in the past.
• It might be someone you know well who is in a relationship.
• It might even be someone in a fictional relationship, like on TV.

You won’t have to share personal information if you don’t want to. But if you do, think carefully about what you share.

Do: Get students to individually do the Positive Relationship Quiz. If students have their own devices (BYOD), this quiz can be done online at: http://areyouok.org.nz/i-need-help/positive-relationship-quiz/

Time management of Focus area 1

Expected finish time of Focus area 1: ________________

Actual finish time of Focus area 1: ________________
Focus area 2: Barriers to an awesome love life

We recommend that this focus area is facilitated by the NGO.

Explanation
In this focus area students will learn about negative behaviours that develop into increasingly one-sided power and control in a relationship.

Learning intentions
Students will:
• identify negative behaviours that increase power and control in a relationship
• describe how groups of behaviours oppose the goal of achieving an awesome relationship
• identify why people have different views on groups of negative behaviours.

2.1 Grouping behaviour

Learning intention: Students will be able to categorise a range of negative behaviours.
Duration: 25 minutes

Facilitator’s name: ___________________________ Start time: _____ End time: _____
(suggest NGO)

Resources:
• Flip charts from activity 1.4
• Copiesheet 2.1a: Power and control wheel (1 copy per group)
• Copiesheet 2.1b: Power and control categories (1 category per group)
• Copiesheets 2.1c: Unhealthy behaviours (9 x A5 copiesheets per group, i.e. 5 x A4 copiesheets cut in half)
• Copiesheet 2.1d: Behaviour groups (9 x A5 copiesheets per group)
• Copiesheet 2.1e: Answers

Note: For this focus area, push tables to the side. Position students and/or seats in a circle, with an open space in the middle for whole-class interactions and discussion.

Say:
• One quality of an awesome relationship is fairness.
• A quality of an unhealthy relationship is when there is an imbalance in power and control.
• In many unhealthy relationships the level of power and control increases slowly.
• If someone in a relationship feels that they are being manipulated and controlled, then something has to change.
• Let’s look at negative behaviours people use to gain power and control over others.

Show: Slide 16: Power and control wheel

Do: (Activity 2.1.1) Divide the class into eight groups. Give each group one of the eight parts of the power and control wheel (from Copiesheet 2.1b). If there are less than eight groups, prioritise the parts to be demonstrated, e.g. 1. Using coercion and threat; 2. Using emotional abuse; 3. Using economic abuse; 4. Minimizing, denying, blaming; 5. Using intimidation; 6. Using male privilege; 7. Using isolation; 8. Using children.

Each group reads their part and reports back to the class. Their report back should give examples of the behaviour and the effect of the behaviour on the partner being
controlled. The report back could be a verbal description of the behaviours, acting out the behaviours, or a visual description of the behaviours (e.g. a poster).

Show:  
*Slide 17: Grouping negative behaviours*

Do:  
Distribute the nine AS sheets of *Copysheets 2.1c: Unhealthy behaviours* to groups of students.

Place the nine A4 *Copysheets 2.1d: Behaviour groups* in a circle around the room.

Do:  
(Activity 2.1.2)  
Ask the students, in their group, to go around the circle and stand beside the appropriate *Behaviour group* for their *Unhealthy behaviour*.

Each group reads out their *Unhealthy behaviours* with the *Behaviour group*.

Compare students’ answers with *Copysheet 2.1e: Answers*.

Show:  
*Slide 18: Negative behaviours erode awesome relationships*

Do:  
Reintroduce the flipcharts showing the qualities of awesome relationships.

Do:  
(Activity 2.1.3)  
Ask the students to record in the bottom section of the flipcharts examples of how unhealthy behaviours erode the qualities of an awesome relationship.

Facilitate students to link ‘unhealthy behaviour groups’ against the qualities of an awesome relationship, as in the following examples.

<table>
<thead>
<tr>
<th>Respectful, kind, and uplifting</th>
<th>Fair and sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualities</strong></td>
<td><strong>Qualities</strong></td>
</tr>
<tr>
<td>• Supporting me to be ‘me’</td>
<td>• Putting their boy/girl-friend first – being loyal</td>
</tr>
<tr>
<td>• Making my life better</td>
<td>• Sharing their time willingly</td>
</tr>
<tr>
<td>• Keeping control – speaking quietly and not yelling</td>
<td>• Being fair with money</td>
</tr>
<tr>
<td>• Encouraging me to do my best</td>
<td>• Having a sense of what is right and wrong</td>
</tr>
<tr>
<td>• Telling the truth</td>
<td>• Equality</td>
</tr>
<tr>
<td>• Being loyal even when it’s tough</td>
<td>• Humility and modesty</td>
</tr>
<tr>
<td>• Admitting when they are wrong</td>
<td>• Replying to reasonable communication requests – phone messages, texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eroded by:</th>
<th>Eroded by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• emotionally abusive behaviours</td>
<td>• financially abusive behaviours</td>
</tr>
<tr>
<td>• cyber abusive behaviours</td>
<td>• emotionally abusive behaviours</td>
</tr>
<tr>
<td>• verbally abusive behaviours</td>
<td></td>
</tr>
<tr>
<td>Safe and secure</td>
<td>Accepting and free</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Qualities</strong></td>
<td><strong>Qualities</strong></td>
</tr>
<tr>
<td>Safe touching</td>
<td>• Not judging the past</td>
</tr>
<tr>
<td>Accepting their boyfriend/girlfriend for who they are</td>
<td>• Accepting their boyfriend/girlfriend for who they are</td>
</tr>
<tr>
<td>Not following them (stalking)</td>
<td>• Accepting them for the way they are brought up</td>
</tr>
<tr>
<td>Agreement that violence is never part of the relationship</td>
<td>• Accepting their friends – not seeing them as bad influences</td>
</tr>
<tr>
<td>Talking things out rather than using violence</td>
<td>• Not stalking e.g. checking texts, profiles, etc</td>
</tr>
<tr>
<td>Showing courage to confront problems without violence</td>
<td>• Trusting their partner to go out with others</td>
</tr>
<tr>
<td>Admitting when they are wrong</td>
<td>• Happy to go out on your own</td>
</tr>
<tr>
<td>Seeking consent for sex</td>
<td>• Letting them wear what they want – &quot;you always look great in those clothes&quot;</td>
</tr>
<tr>
<td></td>
<td>• Not requiring permission for anything</td>
</tr>
</tbody>
</table>

**Eroded by:**
- physically abusive behaviours
- sexually abusive behaviours
- stalking/intimidating behaviours

**Eroded by:**
- isolating/possessive behaviours
- culturally abusive behaviours
- stalking/intimidating behaviours

**Say**

Most relationships don’t start out as bad, but some go bad.

Some key points to prevent relationships from going bad is to:

- avoid making excuses for any behaviours that you show that are unhealthy or abusive. Own your behaviour and take responsibility for how you behave. Don’t blame your behaviour on alcohol
- avoid excusing your boyfriend/girlfriend’s unhealthy or abusive behaviours
- avoid thinking and acting like you can change your boyfriend/girlfriend’s unhealthy or abusive behaviour
- be prepared and have support available if you think you are going to leave a relationship with abusive behaviours
- have people who care about you and you trust to talk to if your boyfriend / girlfriend ends the relationship.
2.2 Is that right?

Learning intention: Students will explore some common myths that may perpetuate power and control in relationships.

Duration: 20 minutes

Facilitator’s name: ________________________ Start time: _____ End time: ______

(suggest NGO)

Resources: Copy sheet 2.2: Agree/disagree continuum

Show: Slide 19: Is it right?

Say:

- In contrast to the qualities of an awesome relationship that you came up with, some people think it is important to have power and control over someone else.
- Why do you think some people want to have power and control over other people?

Show: Slide 20: Why do you think some people want to have power and control over other people?

Do: Facilitate general class discussion.

Say:

- Let’s consider a few statements.
- We all have opinions on all sorts of topics. Everyone is entitled to their own opinion. An opinion is held at one particular moment. It can change at any time. New knowledge and experience to other points of view means our opinions might change.
- For each statement, decide where you stand on a continuum, from ‘agree’ at one end to ‘disagree’ at the other end, with ‘neutral’ or ‘don't know’ in the middle.
- Some guidelines for this activity are:
  - one person speaks at a time
  - you have the right to pass if you wish
  - use ‘I’ statements when speaking - this shows that it is a personal opinion
  - don’t question or comment on another person’s statement
  - feel free to move along the continuum after hearing other people’s thoughts.
- For further advice read Barometer: Taking a stand on controversial issues

Do: (Activity 2.2.1)

Use the following five statements (do all five if time allows, or less if time is limited). Students listen to the statements. They take a stand and place themselves on the continuum. Invite students to share why they have chosen their places on the continuum. Avoid targeting specific student in particular.

The facilitator should not express their own opinion. In some cases they might want to give ‘food for thought’ – “Have you considered...”, “Other people might think...” - this can highlight a point of view that has not already been covered.

1. A person in an abusive relationship is stupid if they don't just leave.
2. People who provoke their boyfriend/girlfriend to be angry deserve to be beaten.
3. Violence in relationships is caused by drugs and/or alcohol.
4. Females invite sexual assault by the way they dress and behave.
5. My boyfriend/girl friend is only jealous because they love me.
After discussion of each statement has concluded, share the following 'statements':

1. **A person in an abusive relationship is stupid if they don't just leave.**

   There are many reasons people stay in abusive relationships. These include:
   - fear that the violence will escalate
   - financial dependence
   - belief that they can fix the relationship
   - concern for their children
   - love for their boyfriend/girlfriend – but they hope the violence will stop
   - doubt of their own ability to be independent
   - isolation
   - not realising that they are in an abusive relationship
   - religious or moral values.

   An abusive boyfriend/girlfriend intentionally uses lots of different negative behaviours that we have already discussed to keep their boyfriend/girlfriend under control. For example, threats of self harm or suicide, possessiveness, or ongoing promises to change. These tactics can make it really hard to leave abusive relationships, **without help.**

2. **People who provoke their boyfriend/girlfriend to be angry deserve to be beaten.**

   Anger is a normal emotion, and everyone has feelings of anger. It's what you do to express that anger that can become the issue.

   There are many healthy ways of dealing with anger (e.g. walking, talking with a friend). Using an angry feeling to hurt another person, or as a power and control behavior, is **never** OK.

3. **Violence in relationships is caused by drugs and/or alcohol.**

   Almost equal numbers of sober and drunken people are violent. Many drunken people do not abuse their boyfriends/girlfriends.

   Alcohol and other addictive substances are used as excuses, but they don’t cause violence. However, the severity of the assault may increase if the abusive person has used such substances.

4. **Females invite sexual assault by the way they dress and behave.**

   Females (like all people) may dress so as to attract someone for sex or to feel good about themselves. It does not mean they are asking to be assaulted.
   You don’t know whether they are looking for sex unless you ask them.
   If they do want to have sex they want to choose who with and when.
   The abuser is responsible for sexual assault, not the recipient.

5. **My boyfriend/girlfriend is only jealous because they love me.**

   Being jealous of someone, and acting on that jealousy, is a form of control.
   Fighting over someone is about control. Remember, we don’t own anyone.
   Jealousy is not an indication of someone’s love for another person.
Time management of Focus area 2

Expected finish time of Focus area 2: _________________

Actual finish time of Focus area 2: _________________
Focus area 3: Consent – only ‘yes’ means ‘yes’

We recommend that this focus area is facilitated by Police.

Explanation
In this focus area students will learn what active sexual consent is, the damage caused by sexual assault, and how they can help their friends stay safe.

Learning intentions
Students will:
• understand the requirement for consent before having sex
• identify the consequences for people who break the law by having sex without consent.

3.1 What is consent?

Learning intention: Students can define consent, recognise when they have consent, and identify the risks and consequences of non-consensual sex.

Facilitator’s name: __________________________ Start time: ______ End time: ______
(suggest Police)

Show:  Slide 21: Focus area 3 – Only ‘yes’ means ‘yes’
Say: In this focus area we will look at sex and consent. So firstly, what is sex?

Do: Facilitate answers and endeavour to expand views of sex from sexual intercourse to a broader range of activity. e.g. cuddling, kissing, oral sex, anal sex. Avoid heteronormative phrases such as ‘normal sex’ when referring to penis and vagina sex.

Show:  Slide 22: Consent – what is consent?
Say: Consent is not just an attitude towards a sexual partner. It is part of the law about relationships. Let’s look at consent from a Police perspective.

Show:  Slide 23: Sex and consent [video]
Do: If Police are part of the facilitation team, students are provided an opportunity to ask questions about consent and the law.

Say: What are the long-term effects on a person abused by rape or sexual violation?

Do: Record student’s ideas on the whiteboard.

Watch: Slide 24: Consent and tea [video]
Say:

- Obviously it is not acceptable to coerce someone into drinking a cup of tea, so why is it OK to push someone into having sex?
- We all know how to be respectful and listen. We just need to do this in our relationships.
- So think back to the media clips. We get many messages about sex – and not respecting boundaries is sometimes seen as OK.
- Why are boundaries obvious and easy to respect when we are talking about tea, but it seems more complicated when we are talking about sex?

3.2 Consent scenarios

Learning intention: Students will use scenarios to identify whether consent was given, and consequences for people either receiving or demonstrating abusive behaviour if consent wasn’t given.

Facilitator’s name: ___________________________ Start time: _____ End time: _____

Resources: Copysheet 3.2: Scenarios

Show: Slide 25: Scenarios

Do: (Activity 3.2.1) Provide each small group with two (of the five) scenarios.

Get students, in groups, to discuss each scenario and decide if consent was given.

If they think consent wasn’t given, what are the:
- potential consequences for the person doing the behaviour (the person who didn’t get consent)
- potential long-term impacts for the person receiving the behaviour (the person who didn’t give consent)

Do: (Activity 3.2.2) Facilitate a class discussion on the options and what they would do if they knew someone who had sex without consent.

Say: (Teacher): As a reminder, you have support available in the school, and the main people you can approach are ...

Say: Think about these two questions:
1. What do you think might be the long-term impact on a person who has been sexually violated (sex they did not consent to)?
2. Imagine that you had non-consensual sex with someone. Would you be deeply concerned about the long-term impact of that non-consensual sex on that person? If not, why not?
Do: (Activity 3.2.3) Consider facilitating a follow-up question: How might having non-consensual sex with someone affect a person’s future sexual decision-making and relationships?

Time management for Focus area 3

Expected finish time of Focus area 3  

Actual finish time of Focus area 3  
Focus area 4: Stepping up

**Explanation**
In this focus area students will learn to appreciate the important role they have, as bystanders, to help their friends to be aware and safe in their relationships.

**Learning intentions**
Students will identify:
- behaviours that are healthy, unhealthy, and abusive in a relationship
- if, when, and how to support their friends in their relationships.

### 4.1 Healthy / unhealthy behaviours

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Students will identify behaviours in a relationship that cross the line from positive behaviours to negative or even abusive behaviours.</th>
<th>Duration: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s name:</td>
<td>___________________________________________________________________________________________</td>
<td>Start time: _____</td>
</tr>
<tr>
<td></td>
<td>(suggest teacher)</td>
<td>End time: _____</td>
</tr>
<tr>
<td>Resources:</td>
<td>• A red symbol per person (e.g. strip of red paper)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Copysheet 4.1: Story – Jake and Maddie</strong> (to be read out)</td>
<td></td>
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</tbody>
</table>

**Show:** *Slide 26: Focus area 4*

**Say:**
Some of you will have already realised that you, someone you know, or a particular character (from a book or TV show) might be facing some problems in their relationship.

Let’s talk about:
- how to recognise behaviours that cross the line and get in the way of having an awesome relationship
- the early signs of behaviours that raise concerns about a relationship.
- what you can do if your friends are having problems with their relationship.

**Say:**
Watch this video. Ask yourself ‘When does the behaviour cross the line from healthy to unhealthy or even to abusive?’

As you watch the video, put yourself into the position of the bystander and ask:
1. Did they cross the line?
2. If so, would you get involved?
3. If so, when would you get involved?
4. If so, what would you do?
Show: **Slide 27: Video of observing street behavior** [video]

Do: Debrief students about the video along the lines of the questions:

1. Did they cross the line?
2. If so, would you get involved?
3. If so, when would you get involved?
4. If so, what would you do?

(Take only 3 minutes for this debrief)

Say:
- Stepping in is hard to do.
- The window for when to step in can be very short before the situation gets violent.

Show: **Either Slide 28: Showing the colour or Slide 29: Crossing the line**

Say:
- What some people think is OK behaviour, others will think is not OK.
- I am going to read a story. As I read this story you will identify healthy behaviours – the top part of the four flip charts (characteristics of an awesome relationship).
- You will also identify some unhealthy or even abusive behaviours – the bottom part of the four flip charts (Negative behaviours that erode awesome relationships).
- As the story unfolds, your task is to identify when the behaviour is healthy, unhealthy, or abusive.

Either use **Slide 28: Showing the colour** - if the behaviour is:
- healthy – stay still and do nothing
- unhealthy – raise a red paper strip above your head
- abusive – strongly wave the red paper strip above you head.

Or use **Slide 29: Crossing the line** (alternative symbols) - if the behaviour is:
- healthy – thumbs up or stay still and do nothing
- unhealthy – thumbs down or raise your hand above your head
- abusive – hand raised with closed fist or stand up.

If the schools has a BYOD (bring your own devices) policy, students may use software to anonymously display their thinking on a screen rather than by raising symbols.

Do: **Read Copysheet 4.1: Story – Jake and Maddie.**

Students listen to the story and raise or wave the red paper strips (or their hands) as they consider appropriate.

Show: **Slide 30: Do we agree?**

Say: *(Ask the following rhetorical questions – no answer is expected).*
- There was some difference as to when people in the class identified behaviours as healthy, unhealthy, or abusive.
- In relationships that you know, do you think the partners have the same idea or even agree upon which behaviours are healthy, unhealthy, or abusive?
4.2 Should I step in?

**Learning intention:** Students can describe the range of ways in which someone could step in to take safe action.

**Duration:** 20 minutes

**Facilitator’s name:** ___________________________  **Start time:** _____  **End time:** _____

**Resources:**
- 6 pieces of paper per group (A4 cut into 6) or ‘Post-it note’
- **Copysheet 4.2: Safe/unsafe continuum**

**Say:**
- Stepping in can be hard!
- Stepping in can mean different things. It might mean:
  - personally stepping in – like ‘getting in your face’
  - indirectly stepping in – like ‘distracting them’
  - getting help if it isn’t safe for you to step in.

**Do:**

**(Activity 4.2.1)** Facilitate a class discussion: Why do you think some people don’t step in?

Answers might include:
- they may be afraid that they will become the next target of abuse
- they may not know how to stop the behaviour
- they may feel that they will make things worse for the person being abused
- they may think that ‘It is just another domestic, and none of my business’
- they may be afraid that they will be labelled as a ‘dobber’ or a ‘nark’
- they may think that the person being abused deserves it
- they may think that they are powerless to intervene.

**Show:**

*Slide 31: What should I do?*

**Do:**

**(Activity 4.2.2)** Facilitate a class brainstorm on the actions that people could take when they have concerns about the way their friend is treating someone else.

Record students’ responses on a whiteboard or flipchart. Examples of stepping-in actions might include:
- making a joke
- changing the topic
- making a distraction
- yelling at the couple to settle down
- punching the person who is being abusive
- pulling out your phone and saying that you will video the confrontation
- telling the school guidance counsellor about the behaviour you saw
- telling your most trusted teacher
- calling the police on 111
- ringing a helpline (e.g. Youthline) or an anonymous line (e.g. Crimestoppers).
Show: Slide 32: Stepping in – a continuum

For the following activity, choose to complete either a whole class activity 4.2.3a or a small group activity 4.2.3b.

Do: Whole class activity
(either Activity 4.2.3a …)

As a whole-class activity, students write one stepping-in action on a ‘post-it note’ and stick it on their shoulder or forehead. They walk around the room reading other people’s ideas, and then arrange themselves on a whole class continuum from safe to unsafe. They can do this silently.

Once arranged on the continuum, facilitate a discussion around their ideas.

… or Group activity
(Activity 4.2.3b)

In small groups, select 4–6 of the stepping-in actions (if you wish, use same-sex groups to see if males and females have different ideas about how safe it is to step in).

The groups write these 4–6 stepping-in actions onto separate small pieces of paper. Students arrange the stepping-in actions along their table or along the floor in a continuum, from ‘safe’ to ‘unsafe’ actions.

Facilitate a brief class discussion with a goal of encouraging students to value safe actions rather than unsafe actions.

Say:

• Stepping in can be hard!
• To step in you usually have to:
  o accept that someone’s behaviour may harm someone else
  o accept that something has to happen or someone will be harmed (including emotional / psychological)
  o be confident that your actions will prevent harm
  o accept that you have the skill to step in safely.

• Stepping in can be a hard and risky decision. But if we want to live in a safe community we all have to step in somehow and someway.

Workshop manual 2017
4.3 Stepping in

**Learning intention:** Students explore when someone should step in to take safe action.

**Facilitator’s name:** ____________________________ **Start time:** ____  **End time:** ____

**Duration:** 20 minutes

**Note:** The use of ‘boyfriend/girlfriend’ does not imply solely heterosexual relationships.

**Say:**
- Do you think people choose to get into a relationship with someone that is going to abusive them?
- People don’t usually choose to get into a relationship with someone who regularly displays abusive or unhealthy behaviour.
- In an unhealthy relationship, abusive behaviours tend to increase over time.
- In other words, relationships don’t usually start bad, but some go bad.
- The key is to:
  - believe that you are capable and lovable, because you are – before you are in a relationship, during a relationship, and after a relationship finishes
  - recognise your behaviours and/or your boyfriend’s/girlfriend’s behaviours that are unhealthy, and either make them right or leave
  - recognise unhealthy behaviours in a friend’s relationship, and to step in early – this could mean personally stepping in if it is safe to do so, or getting help if it isn’t safe to step in.

**Show:**
- Slide 33: Stepping in

**Say:**
- We are now going to watch a scenario about being a bystander.
- As you watch the video take on the role of the bystanders and decide if and when you would intervene to keep both yourself and the target from being abused.
- If you would do something, choose a visible sign (e.g. raise your hand, thumb up) when you would do something and you know what you would do at that time.

**Show:**
- Slide 34: The bystander ... the action movie [video]

**Do:***
When the video is finished ask several students who used the visible sign (e.g. thumb up) what they thought they would do.

Ask some of the students who did not use a visible sign why they wouldn’t step in. (Be sensitive - some students may have experiences as to why they wouldn’t intervene).

**Do (optional):** ***Activity 4.3.1***
Role play if you are ahead of time (led by the teacher). Students form into groups of 4 so they can create their own relationship scenarios. They take on roles - two students are the partners, one student is the bystander, and one student is the ‘good fairy’ (who figuratively sits on the shoulder of the bystander) giving advice to the bystander on what to do so that everyone is kept safe.

Debrief the role play with questions like.
- Did the bystander step in at the right time?
- Did their actions diffuse the situation?
- What else could they have done?

The police officer may share strategies they use to diffuse family violence situations.
### 4.4 Who can help?

**Learning intention:** Students will identify a range of helping agencies.  
**Duration:** 5 minutes

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**Resource:**
- A1 flipchart – to be placed on the wall with the heading 'Who can help?'
- Some facilitators (schools/NGO/Police) may have pre-prepared a handout for the students that lists agencies that can help and how to contact these agencies.

**Show:** *Slide 35: Who can help?*

**Do:** Have the class brainstorm the different people or agencies they could go to for help when a friend’s relationship is having problems that they are concerned about.

Record the answers on an A1 flipchart.

Once the class has exhausted their ideas, the teacher, NGO and Police may add other appropriate agencies that have not been identified.

**Say:** The NGO and Police provide a brief statement (2–3 sentences maximum) as to what their own organisations do to help people in abusive relationships who seek their help.

The teacher then describes the procedure the school follows if a disclosure occurs at school.

**Do:** If you have a handout on support agencies give this to students.

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**Time management for Focus area 4**

Expected finish time of Focus area 4:  
Actual finish time of Focus area 4:  

Focus area 5: Lashing out

We recommend that this focus area is facilitated by Police.

Explanation
In this focus area students will explore the reality of partner violence towards men and women in New Zealand, and how they can help themselves and others safely if this happens.

Learning intentions
Students will:
- identify the impact of relationship abuse in New Zealand
- understand that both genders are equally likely to be abused
- apply understanding about abuse as a power and control tactic, escalation of abuse, and bystander actions in a real situation.

5.1 Statistics, statistics

Learning intention: Students will explore the level of violence in New Zealand, and the impact of the level of violence.

Facilitator’s name: ___________________________ Start time: _____ End time: _____
(suggest Police)

Note: Configure the room back from a circle into group tables.

Show: Slide 36: Focus area 5

Say: Do you think violence in relationships is a problem in New Zealand? (Brief class discussion.)

Show: Slide 37: Statistics
Note: These statistics are from various sources (Youth 2012, crime data 2013)

Show: Slide 38: Thinking about the statistics

Do: (Activity 5.1.1) Ask students in their groups to discuss which statistics most surprised them and why.

One person from each group gives one statistic that surprised their group and explains why.
5.2 Real scenario

Learning intention: Through a real scenario, students will reinforce their understanding of:
- different unhealthy and abusive behaviours
- the escalation of unhealthy and abusive behaviours
- bystander responses
- the long-term effect on people in abusive relationships.

Duration: 45 minutes

Facilitator’s name: ____________________________ Start time: _____ End time: _____

Resources: Copiesheet 5.2a: Negative behaviour groups
Copiesheet 5.2b: Sophie’s bystanders

Say:
- Sophie’s story shows an actual incident that ended in tragedy.
- As you watch this story, think about:
  - desire for an awesome relationship
  - how power and control was gained and lost in their relationship
  - the unhealthy behaviours in their relationship
  - how the behaviours escalated.

- While very few unhealthy relationships end in such tragedy, the warning signs shared in Sophie’s story are ‘typical’ of many that Police and NGOs hear about.
- Sophie’s story may be upsetting. If you are feeling upset, please use the room set aside.

Watch: Slide 39: Watch video of Sophie’s story [video]

Do: Facilitate an opportunity for students to express their immediate feelings about Sophie’s story. For example, some students come up with a word or phrase that describes how they feel after watching the film.

Say: We are going to use Sophie’s story to look again at what we have learnt today about relationships that go bad, including:
- recognising unhealthy and abusive behaviours
- identifying escalation of unhealthy and abusive behaviours
- the challenging role of bystanders to step in.

But before we do so, what do you think could have been put in place for Clayton to understand why he thinks or feels the way he did to do the things he did?

Show: Slide 40: Negative behaviour groups

Do: Distribute Copiesheet 5.2a: Negative behaviour groups to each group of students. The group draws a circle around each of the nine negative behaviour groups that they recognised in Sophie’s story.

Show: Slide 41: Escalation in Sophie’s story

Do: Get each group to decide the order in which the negative behaviour groups escalated during Sophie and Clayton’s the relationship, by ordering them on Copiesheet 5.2a:
**Negative behaviour groups**, starting at number 1 showing initial negative behaviour (e.g. 1 = isolation/possessiveness; 2 = emotional abuse; 3 = verbal abuse, etc).

Ask one member from each group (selected randomly e.g. the tallest, the oldest) to report back to the class about the group’s order of escalation.

**Show:** Slide 42: Bystanders in Sophie’s story

**Say:** As with all relationship abuse, there are bystanders who could have or did try to intervene as the abuse escalated.

**Do:** Give each group one of the bystanders in Sophie’s story (see Copysheet 5.2b), for example Sophie’s mother, Sophie and Clayton’s work colleague, one of Sophie’s friends, or Sophie’s father.

**Either:** Each group discusses the following question: If you were this person, what could you have safely done to prevent what happened to Sophie? One member from each group reports back to the class.

**Or:** A student in the role of the bystander is placed into a ‘hot seat’ and interviewed by other students pretending to be counselors or police officers, with questions like:
- Are there any clues that you saw in Sophie and Clayton’s relationship that could have predicted Clayton harming Sophie so violently?
- When you recognised that Sophie could have been harmed by Clayton, is there anything you wish you could have done differently to prevent Sophie being murdered?

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**Time management of Focus area 5**

Expected finish time of Focus area 5: __________________

Actual finish time of Focus area 5: __________________
Focus area 6: Be the change!

Prioritise time for this focus area, as it is essential as part of a Loves-Me-Not. It is recommended that this focus area is facilitated by the teacher.

Explanation
In this focus area students will explore positive actions they can take right now in their relationships, their friends’ relationships, or with their families/whānau, schools and communities to resist unhealthy relationships and to promote healthy relationships.

Learning intentions
Students will:
• identify actions they can take so that they, their friends, their family /whānau can have safe and healthy relationships
• identify actions they can take to influence the school or wider community to promote healthy relationships, and to prevent relationship abuse
• plan to take some action.

6.1 Taking action

Learning intention: Students will explore a range of actions they can take to keep themselves, their friends and family safe, and to influence their community to reduce relationship abuse.

Facilitator’s name: ____________________________ Start time: _____ End time: ______ (suggest teacher)

Resources: • Copiesheet 6.1: Loves-Me-Not – Be the change – Planning template

Show: Slide 43: Focus area 6

Show: Slide 44: Plan to ‘be the change’

Say:
• You are capable of having respectful, loving and awesome relationships.
• You are capable of helping friends who have challenges in their relationships.
• You are capable of preventing relationship abuse in Aotearoa/New Zealand.

• So what will you do to promote healthy and awesome relationships and reduce the negative statistics of relationship abuse in Aotearoa/New Zealand? Consider
  o personal action (‘what I would do to keep myself safe unhealthy relationships’)
  o effective bystander action (‘what I would do to keep my friends safe’)
  o community action (‘what I would do to promote healthy relationships’).

Do: Facilitate a brainstorm of practical things the students could do to reduce relationship abuse around them and across New Zealand, based on a student inquiry learning process (see Loves-Me-Not Implementation Guide page 7).

Examples of actions that students could take include:
• writing articles in the school or local newspaper
• organising a fundraiser for Women’s Refuge, Rape Crisis or the Sophie Elliott Foundation
• setting up and using a freeform writing board for thoughts and comments about abuse
• holding a competition for stories, posters, artwork and so on
• printing posters related to events that highlight abuse and putting them up in the community
• having a feature at lunchtime each day for a week, such as a drama or a relevant guest speaker
• creating a song and putting it onto YouTube, like Walk Away by Tina Cross
• running a Students Against Abuse stall at the school gala
• running an in-school campaign by senior students to help educate the younger students
• doing a chalk-drawing day at your school, with a healthy relationships theme
• promoting an ‘abuse-free week’ at the school – teachers could use abuse as the theme for their lessons.

**Do:** Use Copysheet 6.1 Loves-Me-Not – Be the change – Planning template for each group to select the one thing that they would like to do, plan what they will do, and reflect on what they achieved.

(Some schools may take this activity into a full achievement standard assessment task such as Health AS90971; Health AS91237. See examples in the implementation guide.)

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**6.2 Summation/evaluation**

**Duration:** 10 minutes

**Facilitator’s name: ____________________ Start time: _____ End time: _____

**Resources:** • Evaluation sheet for each student

**Show:** *Slide 45: Summary*

**Do:** Ask students to get out the piece of paper (activity 1.3 ‘An Awesome Relationship’).

Facilitate: As a result of this workshop what would you add to your answers, or what would you change from your answers to the two questions:

• What does it feel like to be in this awesome relationship?
• What does your partner do that make your life better?

**Do:** Sum up the workshop, thank the students, farewell them and offer a challenge before you close – for example:

**Say:**

• Thank you for being part of and contributing to this workshop today.
• Having a great relationship is a cool thing if it helps you to be happier and better than you can be on your own.
• Today we have considered the qualities that make up an awesome relationship and we recognise that you are all on a journey to getting there.
• On the way you may make some mistakes, but we can learn from those. It’s important that you all know your worth and believe you deserve to have a great life with healthy and awesome relationships.
• As a result of this workshop, we hope that you have:
  o a better understanding of when things aren’t going right and an ability to
describe these negative behaviours
  o a better understanding of how and when to step in when you are not
    comfortable with the quality of a friend’s relationship, and where to go for
    help
  o a better understanding of sexual consent and the law
  o the confidence and motivation to actually take action to keep yourself and
    your friends safe, and to even look at actions that might change the way the
    community accepts behaviours that are harmful or violent
  o a better idea of who can help you when you recognise abusive behaviours in
    relationships.

• Remember: Your power in an unhealthy relationship is that you don’t have to be
  in it.
• We wish you well as you seek to 'be the change' that the future needs so that all
  New Zealand citizens can live in a safe and caring country.

**Show:**  
*Slide 46: Lesley’s farewell video* [video]

**Do:**  
Get students to complete the workshop evaluation sheet.

Inform students that they can request free copies of the book *Loves-Me-Not*

**Do:**  
Follow the school’s protocol/kaupapa for closing. They may wish to finish with a
karakia or poroporoaki.

**Show:**  
*Slide 47: Partners Police and Sophie Elliott Foundation*

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**Time management for Focus area 6**

Expected finish time of Focus area 6: __________________

Actual finish time of Focus area 6: __________________