




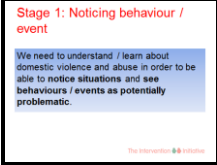
SESSION FOUR (4 of 8)

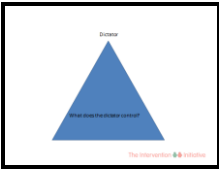
Objectives for this session:


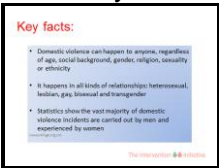
- Understand and recognise the features of domestic violence and abuse
- Understand social norms theory in relation to domestic violence and abuse


Session plan: ONE HOUR to one and a half hours

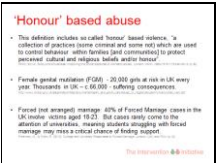
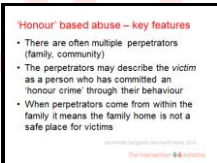
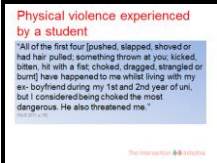
Time allocation	Resources
One hour to one and a half hours	A live internet connection for playing video clips Flipchart / white board, pens Powerpoint Slides Handout: Power & Control wheel Handout: Equality Wheel. Handout: Early Warning Signs Handout (if using): printed handout notes to accompany presentation




Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
	Ground rules	<p>In this session we are talking about domestic violence and abuse. Some of the content might be upsetting for some people – many people have experienced some form of abuse or know someone close to them who has. Please use our handouts which have details about help and support, if you need someone to talk to. And this is a good time to remind everyone about our ground rules which include confidentiality.</p>		<p>Slide: domestic violence and abuse</p>  <p>Slide: ground rules</p> 
	Bystander focus	<p>We will be talking about domestic violence and abuse in the context of what you can do as bystanders. This is not about taking the perspective of perpetrators or victims. Remember that it is only a minority of people who offend and our aim is to empower everybody else to stop this. It is really important to realise that you must not try to persuade someone to leave a relationship that might be abusive – you should always refer them to specialist help.</p>		<p>Slide: This is a bystander programme</p> 
	Stage 1 bystander - noticing	<p>Casting our minds back, we remember that there are four stages to effective bystander intervention and the first stage is to notice the behaviour – to understand that something is happening.</p> <p>In order to be empowered to intervene it is important to understand and recognise domestic violence and abuse.</p>		<p>Slide: Stage 1: Noticing</p> 

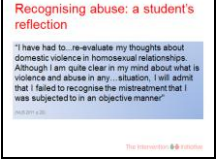
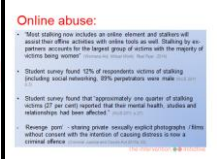

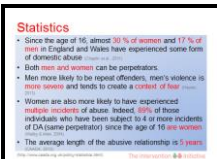
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		<p><i>This exercise helps students to understand some dynamics of domestic abuse but not draw parallels to it, leaving the students to contemplate. We will draw the parallels later.</i></p> <p><i>Tell the group that they live on a desert island represented by the triangle and it is ruled by a dictator. Reproduce the triangle on a whiteboard / flipchart if you don't have interactive whiteboards</i></p> <p>Question 1 On your island what would the dictator control? <i>Looking for: education, food, housing, healthcare, work, law, travel on and off island, freedom of movement, freedom of association, media (manipulating sense of reality – ‘gaslighting’) rules e.g relationships like marriage, access to abortion.</i></p> <p>Question 2 What would you do if you lived on this island – what are your choices? <i>Looking for: 2 main themes / choices – compliance or escape (resistance)</i></p> <p>Compliance <i>Looking for: comply, follow, avoid, passive, employ coping mechanisms such as substance abuse - drink, drugs, disordered eating, self-harm, appeasement, hoping it will change, self-blame</i></p> <p>Escape <i>Looking for: resistance, escape, flee, plan, rebel, crisis decision, conspire, fight back (victims do fight back), disobey</i></p>	<p>Write down suggestions from the floor.</p> <p>Write these suggestions inside the triangle</p> <p>More information about mental abuse / gaslighting here https://en.wikipedia.org/wiki/Gaslighting</p> <p>On one side of the triangle (outside the triangle) list all words around compliance</p> <p>On the other side list all words around resistance / escape</p> <p>Write these suggestions under the words on resistance / escape</p>	<p>Slide: dictator</p>  <p>Flipchart/whiteboard</p>


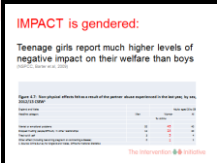

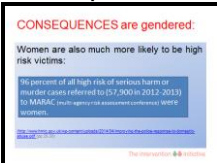
Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
		<p>Question 3</p> <p>What might the repercussions be if the dictator finds out about your plans to escape <i>Looking for: harm / kill/ torture / punishment / increase controls / harsher regime /withdrawal of privileges / humiliation</i></p> <p>Question 4</p> <p>What might the consequences be for you if you do escape the dictator? <i>Looking for: coping alone with new responsibilities that dictator used to manage, leaving friends / family / pets / home / security / starting from scratch</i></p>	<p>Write the suggestions on the board where there is space</p>	
		<p>The point about a certain demographic is important – this student points out the stigma they felt.</p>		<p>Slide: student</p> 
		<p>Here are some key facts that are important to bear in mind and recognise. It can happen to anyone, in any type of relationship. But it is also gendered in that women are more likely to experience it.</p>		<p>Slide: key facts</p> 



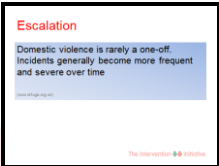
Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
Intervention Initiative Session 4	Understanding domestic abuse	<p>This is a summary of the government’s definition of domestic violence and abuse. It covers a wide range of behaviours, wider than the stereotype we might have of a brutal domineering man hitting his wife.</p> <p>Around the outside, you can see this range – i.e. physical, psychological, emotional, financial and sexual abuse. What they have in common is that they make up a pattern of coercive, controlling behaviour by one person over another. Coercive behaviour is harming, punishing or frightening someone, which has the result of making them subject to the other person’s control and unable to act freely.</p> <p>As you can see, domestic abuse can happen to anyone regardless of their gender or sexuality and it can be perpetrated by anyone, regardless of their gender or sexuality. It happens in lesbian, gay, bisexual and transgender relationships and it happens to men in straight relationships.</p>	<p>The full definition is <i>Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:</i></p> <ul style="list-style-type: none"> • <i>psychological</i> • <i>physical</i> • <i>sexual</i> • <i>financial</i> • <i>emotional</i> <p><i>Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.</i></p> <p><i>Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.**</i></p> <p><i>*This definition includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.</i></p> <p>https://www.gov.uk/government/publications/new-government-domestic-violence-and-abuse-definition</p>	<p>Slide: government definition</p> 





Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
	So called honour based violence	For women and men from some cultural backgrounds, there are increased risks of experiencing and living with the consequences of abuse such as female genital mutilation, and forced marriage. Sometimes as bystanders we encounter abuse that has already happened, and our role is to be supportive and trustworthy friends, and to make sure that our friends have access to specialist support services who can help them.		<p>Slide: Family/Honour Abuse</p> 
	So called HBV	There are some features of so called honour based abuse which make the experience different from other kinds of domestic violence. There can often be multiple perpetrators (such as members of the family, from parents and siblings to cousins, as well as members of the wider faith or cultural community). Also, these crimes can be committed as some kind of 'punishment' – members of the family might describe the <u>victim</u> as a person who has committed an 'honour crime' through their behaviour, for example adopting 'Western' dress or going out with somebody from outside their community, or telling someone that they have experienced FGM. When perpetrators come from within the family it means the family home is not a safe place for victims which is important to remember when thinking about how to stay in touch with, or support, a friend.		<p>Slide: Honour based abuse – key features</p> 
		Here is a description of physical partner violence - physical violence is definitely part of domestic violence, and it happens in student relationships as this student testifies.		<p>Slide: physical violence experienced by a student</p> 



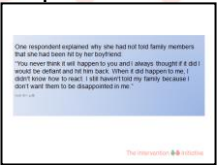
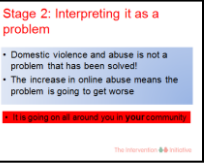

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	Recognising abuse	All of you will recognise that a man hitting a woman is domestic violence. It's the stereotype and it is easily identifiable and it is all too common. It is often this that rings the alarm bell. But physical violence is only one manifestation of abuse in a relationship. We need to know and to be able to recognise other patterns of behaviour that are abusive. <i>Remind the students about patterns of behaviour.</i>	This is an animated slide – click to add the alarm bell and click again to add the blue box. Click again to add reminder.	Slide – identifying abuse 
		It's really important to recognise that coercive and controlling behaviour can be manipulative and verbal, not necessarily always physical although there might be the threat of physical violence. Here are some common signs of domestic abuse. Have a look at this list; let's think about what you might notice <i>(Looking for: bruises; rumours about a 'fight'; a friend having to take a photo to prove where she is; a friend needing to check with a partner before being able to spend money; a friend being jumpy or nervous if their partner is around or expected to arrive soon; a friend's normal pattern of using Facebook has changed; studies might be suffering; unable to come out even for special occasions; never available to study any more...)</i>		Slide- subtle and not so subtle signs of abuse  Handout: early warning signs
		This short clip from the TV programme Hollyoaks is part of a government campaign to raise awareness about domestic abuse. In the clip we will see many examples of abusive behaviour. You can see that with both of the boyfriends, they are showing a pattern of behaviour that adds up to a clear picture of abuse.	Play the clip, maximising the screen (This clip is from the Home Office This is Abuse campaign, and is called "Hollyoaks 1").	Hollyoaks "This is Abuse" clip 



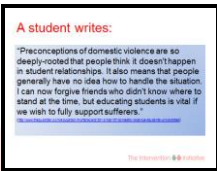

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		It can be very difficult to recognise abuse, especially in one's own relationships. This student sums it up. This is another reason why bystander intervention can be so important in this setting.		Slide: recognising abuse – student 
	Online abuse	It is also important to recognise that online abuse is increasing, unsurprisingly: we are all so dependent on our smart phones, i-pads and we use social networking sites continuously. <i>Note the recent change to law on revenge porn</i> Stalking now mostly includes an online element and the predominant student age group is the most likely to use social networking. Many students have been victims of stalking including online stalking and the perpetrators are largely male. Stalking can have a serious effect on victims.		Slide: online abuse 
	Power and Control wheel / Equality wheel	Let's look at some handouts. The Power and Control Wheel is a very well known summary of what domestic abuse looks like. Often, domestic abuse can follow learned behaviour patterns that come from family, culture and media. "But that's just how our family is" or "that's how we do things in our culture" is a common excuse for perpetrators and victims in relationship violence. Also, many people never consider themselves abusive or abused, so they don't recognize "warning signs" for abuse as having anything to do with their relationship.	Much of this text is drawn from the Step Up Facilitator Guide: http://stepupprogram.org/	Handout – Duluth wheels 
	Facts and statistics: awareness	The statistics show that both men and women are victims of domestic abuse and both can be perpetrators. But it is important to know that it is also gendered: men's violence is likely to be more severe and repeated and create fear in the victim.	Try to be positive here and try to emphasise that men can be victims and that women can be offender so that men do not feel blamed.	Slide: statistics 

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		Let's explore these differences further, in terms of impact and consequences of abuse.		<p>Slide: key differences</p> 
	Gender differences: impact	<p>The impact of abuse is gendered, an NSPCC study shows that teenage girls experience a greater negative impact on their welfare than boys.</p> <p>The table shows that men experience non-physical effects of abuse as well as women, but if you look at the stats, you can see these are felt more by women.</p>	Point out the numbers	<p>Slide: Impact is gendered</p> 
		This slide shows other differential impact. For men, masculinity ideals tell them they should always be strong, so admitting abuse can be difficult. In LGB relationships, sexuality is often part of abuse and there is some fear of homophobic reaction from service providers. In transgender communities abuse is a hidden issue. In some BME communities there are fears about reporting in case others find out and about racist reactions.		<p>Slide: male victims...</p> 
	consequences	Women are more likely to be high risk victims, 96% of those at risk of serious harm or murder are women		<p>Slide: consequences</p> 

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	Prevalence	<p>Where in the world are two women a week killed by domestic violence? – you can probably guess that the answer is the UK. Does that shock you?</p> <p>For more information about women killed through domestic violence in the UK, and for answers to commonly asked questions like who is counting the number of men killed as a result of domestic violence, you can visit the website identified on this slide.</p>		<p>Slide: Where in the world</p> 
		<p>This poster shows us the grim reality of domestic violence in the UK today.</p>		<p>Slide: poster, every week...</p> 
	Escalation	<p>Murder doesn't generally just happen out of the blue. It is important to know that generally speaking, domestic violence escalates becoming more severe.</p>		<p>Slide: escalation</p> 

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		<p>Many people will have this reaction to a victim: why doesn't she just leave? This implies that it is the victim's fault for continuing in the relationship. As the poster shows – this assumption that she must be ok because she hasn't left. Note the parallel with victim-blaming in rape cases.</p>		<p>Slide poster: Why doesn't she just leave?</p>  <p>Slide: she must be ok</p> 
		<p>This slide shows you some of the reasons why it can be difficult to leave. Be aware that some people may simply not recognise that their relationship is abusive and are likely to have received the message from the perpetrator that it is their fault because they...provoked it, did something wrong, are stupid...etc</p>	<p>Run through the reasons on the slide</p>	<p>Slide: reasons</p> 
		<p>This is really important to know: you must refer anyone you think is being abused to specialist services, this is because leaving is complicated AND crucially, the victim is MOST at RISK when they leave / separate.</p>	<p>Women are most at risk of being killed when they leave</p>	<p>Slide: need specialist support</p> 

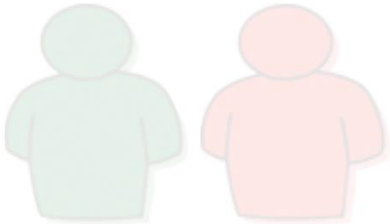
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		This is a good response to keep in mind: being non-judgmental.		Slide: I won't judge 
		This student talks about her experience of being judged.		Slide: being judged 
		Here is another student experience.		Slide: one respondent 
	Stage 2 bystander	The second stage in feeling empowered to intervene is interpreting it as a problem that has not been solved and that is going on all around you in your community.		Slide: stage 2 
		In fact, the evidence shows that young people in the predominant student age group are far more at risk	Familiarise yourself with the chart and the numbers and point out where the 16-24 age group are much higher percent of victims	Slide: Young people far more at risk 

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		So here is why you have to act! Violence is everybody's problem and you are part of the solution!	Be positive!	Slide: violence is everybody's problem 
	Stage 3 bystander	So why should you feel responsible? Because you are part of the community! If we don't speak out we are part of the problem. Our friends and loved ones may not realise they are being abused, you can help your friends recognise the signs and be safe.	Be positive!	Slide: stage 3 
		This student tells us why it is so important to understand that abuse does happen in student relationships and to understand what you can do.		Slide: a student writes 
	Mental health	Another reason it is our responsibility is the effects on our friends and loved ones.	Go through the list	Slide: mental health impact 

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		What happens when we get social norms wrong? If you remember the session on rape and sexual assault, it is the same here: the majority whose behaviour is fine, think that they are in the minority and therefore do not speak out even though actually they are in the majority.	Be positive!	Slide: results of social norms misperceptions 1
		Furthermore, just as we saw for rape and sexual assault, there is a correlation between overestimating others' abuse and perpetrating abuse. So this research by Neighbors et al found that the more men think other men are perpetrating abuse, i.e. the more they thought it normal behaviour, the more abuse they perpetrated.		Slide: misperceptions 2
		You are part of the solution! By speaking out we can change the red people into green people!		Slide: part of solution
	Bystander intervention	Start thinking about bystander interventions – what situations might you notice?	Ask for ideas – if you have time do small group work. Alternatively ask students to do for homework.	Slide: what situations might you notice?

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
	Next time	Next time we will be looking at the strategies we can all use to be effective bystanders.		<div data-bbox="1787 268 2004 440" style="border: 1px solid black; padding: 5px;"> <p>References</p> <p>Miller, N., Williams, L., Pagan, L., Coakley, R., Chaffin, K., Campbell, S., Greenberg, M., & Smith, L. (2017). <i>Supporting the police and support services of police officers who are victims of intimate partner violence and sexual assault: A review of the literature</i>. <i>Journal of Interpersonal Violence, 32</i>(1), 1-15.</p> <p>Miller, N. (2017). <i>Supporting police officers who are victims of intimate partner violence and sexual assault: A review of the literature</i>. <i>Journal of Interpersonal Violence, 32</i>(1), 1-15.</p> <p>Reidy, C., McQuinn, N., & O'Leary, K. (2017). <i>Police officers and intimate partner violence: A review of the literature</i>. <i>Journal of Interpersonal Violence, 32</i>(1), 1-15.</p> <p style="text-align: right; font-size: small;">The Intervention Initiative</p> </div>

The Intervention Initiative



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