# Loves-Me-Not workshop manual 2018

**LOVES-ME-NOT WORKSHOP MANUAL 2018** ................................................................. 2

## Workshop preparation ........................................................................................................... 3

### Focus area 1: Your future relationship .................................................................................. 4
1.1 Introduction .........................................................................................................................4
1.2 Ground rules ......................................................................................................................6
1.3 A healthy relationship .......................................................................................................7
1.4 Features of a healthy relationship ...................................................................................8
1.5 What influences my thinking? ..........................................................................................11
1.6 Personal experience ........................................................................................................12

### Focus area 2: Barriers to a healthy relationship ................................................................. 13
2.1 Grouping behaviour ..........................................................................................................13
2.2 Is that right? ......................................................................................................................16

### Focus area 3: Consent – only ‘yes’ means ‘yes’ ............................................................... 19
3.1 What is consent? ..............................................................................................................19
3.2 Consent scenarios ............................................................................................................21

### Focus area 4: Stepping up ................................................................................................ 22
4.1 Healthy / unhealthy behaviours .......................................................................................22
4.2 Should I step in? ..............................................................................................................24
4.3 Stepping in .......................................................................................................................26
4.4 Who can help? ................................................................................................................28

### Focus area 5: Lashing out .................................................................................................. 29
5.1 Statistics, statistics ..........................................................................................................29
5.2 Real scenario ..................................................................................................................30

### Focus area 6: Be the change! ............................................................................................ 32
6.1 Taking action ...................................................................................................................32
6.2 Summation/evaluation ....................................................................................................34
Focus areas

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

2. Barriers to a healthy relationship
   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 future relationship

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

Learning intentions
Students will:
• describe the qualities of a healthy relationship
• categorise the qualities of a healthy relationship.

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

1.1 Introduction

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Duration: 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s name:</td>
<td>Start time: _____</td>
</tr>
<tr>
<td></td>
<td>End time: _____</td>
</tr>
</tbody>
</table>

Resources:
• 1 blank sheet of A5 paper per student (for making nameplates)

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

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

2 Slide 2: Key messages

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

3 Slide 3: A workshop in 6 sections

Say: The workshop is divided into six sections.

Describe the organisation of the day, and 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).

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.
Slide 4: Introductions

Introduce yourselves (preferably with your pepeha or mihi) and explain why you’ve each 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.

Ask students to fold an A5 sheet in half, write their name on it, and place it on the desk in front of them, so that the facilitators can refer to them personally.

Get each student introduces themselves saying:
- their name
- one thing in their life they are proud of.

Show the video of Lesley Elliott.

Say: We will be meeting Lesley at various times during the day. (Make no reference to Sophie’s story yet.)

Through her experience we will explore some of the challenges that young people have as they are on the journey towards having an awesome relationship.
### 1.2 Ground rules

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Students will agree on ground rules for the effective running of the workshop.</th>
<th>Duration: 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s name:</td>
<td>_____________________________________________</td>
<td>Start time: ____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End time: ____</td>
</tr>
</tbody>
</table>

**Resources:**
- A1 flipchart or whiteboard for ground rules
- Box for anonymous questions and disclosures (if this option is used)

**1 Slide 5: Ground rules**

**Teacher:** Lead 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.

**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.

**Brainstorm** the ground rules. If the school has some specific values that define the behaviours (e.g. from PB4L) then the teacher should use these to develop agreed ground rules.

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).

**2 Say:** 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.

**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).

**TIP:** You may wish to set up a drop-box for students to ask questions or disclose anonymously if they wish. This will need to be managed and checked regularly.
### 1.3 A healthy relationship

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Students will identify with a healthy relationship.</th>
<th>Duration: 15 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Facilitator’s name:</th>
<th>Start time:</th>
<th>End time:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 sheet of paper per person</td>
</tr>
<tr>
<td>• 1 sheet of A3 paper per group</td>
</tr>
</tbody>
</table>

#### 1 Slide 6: Focus area 1

**Say:**
If you want to, everyone in this room is capable of having a really great, happy relationship that contributes to your life and contributes to the life of your partner.

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.

Let’s start with thinking about what a healthy 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 great relationship? [pause for at least 15 seconds]
- What does your partner do that makes your life better? [pause for at least 15 seconds]

#### 2 Slide 7: Qualities of a healthy relationship

**Give** each student a piece of paper.

**Say:**
Head your paper with the words ‘A Healthy Relationship’.

Write your answers to the following two questions:
1. What does it feel like to be in this healthy relationship?
2. What does your partner do that makes your life better?

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

#### 3 Divide students into groups of about 4-5.

**Ask** each group to collectively record on a piece of A3 paper their ideas of the qualities that make a healthy relationship.
1.4 Features of a healthy relationship

**Learning intention:** Students will categorise features of a healthy relationship. **Duration:** 20 minutes

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

**Recorder’s name:** ___________________________

**Resources:** four A1 flipcharts – one sheet for each category of a healthy relationship

---

1. Place four flipchart sheets (for each of slides 8, 9, 10, and 11) at the front of the room.

2. **Slide 8: A healthy relationship is respectful, kind, and uplifting**

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

   **Show** video.

   **Ask** which of their suggested qualities from the A3 sheet they did in Activity 1.3 (3) were mentioned in this video.

   **Record** these ideas into the ‘a’ section of the ‘Respectful, Kind and Uplifting’ flipchart sheet.

   Sample qualities could include:

   **Respectful, Kind, and Uplifting**
   
   a. **Qualities**
      - Supporting me to be ‘me’
      - Making my life better
      - Keeping control – speaking quietly and not yelling
      - Encouraging me to do my best
      - Telling the truth
      - Being loyal even when it’s tough
      - Admitting when they are wrong
   
   b.
3 Slide 9: A healthy relationship is fair and sharing

Say: Here's another video describing the qualities of a healthy relationship.

Show video.

Ask which of their suggested qualities from the A3 sheet they did in Activity 1.3 (3) were mentioned in this video.

Record these ideas into the ‘a’ section of the ‘Fair and Sharing’ flipchart sheet.

Sample qualities could include:

<table>
<thead>
<tr>
<th>Fair and Sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Qualities</td>
</tr>
<tr>
<td>• Putting their boy/girl-friend first – being loyal</td>
</tr>
<tr>
<td>• Sharing their time willingly</td>
</tr>
<tr>
<td>• Being fair with money</td>
</tr>
<tr>
<td>• Having a sense of what is right and wrong</td>
</tr>
<tr>
<td>• Equality</td>
</tr>
<tr>
<td>• Humility and modesty</td>
</tr>
<tr>
<td>• Replying to reasonable communication requests – phone messages, texts</td>
</tr>
<tr>
<td>b.</td>
</tr>
</tbody>
</table>

4 Slide 10: A healthy relationship is safe and secure

Say: Here's another video describing the qualities of a healthy relationship.

Show video.

Ask which of their suggested qualities from the A3 sheet they did in Activity 1.3 (3) were mentioned in this video.

Record these ideas into the ‘a’ section of the ‘Safe and Secure’ flipchart sheet. Sample qualities could include:

<table>
<thead>
<tr>
<th>Safe and Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Qualities</td>
</tr>
<tr>
<td>• Safe touching</td>
</tr>
<tr>
<td>• Accepting their boyfriend/girlfriend for who they are</td>
</tr>
<tr>
<td>• Not following them (stalking)</td>
</tr>
<tr>
<td>• Agreement that violence is never part of the relationship</td>
</tr>
<tr>
<td>• Talking things out rather than using violence</td>
</tr>
<tr>
<td>• Showing courage to confront problems without violence</td>
</tr>
<tr>
<td>• Admitting when they are wrong</td>
</tr>
<tr>
<td>• Seeking consent for sex</td>
</tr>
<tr>
<td>b.</td>
</tr>
</tbody>
</table>
Slide 11: A healthy relationship is accepting and free

Say: Here’s another video to describing the qualities of a healthy relationship.

Show video.

Ask which of their suggested qualities from the A3 sheet they did in Activity 1.3 (3) were mentioned in this video.

Record these ideas into the ‘a’ section of the ‘Accepting and Free’ flipchart sheet.

Ask if they can think of any other qualities to be added to this flipchart.

Sample qualities might include:

<table>
<thead>
<tr>
<th>Accepting and Free</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Qualities</td>
</tr>
<tr>
<td>• Not judging the past</td>
</tr>
<tr>
<td>• Accepting their boyfriend/girlfriend for who they are</td>
</tr>
<tr>
<td>• Accepting them for the way they are brought up</td>
</tr>
<tr>
<td>• Accepting their friends – not seeing them as bad influences</td>
</tr>
<tr>
<td>• Not stalking e.g. checking texts, profiles, etc</td>
</tr>
<tr>
<td>• Trusting their partner to go out with others</td>
</tr>
<tr>
<td>• Happy to go out on your own</td>
</tr>
<tr>
<td>• Letting them wear what they want – “you always look great in those clothes”</td>
</tr>
<tr>
<td>• Not requiring permission for anything</td>
</tr>
<tr>
<td>b.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Students will explore influences that may encourage or discourage healthy relationships.</th>
<th>Duration: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s name:</td>
<td>_____________________________________________</td>
<td>Start time: ____</td>
</tr>
<tr>
<td>(suggest teacher)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1  **Slide 12: Where do I get my ideas about a healthy relationship?**

Brainstorm with the students where they get their ideas from about healthy relationships.

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

2  **Slide 13: Entertainment media video**

Say: In this 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 the video.

3  **Slide 14: Media questions**

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

4  **Ask** each group may consider different sources of information and how this source might influence their ideas about healthy 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 a healthy relationship, think critically about the messages you receive from different sources.
1.6 Personal experience

<table>
<thead>
<tr>
<th>Learning</th>
<th>Students will explore specific relationships to further clarify their perceptions of what is and what is not a healthy relationship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>intention:</td>
<td>Duration: 10 minutes</td>
</tr>
</tbody>
</table>

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

Recorder’s name: ___________________________

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

1. **Slide 15: Positive relationship quiz**

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

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.

Get students to individually do the Positive Relationship Quiz.

**OPTION:** If students have their own devices (BYOD), this quiz can be done online at: [http://areyouok.org.nz/i-need-help/positive-relationship-quiz/](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 a healthy relationship

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 a healthy relationship
- identify why people have different views on groups of negative behaviours.

2.1 Grouping behaviour

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Students will be able to categorise a range of negative behaviours.</th>
<th>Duration: 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s name:</td>
<td>Start time: _______ End time: _______ (suggest NGO)</td>
<td></td>
</tr>
</tbody>
</table>

Resources:
- Flip charts from activity 1.4
- Copiesheet 2.1a: Power and control wheel (one per small group)
- Copiesheet 2.1b: Power and control categories (one per small 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 small group)

1. Get students (if possible) to push tables to the side for this focus area. Position students and/or seats in a circle, with an open space in the middle for whole-class interactions and discussion.

2. Say:
- One quality of a healthy 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.

3. **Slide 16: Power and control wheel**

   Divide the class into eight groups/pairs.

   Give each group **Copiesheet 2.1a: Power and Control Wheel**.

   Say: The Power and Control Wheel describes eight categories of controlling behaviour in a relationship, in which one partner gains power and control over the other.

   Give each group one of the eight categories of the power and control wheel (from **Copiesheet 2.1b**).
Ask each group to read their category and prepare to report back verbally or make a poster for the rest of the class, giving examples of the behaviour and the effect of the behaviour on the partner being controlled.

Get the groups to report back.

4 **Slide 17: Grouping negative behaviours**

Divide the class into nine small groups or pairs.

Give each group one of the nine A5 sheets of *Copysheets 2.1c: Unhealthy behaviours*.

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

Ask each group to stand beside the appropriate Behaviour group for their Unhealthy behaviour.

Get each group to read out their Unhealthy behaviours.

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

5 **Slide 18: Negative behaviours erode healthy relationships**

Reintroduce the flipcharts from 1.4 showing qualities of healthy relationships.

Ask the students to record in the ‘b’ section of their flipcharts some examples of how unhealthy behaviours erode the qualities of a healthy 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>a. Qualities</strong></td>
<td><strong>a. 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>
<tr>
<td><strong>b. Eroded by:</strong></td>
<td><strong>b. Eroded by:</strong></td>
</tr>
<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>
</tbody>
</table>
### Safe and secure

**a. Qualities**
- Safe touching
- Accepting their boyfriend/girlfriend for who they are
- Not following them (stalking)
- Agreement that violence is never part of the relationship
- Talking things out rather than using violence
- Showing courage to confront problems without violence
- Admitting when they are wrong
- Seeking consent for sex

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

### Accepting and free

**a. Qualities**
- Not judging the past
- Accepting their boyfriend/girlfriend for who they are
- Accepting them for the way they are brought up
- Accepting their friends – not seeing them as bad influences
- Not stalking e.g. checking texts, 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

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

### 6 Say:

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

Some key points to prevent relationships from going bad are 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?

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Students will explore some common myths that may perpetuate power and control in relationships.</th>
<th>Duration: 20 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Facilitator’s name: (suggest NGO)</th>
<th>Start time:</th>
<th>End time:</th>
</tr>
</thead>
</table>

**Resources:** Copy sheet 2.2: *Agree/disagree continuum*

#### 1 Slide 19: *Is it right?*

**Say:** In contrast to the qualities of a healthy relationship that you came up with, some people want to have power and control over someone else.

**Place** the ‘Agree’ and ‘Disagree’ signs from Copysheet 2.2 at each side of the room.

**Say:** Shortly we will give you a series of statements. For each statement, you will 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.

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.

**Discuss** guidelines in preparation for this activity, such as:
- 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.

**TIP:** For further advice read *Barometer: Taking a stand on controversial issues*

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

**Read** the following five statements, one by one (do all five if time allows, or less if time is limited). As each statement is read out, students 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.

1. A person in an abusive relationship is stupid if they don't just leave.
2. People who provoke their girlfriend/boyfriend into anger 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/girlfriend is only jealous because they love me.

**Important:** The facilitator should not express their own opinion. In some cases you 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.
After discussing each statement, share the following information about that statement:

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 partner – 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 friend or partner intentionally uses lots of different negative behaviours that we have already discussed to keep them 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 girlfriend/boyfriend into anger 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 behaviour, 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 friends or partners.

   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.

---

3. Introduce students to the ‘I need help’ section of the It’s Not Ok website, which provides information on when and how to get help: [http://www.areyouok.org.nz/i-need-help/](http://www.areyouok.org.nz/i-need-help/)
### Time management of Focus area 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected finish time of Focus area 2:</td>
<td>_______________</td>
</tr>
<tr>
<td>Actual finish time of Focus area 2:</td>
<td>_______________</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Duration: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can define consent, recognise when they have consent, and identify the risks and consequences of non-consensual sex.</td>
<td></td>
</tr>
</tbody>
</table>

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

(suggest Police)

1  
**Slide 21: Focus area 3 – Only ‘yes’ means ‘yes’**

**Say:** In this focus area we will look at sex and consent.

**Ask:** What is sex?

**Facilitate** answers to expand views of sex from sexual intercourse to a broader range of activity e.g. cuddling, kissing, oral sex, anal sex.

*Important: Avoid heteronormative phrases such as ‘normal sex’ when referring to penis and vagina sex.*

2  
**Slide 22: Consent – what is consent?**

Discuss what consent is.

3  
**Slide 23: Sex and 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** video. The video will:

- discuss what is sex
- define consent legally
- define sexual assault and rape
- describe consequences for the offender
- describe the range of short term and long impacts for victims, e.g. short term - loss of face, reputation long term - loss of trust and loss of self-belief leading to difficulty in sustaining long term relationships
- describe consent for online material, e.g. does agreeing to be videoed in a sexual act for a boyfriend/girlfriend mean that they have consent to share electronically?
**Option:** If Police are part of the facilitation team, give students the opportunity to ask questions about consent and the law.

### Slide 24: Consent and tea

**Say:** Here’s another way of looking at consent.

**Show** video.

**Ask:**
- Obviously it is not acceptable to coerce someone into drinking a cup of tea, so why do some people think it is OK to push someone into having sex?
- 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?

**Say:** 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.
### 3.2 Consent scenarios

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>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.</th>
<th>Duration: 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s name:</td>
<td></td>
<td>Start time: _____</td>
</tr>
<tr>
<td></td>
<td>Resources: Copysheet 3.2: Scenarios</td>
<td>End time: _____</td>
</tr>
</tbody>
</table>

#### 1 Slide 25: Scenarios

- **Break** class into groups.
- **Give** each group two (of the five) scenarios.
- **Get** groups to discuss each scenario and decide if consent was given.
- **Facilitate** a class discussion on the options and what they would do if they knew someone who had sex without consent.

**Say:** Remember we have support available in the school, and the main people you can approach are ...

#### 2 Discuss the following questions:

- What do you think might be the long-term impact on a person who has been sexually violated (sex they did not consent to)?
- 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?
- 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>Duration: 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify behaviours in a relationship that cross the line from positive behaviours to negative or even abusive behaviours.</td>
<td></td>
</tr>
</tbody>
</table>

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

(Resources: suggest teacher)

- A small paper strip or ribbon for each student
- **Copysheet 4.1: Story – Jake and Maddie** (to be read out)

1. **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.

   In this focus area we’ll be talking about:
   - how to recognise behaviours that cross the line and get in the way of having a healthy 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.

2. **Slide 27: Video of observing street behaviour**

   **Say:**
   As you watch this video, put yourself into the position of the bystander and ask:
   
   1. Does the behaviour cross the line from healthy to unhealthy or even to abusive?
   2. If so:
      - would you get involved?
      - when would you get involved?
      - what would you do?

   Show the video.
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.

3 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, your task is to identify when the behaviour is healthy, unhealthy, or even abusive.

Either use Slide 28: Showing the colour
If the behaviour is:
• healthy – students stay still and do nothing
• unhealthy – students raise a paper strip or ribbon above their head
• abusive – students wave the paper strip or ribbon above their head.

... or use Slide 29: Crossing the line
If the behaviour is:
• healthy — thumbs up or stay still and do nothing
• unhealthy — thumbs down or raise hand above head
• abusive — hand raised with closed fist or stand up.

Read Copysheet 4.1: Story — Jake and Maddie. Whilst you read, get the students raise or wave the red paper strips (or their hands) at the points they consider appropriate.

TIP: 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.

TIP: This activity could also be done as a quiet reading exercise, where the students mark in pen where there is healthy, unhealthy and abusive behavior, then compare their results.

4 Slide 30: Do we agree?

Ask: Was there some difference as to when people in the class identified behaviours as healthy, unhealthy, or abusive?
4.2 Should I step in?

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Students can describe the range of ways in which someone could step in to take safe action.</th>
<th>Duration: 20 minutes</th>
</tr>
</thead>
</table>

Facilitator’s name: ______________________ Start time: ___ End time: ___

Resources:
- 6 pieces of paper per group (e.g. A4 cut into 6, or ‘Post-it’ notes)
- Copiesheet 4.2: Safe/unsafe continuum

1 Say:
Stepping in can be hard! It 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.

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.

2 Slide 31: What should I do?

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).

3 Slide 32: Stepping in – a continuum

Note: For the following activity, choose to complete either the whole class activity or the small group activity.
Either ...

- ask each student to select and 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.

... or ...

- ask small groups to select and write 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.

4 Say:

To step in you usually have to:

- accept that someone’s behaviour may harm someone else
- accept that something has to happen or someone will be harmed (including emotional / psychological harm)
- be confident that your actions will prevent harm
- 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.
4.3 Stepping in

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

Duration: 20 minutes

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

1 Ask: Do you think people choose to get into a relationship with someone that is going to abuse them?

Say: 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.

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

2 Slide 33: Stepping in

Say: We will shortly watch a video 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.

3 Slide 34: The bystander … the action movie

Show the video, with the students using the signals discussed to indicate when they would step in.

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).

4 Optional role play (led by the teacher)

Get students to form into groups of four 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?

<table>
<thead>
<tr>
<th><strong>Learning intention:</strong></th>
<th>Students will identify a range of helping agencies.</th>
<th><strong>Duration:</strong> 5 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Facilitator’s name:</th>
<th>Start time:</th>
<th>End time:</th>
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</thead>
<tbody>
<tr>
<td>____________________</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>(suggest NGO)</td>
<td></td>
<td></td>
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</tbody>
</table>

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

1. **Slide 35: Who can help?**

   **Brainstorm** the different people or agencies the students 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.

   **Add** any other appropriate agencies that the class did not identify themselves.

   **Describe** [NGO and Police] what your organisations do to help people in abusive relationships who seek their help.

   **Describe** [teacher] the procedure the school follows if a disclosure occurs at school.

   **Option:** Give a handout showing local support agencies to students.

---

**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

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Students will explore the level of violence in New Zealand, and the impact of the level of violence.</th>
<th>Duration: 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s name:</td>
<td>________________________________________________</td>
<td>Start time: _____</td>
</tr>
<tr>
<td></td>
<td>(suggest Police)</td>
<td></td>
</tr>
<tr>
<td>OPTION:</td>
<td>This activity could be done earlier in the workshop if preferred.</td>
<td></td>
</tr>
</tbody>
</table>

1. **Slide 36: Focus area 5**

Discuss with the class whether they think violence in relationships is a problem in New Zealand?

2. **Slide 37: Statistics**

Show the statistics to the class.

3. **Slide 38: Thinking about the statistics**

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

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>Through a real scenario, students will reinforce their understanding of:</th>
<th>Duration: 45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>different unhealthy and abusive behaviours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the escalation of unhealthy and abusive behaviours</td>
<td></td>
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<tr>
<td></td>
<td>bystander responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the long-term effect on people in abusive relationships.</td>
<td></td>
</tr>
</tbody>
</table>

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

Resources:
- **Copysheet 5.2a: Negative behaviour groups**
- **Copysheet 5.2b: Sophie’s bystanders**

1. **Slide 39: Sophie’s story**

   **Say:** Sophie’s story shows an actual incident that ended in tragedy. As you watch this story, think about:
   - desire for a healthy 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].

   **Show** the video.

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

2. **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?

3. **Slide 40: Negative behaviour groups**

   **Give** groups **Copysheet 5.2a: Negative behaviour groups**.

   **Ask** each group draws a circle around which of the negative behaviour groups that they recognised in Sophie’s story.
4 **Slide 41: Escalation in Sophie’s story**

Get each group to decide the order in which the negative behaviour groups escalated during Sophie and Clayton’s relationship. They do this by ordering them on *Copysheet 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.

5 **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.

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 counsellors 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

6 **Introduce** students to the ‘I want to help’ section of the It’s Not OK website, which provides information if they want to help a friend: [http://www.areyouok.org.nz/i-want-to-help/](http://www.areyouok.org.nz/i-want-to-help/)

### 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!

Important

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.

Student-led action is a desirable outcome of Loves-Me-Not, as it enables the students to turn their knowledge into action. But this workshops can only provide a starter to help students begin thinking about what they want to do. To turn these ideas into real-life actions, the school will have to provide further time and opportunity.

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.

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

<table>
<thead>
<tr>
<th>Learning intention:</th>
<th>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.</th>
<th>Duration: 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s name:</td>
<td></td>
<td>Start time: _____</td>
</tr>
</tbody>
</table>

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

Resources:
- Copiesheet 6.1: ‘Be the change’ planning template

1 Slide 43: Focus area 6

Say: Today we’ve learned all about healthy relationships and what can erode them. But how can you turn this knowledge into action? In this focus area you’ll come up with ideas of what, as a result of doing Loves-Me-Not, you can do to promote healthy relationships in our community.

2 Slide 44: Plan to ‘be the change’
Say: During this workshop we have looked at the qualities of healthy relationships and explored some of the challenges on the way to having a healthy relationship. A lot of these challenges are based on what we believe. What we believe is often affected by:

- the culture we live in (how we are expected to behave, our place in the pecking order, who calls the shots)
- the experience and role modelling we see from family and whānau
- the messages we receive and accept from media sources.

You are

- capable of having respectful, loving and healthy relationships.
- capable of helping friends who have challenges in their relationships.
- capable of preventing relationship abuse in Aotearoa/New Zealand.

So what will you do to promote healthy relationships and reduce the negative statistics of relationship abuse in Aotearoa/New Zealand? Consider

- personal action (‘what I would do to keep myself safe unhealthy relationships’)
- effective bystander action (‘what I would do to keep my friends safe’)
- community action (‘what I would do to promote healthy relationships’).

Brainstorm some 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).

Provide other examples of actions that students could take, including:

- 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, e.g. 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 school – teachers use abuse as theme for their lessons.

Share with the class the following story of how students took action as a result of doing Loves-Me-Not at their school:

3 Ask each group to select something that they would like to do to reduce relationship abuse around them and across New Zealand.

Give groups Copiesheet 6.1: ‘Be the change’ planning template for recording their planning.

Get them to start planning what they will do to implement this idea.

Explain how it is unlikely that whatever ideas they come up with today can go beyond just the initial thinking about planning. Discuss how your school intends to provide opportunities for students to turn their ideas into real-life actions.
### 6.2 Summation/evaluation

**Duration:** 10 minutes

| Facilitator’s name: __________________ | Start time: _____ | End time: _____ |

**Resources:**

- Copysheet 6.2: Student Process Evaluation (for each student)

---

1. **Slide 45: Summary**

   Ask students to get out the piece of paper they wrote in Activity 1.3 (2) ‘A healthy Relationship’.

   **Ask:**
   - As a result of this workshop what would you add to your answer, or what would you change from your answers, to the two questions:
     - What does it feel like to be in this healthy relationship?
     - What does your partner do that make your life better?

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

   - 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 a healthy 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 relationships.
   - As a result of this workshop, we hope that you have:
     - a better understanding of when things aren’t going right and an ability to describe these negative behaviours
     - 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
     - a better understanding of sexual consent and the law
     - 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
     - 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.
3 **Slide 46: Lesley’s farewell video**

Show video.

4 **Get** students to complete the Student Process Evaluation sheet.

**Inform** students that they will all get [or can request] a free copy of the book *Loves-Me-Not*

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

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

Show slide as students leave.

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**Time management for Focus area 6**

Expected finish time of Focus area 6: _________________

Actual finish time of Focus area 6: _________________