

‘RELATIONSHIP VIOLENCE NO WAY’ PROGRAM

HARASSMENT AND PEER CONFLICT RESOLUTION



Acknowledgements

The Southern Adelaide Local Health Network would like to acknowledge the work of all Peer Educators within the Relationship Violence No Way program over time that have made this work possible. We would particularly like to thank Lisa Gascoigne, Roseanna Maeder and Ian Hooper for assisting in producing this guide. Most importantly, we would like to acknowledge Shaez Mortimer for her work in leading, driving and guiding this process to ensure the unique voice, knowledge and style of the Peer Educators were made available to all violence prevention educators choosing to use these resources.

These resources have been developed and re-developed over time to respond appropriately to the needs of young people as they arise. They are freely available to promote a greater awareness of the impact of violence on the lives of young people. These resources are intended to encourage bystander intervention, and to interrupt and challenge the values and beliefs that support violence. The resources may be adapted and changed to suit differing groups of young people, as we have done over time. We ask only that they are acknowledged as the work of young people involved in this program and that they are not sold or utilised as a tool for making profit.

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Workshop outline

This workshop is designed to be run by two Peer Educators facilitating a single-sex group of 8-20 young people in a classroom/working space which is appropriate for confidential conversations. The workshop content is best delivered in a 90 minute period and Peer Educators should arrange access to teachers/group workers for behaviour management support where required. If possible, set up the room so that the participants are seated in a semi-circle facing towards a white board and have them bring a pen along to the workshop. If you're using the DVD resource, you will need equipment to play this.

The content of this workshop has been designed for young people in years 8-9 (ages 12-14) although the workshop content can be adapted for older/more mature groups.

These resources are the result of the amalgamation of work by the RVNW Program team, violence prevention and youth sector resources and information. They have been adapted and developed over the life of the program in accordance with young people's responses and needs, evaluation of the program and reflection on best practice. The content in this workshop was developed in partnership with Brook Friedman consultancy.

A supporting Peer Educators' Guide to Violence Prevention Education is available online at www.sahealth.sa.gov.au/youthhealth and should be read in conjunction with this document.

Introduction

- > Introduce yourselves, your organisation and program and workshop content.
- > Harassment and Peer Conflict Resolution Workshop: This workshop explores young people's values and beliefs about friendships, harassment and solving problems in friendships.
- > Kurna Acknowledgement: 'We acknowledge this land that we meet on today is the traditional lands for the Kurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kurna people as the custodians of the Kurna land and that their cultural and heritage beliefs are still as important to the living Kurna people today'

1. Name game

Suggestions:

- > Going on a picnic/to outer-space
 - > Have participants introduce themselves by saying their name and an item they would take with them on a picnic / to outer space. Ask participants repeat the name and items of the people who have gone before them before they say their own.
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- > Body parts
 - > Have participants introduce themselves by saying their name and a body part that starts with the first letter of their name. Ask participants to repeat the names and body parts of the people who have gone before them before they say their own.
- > Tattoo Game
 - > Have participants introduce themselves by saying their name and a tattoo they would get (hypothetically) and why. Ask participants to repeat the name and tattoo of the people who have gone before them, before they say their own.
- > Action and name
 - > Ask participants to stand in a circle and have each participant say their name and do an accompanying action. Have the group repeat the name and action before moving onto the next person.

2. Group agreement

It models respect for participants to involve them in creating the agreement about how everyone will interact during the workshop. It is a good idea to write the Group Agreement on the whiteboard so that everyone can see it and Peer Educators can refer to it during the workshop.

Tell the participants that this workshop is about relationships - which are something that everyone has and will have, in various forms, throughout their lifetime. Some of the content that will be discussed may be sensitive for some participants and so it's important to make sure that everyone feels safe, respected and positive during and after the workshop. Ask the group to suggest 'rules' that will help the workshop run well.

If the participants are quiet or unsure about what to put in the group agreement, suggest these ideas, explain why they might be **important 'rules' to have and get everyone's consent before adding them to the list:**

> Respect

- > Ask: What does respect look like?

Examples: One person talking at a time, no laughing at other people's ideas, no putdowns, everyone can have their own opinion- agreeing to disagree, no homophobia, sexism or racism, etc.

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> Confidentiality- what's said in the room, stays in the room

- > Don't use people's names, consider other people's privacy and safety.
- > Confidentiality will only be broken if there are circumstances where peer educators believe that someone is in serious harm and must notify by law (Mandatory Notification).

> So, talk in 3rd person

- > When you talk in 3rd person, no one can tell the difference between a question participants might have about what's being discussed, a personal story or an example from TV. This keeps everyone safe and promotes discussion.
- > Ask for examples of talking in the 3rd person. E.g.: "What if...?", "A friend of a friend of mine...", "If Spiderman and Mary Jane..." etc.

> Right to pass a question

> **Right to leave the room**

- > Remind participants that if they need some time outside to calm down, they can go without asking. However, if they are gone for more than a few minutes, a peer educator will come and check on them.

> **Mobiles and MP3 Players away and on silent**

> **Respectful swearing**

- > Ask the group if they feel okay about swearing during the workshop. Have a discussion about what everyone is comfortable with. Agree to not swear at each other.

Where to get help:

Write up on the board a couple of local services and their addresses, phone numbers and websites where young people can get help and support.

- > **Kids Helpline Ph:** 1800 55 1800 - free and confidential (doesn't appear on phone bill on some networks). Online and email counselling available: <http://www.kidshelp.com.au>
- > **Lifeline Ph:** 13 11 14 – Crisis support for young people wanting to talk to someone about anxiety, depression, loneliness, suicidal thoughts or attempts.

3. Key understandings of the 'Relationship Violence No Way' Program

1. Safety is a right - no one deserves to experience violence

1.1. Everyone deserves to be safe at all times and in all places.

1.2. If one person feels uncomfortable, the situation is not safe regardless of the intention of others.

1.3. Consent to sex must:

- > Be freely and voluntarily given by all partners at all times.
- > Not obtained by threats, coercion, or pressure.
- > Sex needs to be emotionally, physically and legally safe and respectful for all people involved (partners) and in an environment they feel comfortable.

2. Violence is a choice

2.1 Abuse is about maintaining power and control over another person/people and can take many forms.

2.2 The use of violence and abuse in relationships is a choice and no one is genetically, hormonally, or socially programmed to do it.

2.3 It is the perpetrator's responsibility to stop using violence.

2.4 Harassment is about maintaining power and control over another person/people.

2.5 Revenge only makes problems worse.

3. It's never the victim's fault

3.1 Victim-blaming is wrong: it shames victims into silence and contributes to low rates of reporting of violence. Victim-blaming promotes myths about the causes and incidences of violence, justifies perpetrators actions and permits violence to continue or reoccur.

3.2 A victim of violence, no matter what form, should not be expected to leave a relationship. It is the perpetrator's responsibility to stop using violence.

3.3 A person's identity is not defined by the violence they have experienced.

Victims/survivors of violence can and do live happy, healthy lives free from violence.

4. Gender is socially constructed

- 4.1 Gender is learnt and changes over time.
- 4.2 Traditional gender roles promote, excuse, and condone violence against women.
- 4.3 Relationship violence is predominantly perpetrated by men against women. Men are also victims of physical violence including rape and sexual assault, usually perpetrated by men.
- 4.4 Analysis and deconstruction of gender roles is essential in violence prevention.
- 4.5 Traditional rigid gender roles promote and maintain homophobia.

5. Respectful communication

- 5.1 Communication is a key part of any respectful relationship.
- 5.2 The more you understand the problem, the easier it is to deal with the issue.
- 5.3 Work on the problem together – it's OK to ask for help, it's OK to admit that you're wrong, and it's OK to say a problem is too big to deal with on your own.

6. Bystander intervention

- 6.1 We are all impacted by violence and have a responsibility/opportunity to prevent violence.
- 6.2 If you're watching harassment you can help change the situation.
- 6.3 Bystanders can and do make a difference in preventing violence in relationships by:
 - > Being safe and supportive friends for victims;
 - > Interrupting or safely intervening in violence-supportive behaviours;
 - > Believing people who disclose violence; and
 - > Respecting and supporting a person's decision about what to do next about the violence they have experienced.

7. Acceptance of diversity

- 7.1 We take a positive, open view of relationships and sexuality in the context of respect and intimacy.
- 7.2 Homophobia is a form of discrimination that is harmful to individuals, communities, and societies.
- 7.3 We recognise that people's life experience will be different according to their experience of race, gender, sex, sexuality, ethnicity, culture, religion and the ways in which these identities combine. Therefore, people of diverse backgrounds may have a unique experience of violence in relationships. This may be attributed to community understandings, cultural expectations and beliefs and/or service providers' responses to that violence.

4. Values Walk

A Values Walk is an activity to explore participants' values about friendships and harassment.

The Peer Educators' aim in this activity is to create a safe, non-judgemental space to explore how certain behaviours are abusive or potential situations of harassment. The Peer Educators also guide participants to empathise with victims of bullying and harassment by discussing the effect/impact of bullying and harassment on their health and wellbeing.

Distribute the questionnaires and ask participants to complete the questionnaire quietly by themselves. Tell the participants not to write their name on the questionnaire.

When all of the participants have finished filling out the questionnaire, explain that we will have a discussion about each of the statements on the questionnaire. Assign different parts of the room to 'Yes', 'Maybe' and 'No' and ask participants to indicate their response by moving to the part of the room that matches their response. If the group would like to stay sitting down (or you think it would be easier to manage behavior that way), ask the participants to indicate their response by a show of hands, for example: raising two hands for 'Yes, one hand for 'Maybe' and no hands for 'NO'.

Read out the first statement: "Would it bother you if someone paid you out?" When the participants have moved or raised their hands, ask each group ('No, 'Maybe' and 'Yes') to explain why they have chosen this answer. Encourage discussion between the groups. Facilitate this so discussion remains respectful and everyone gets a turn to talk.

Suggested questions to guide discussion

Under each of the Values Walk questions are suggested questions to guide discussion. To make the intention of these clear, numbers relating to the relevant Key Understandings are listed after each question.

You should take some time prior to delivering the workshop to look over the Key Understandings so that during discussion with participants you are able to guide discussion back to the core principles. Please see Part 3 of the 'Peer Educator's Guide to Violence Prevention Education' for further discussion about the questioning method used in this workshop.

Would it bother you if ...?

Someone paid you out?

- > Does it matter what they say? 1.2, 2.4, 2.5, 3.3, 5.1
- > What about if you're friends? 1.2, 2.4, 2.5, 3.3, 5.1
- > What if it was about how you looked? 1.2, 2.4, 2.5, 3.3, 5.1
- > What if it was about your family? 1.2, 2.4, 2.5, 3.3, 5.1
- > What if it was about your sexuality/culture/religion? 1.2, 2.4, 2.5, 3.3, 5.1
- > * What about if it's true? 1.2, 2.4, 2.5, 3.3, 5.1, 5.2
- > * What if it's a joke? 1.2, 2.4, 2.5, 5.1, 5.2
- > Who decides if something is a joke or if it hurts? 1.2, 2.4, 2.5, 5.1, 5.3
- > What about if it's known you don't get along? 1.2, 2.4, 2.5, 3.3

Ignored or excluded you?

- > Can being ignored hurt? 1.1, 5.1
- > What about if your friends start excluding you? 2.2, 5.1, 5.2, 5.3
- > Is ignoring a good way of solving problems? 5.1, 5.2, 5.3

Someone abused you over Facebook or sent abusive texts?

- > What if they hacked your account? 1.1, 1.2, 2.4
- > What if they delete you off Facebook? 1.1, 1.2, 2.4
- > * What if it's a joke? 1.1, 1.2, 2.4, 2.5
- > Would it be OK to pretend to be a friend? 1.1, 1.2, 2.4
- > How would you feel if you were tricked about who someone was on Facebook or email? 1.1, 2.4, 5.1
- > What if the number is on private? 1.1, 1.2, 2.2
- > Should you delete the messages?

Someone broke your confidence?

- > * What if they don't think it's a big secret? 1.2, 5.2, 5.3
- > What about if it's to a teacher, counselor etc. about some issues at home etc? 5.3, 6.1, 6.2
- > * What would you do back to them? 2.3, 2.5, 5.1, 5.2
- > Would you trust them again with secrets? 5.1, 5.2, 5.3

Someone destroyed/damaged your property??

- > What about if it's an accident, like a car accident? (What about if they were not driving safely at the time, drinking, burnouts etc?) [1.1](#), [1.2](#), [5.1](#), [5.2](#), [5.3](#)
- > Does it make a difference if they say sorry/replace what they broke? [5.1](#), [5.2](#), [5.3](#)

Threaten you with violence

- > * What if it's a joke? [1.1](#), [1.2](#), [2.2](#), [2.5](#), [5.1](#)
- > How do you know if they are serious? Does it matter? [1.1](#), [1.2](#), [2.2](#), [2.5](#), [5.1](#), [5.2](#)
- > * What would you do back to them? [2.3](#), [2.5](#), [5.1](#), [5.2](#)
- > What else can you do? [5.2](#), [5.3](#)

Someone pressured you to do something you didn't want to do?

- > * What if it they were joking around at a party (drinking)? [1.2](#), [2.4](#), [2.5](#), [5.1](#), [5.2](#)
- > What if they were your friend? [1.2](#), [2.4](#), [2.5](#), [5.1](#)
- > What if everyone's doing it? [1.1](#), [1.2](#), [5.1](#), [6.2](#)

Bitched about you behind your back?

- > How common do you think this is? [2.4](#), [4.1](#), [4.2](#), [5.1](#)
- > Does that make a difference? [1.1](#)
- > * What about if it's true? [1.2](#), [2.4](#), [2.5](#), [3.3](#), [5.1](#), [5.2](#)
- > * Could it ever be constructive? When? Why? [2.5](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#)

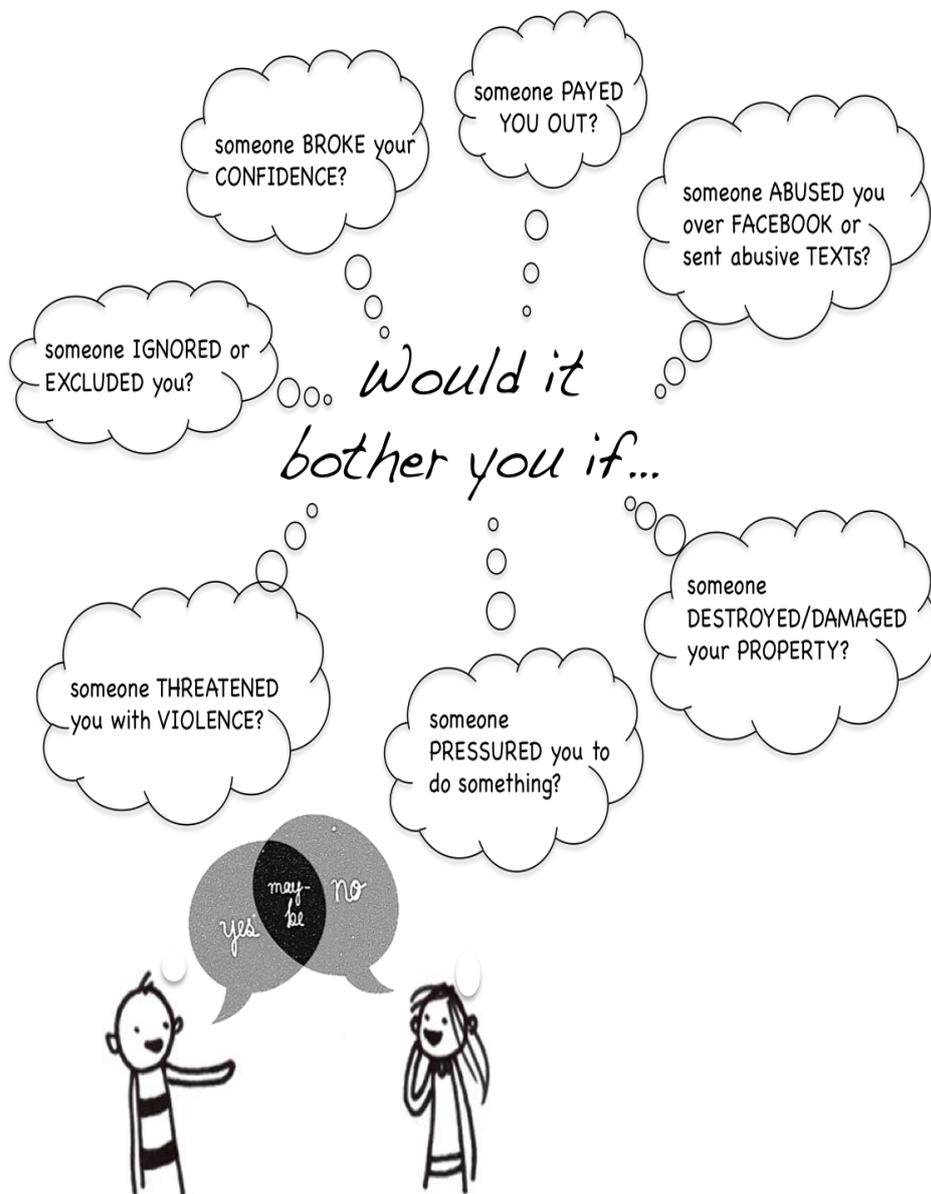
Paid your friend out behind their back

- > * What about if it's true? [2.4](#), [3.3](#), [5.1](#), [5.2](#)
- > * What about if it's funny? [1.2](#), [2.4](#), [5.1](#), [5.2](#)
- > Does it make a difference if it's a friend? [1.1](#), [2.4](#), [4.3](#), [5.1](#)
- > How do you feel if you find out someone is paying you out behind your back? [2.5](#), [5.1](#), [5.2](#), [5.3](#)

Teased you about their religion, culture or sexuality?

- > * What about if it's just a joke? 1.2, 2.4, 2.5, 5.1, 5.2
- > Could it be funny and hurtful? 1.1, 1.2, 2.4, 2.5, 5.1
- > Does it make a difference how often it happens? 1.1, 2.2
- > How common is this in your school/workplace? 1.1, 6.1, 6.2
- > What does the law say about his area? 1.1, 2.4

* These are contentious questions used to explore deeply entrenched, violence-supportive attitudes. These questions conflict with our Key Understandings about violence but the discussion they spark enable Peer Educators to explore the Key Understandings in a specific context. These questions also give young people the opportunity to challenge each other's view about violence and the tools to think critically about the violence-supportive attitudes in our society.



5. Scenarios

Film scenarios

Show the film 'Wednesday'. Use the questions below to guide discussion:

Why did Dylan punch Andrew?

- > Who was in the right?
- > Who was in the wrong?
- > Is it alright to retaliate?

What could Casey and Annabelle do differently?

- > Why did they do what they did?
- > Would it have made a difference?
- > What could happen next?

What role did the bystanders, Cameron and Ben play?

- > Why would someone go along with something if they didn't agree with it?

How do Dylan and Belinda feel?

Why are Isabella and Andrew harassing?

- > Did they know what they were doing was wrong?
- > What makes bullies strong?

Who could Dylan and Belinda go to for help?

- > Whose role is it to stop bullying and harassment?
- > What about the teachers?
- > Who would get into trouble?
- > Would Isabella get into trouble?

What are the types of abuse shown in the DVD?

- > Physical
- > Verbal
- > Psychological

What were they doing in the scene where they blocked Dylan?

- > How would it make Dylan feel?
- > What would/could a teacher do about it?
- > How does that make Dylan?
- > (Detaining without physical abuse)

Does homophobia hurt people who do not identify as same sex attracted?

- > Have you ever seen that happen at this school?
- > Why are these insults?
- > Does it matter if they're gay or not?
- > How would you know?

Handout scenarios

Pick a few scenarios to work through either as a whole group or in smaller groups. Ask students to read out the scenario.

For younger groups, it is best to use Scenario Handout 1 which contains scenarios about exclusion, revenge, body image, property damage and racism.

Scenario Handout 2 includes issues such as: social isolation, cutting, unhealthy dieting, pressure to drink alcohol, racism, homophobia, jealousy/possessiveness in relationships, sexting and workplace sexual harassment.

General questions to ask about scenarios:

- > What has happened here?
- > How did the disagreement start? Why has it gotten out of control?
- > What is the problem according to each person?
- > If you were friends with either or both parties, what could you do?
- > Is there someone else (adult, parent, teacher, counselor etc) who could help out here?

6. Handouts

> 'Dispute Resolutions' and 'How should you react?'

Ask students to read out the dispute resolution principles. Ask the participants to reflect on how these principles could help a friend better support someone in one of the scenarios discussed. For example, in scenario 1, what could Jess' friends have done to help her?

> 'Fighting Problems Fairly'

Ask students to read out this handout. Ask students if there are some 'fouls' present in the scenarios discussed (i.e. violence, rumour spreading etc). How could this have been avoided? What can be done to resolve this and move on?

7. Discussion: What makes a good friend?

Ask the participants to reflect on what makes a good friend either in small groups or as a whole group discussion. Write these up on the whiteboard.

Closing

Congratulate the group about participating in this important discussion about stopping harassment and solving problems in friendship groups.

Group round: What's been something you have enjoyed or learnt about in this workshop?

For more information

Electronic copies of the 'Relationship Violence No Way' Program are available online at www.sahealth.sa.gov.au/youthhealth

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