

# **‘RELATIONSHIP VIOLENCE NO WAY’ PROGRAM**

## **RELATIONSHIP VIOLENCE PREVENTION**



## 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.

The content of this workshop has been designed for young people in years 10-12 (ages 15-18). This outline also includes content that can be used for older/more mature groups and for in-depth discussion about healthy relationships, violence in same-sex relationships and negotiating consent.

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 Cycle of Violence and Myths and Realities content in this workshop has been adapted from 'No-one Need Live in Fear' Purple Booklet, 2007 reprint.

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

## 1. Introduction (5 minutes)

- > Introduce yourselves, your organisation and program. Give out information about your organisation's services, contact details, opening hours etc.
- > Relationship Violence Prevention Workshop: This workshop explores young people's values and beliefs about violence and abuse in relationships and promotes discussion about healthy relationships.
- > 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 greater Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today'.

## 2. Name Game (10 minutes)

Suggestions:

- > One good thing about relationships/one thing that you think is a good idea in relationships
  - > Ask participants to introduce themselves by sharing their name and one thing they think is good about relationships.
- > 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.
- > Going on a picnic/to outer-space
  - > Have participants 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.
- > 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.
- > 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.

### 3. 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.

#### > **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>
  
- > **Domestic Violence and Rape Crisis Helpline** Ph: 1800 RESPECT (1800 737 7328)
  
- > **The Line Campaign** Ph: 1800 MYLINE ( 1800 695 463)- a 24 hour national helpline for young people wanting to talk to someone about relationship issues they might be experiencing or if they are unclear about drawing the line between what is and isn't a respectful relationship. Web: <http://www.theline.gov.au/home>
  
- > **Lifeline** Ph: 13 11 14 – Crisis support for young people wanting to talk to someone about anxiety, depression, loneliness, suicidal thoughts or attempts.

## 4. 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 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.

## 5. Values Walk (15 – 20 minutes)

A Values Walk is an activity to explore participants' values about relationships and abuse.

The Peer Educators' aim in this activity is to create a safe, non-judgemental space to explore how certain behaviours are abusive or discuss potentially abusive in relationships. The Peer Educators also guide participants to empathise with victims of abuse by discussing the effect/impact of abuse 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 'Definitely abusive', 'Maybe abusive' and 'Not abusive' 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 behaviour that way), ask the participants to indicate their response by a show of hands, for example: raising two hands for 'Definitely abusive', one hand for 'Maybe abusive' and no hands for 'Not abusive'.

Note: the questionnaire is written with a man as the possible perpetrator and a woman as the victim due to the pervasive nature of men's violence against women. Violence in same-sex relationships is anecdotally highly underreported.

Ask a participant to read out the box at the top of the questionnaire which explains the gendered wording of the questionnaire. Ask everyone if they understand what this means, including what heterosexual and homosexual relationships are.

Read out the first statement: "Is a man acting abusively if he punches, pushes or scares his partner?". When the participants have moved or raised their hands, ask each group ('Definitely', 'Maybe' and 'No') 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.

## 6. 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.

### **“Is a man acting abusively if...?”**

#### **He punches, pushes or scares his partner?**

- > \* What if they are 'play-fighting'? 1.2, 3.1
- > Does it have to physically hurt to be abusive? 1.1, 1.2, 2.1
- > Who decides if something is a joke or if it hurts? 1.1, 1.2, 2.3, 3.1
- > \* What if he throws things at his partner? What if it's a pillow or a ball? 1.1, 1.2, 5.2
- > What if he threatens his partner with violence? 1.1, 1.2, 2.1
- > Who decides if something is threatening or scary? 1.1, 1.2
- > Does it matter if he can or does carry the threat through? 1.1, 1.2, 2.1
- > What about if he doesn't actually hurt her but does something that he knows scares her i.e. driving dangerously? 1.1, 1.2, 2.1, 2.3

#### **He insults his partner?**

- > Does it matter how often he insults her? 2.1
- > What about if he insults the things she likes i.e. music, clothes etc? 2.1, 4.2
- > What about if the insult is about what she believes in i.e. religion? Does this cross the line? 1.1, 1.2, 2.1
- > Who decides if the insult is hurtful? 1.1, 1.2, 2.3, 3.1
- > Does it make a difference who else is around at the time? 1.2, 2.1
- > What about if he was drunk or stoned at the time? 2.2, 2.3
- > Is he responsible for what he says? 1.2, 2.2, 2.3, 3.2

### **He ignores his partner?**

- > Does it matter how often he does it? [2.1](#)
- > What is hurtful about being ignored? [2.1](#), [5.1](#), [5.2](#)
- > What does it achieve? [2.1](#)
- > Is it ever a good thing to ignore someone? How do you tell the difference between ignoring someone and having time out? [1.2](#), [5.1](#), [5.2](#), [5.3](#)
- > Does what happens after make a difference? [2.1](#), [5.1](#)

### **He gets really angry over small things?**

- > What is a small thing to get angry about?
- > Does it matter how often he gets angry? [1.1](#), [1.2](#), [2.1](#)
- > Does it matter what he does when he gets angry? [1.2](#), [2.1](#), [2.2](#), [5.1](#), [5.3](#)
- > How might she feel in this situation? [1.1](#), [2.1](#), [3.1](#)
- > Does it matter if she already knows this irritates him? [2.1](#), [2.3](#), [2.5](#), [3.1](#)
- > Is it her responsibility to stop him from getting angry? [2.3](#), [3.1](#)

### **He refuses to share doing any housework or childcare?**

- > \* Does it matter if he works all day and she looks after the house and kids? [2.1](#) [4.1](#), [4.2](#), [4.3](#)
- > What about on weekends? [5.1](#), [5.3](#)
- > Who do you think, generally, does most of the housework/unpaid work in relationships? Is that fair? [4.1](#), [4.2](#), [4.3](#)
- > What would happen in your world if all the women refused to do any unpaid work for a day/a week/a year? [4.1](#), [4.2](#), [4.3](#)
- > Is it Ok for him to criticize his partner's parenting, cooking or cleaning? [1.2](#), [2.1](#), [5.1](#)
- > \* What about if it's constructive criticism? [1.2](#), [2.1](#), [5.1](#), [5.2](#), [5.3](#)

### **He is jealous or possessive of her?**

- > What's the difference between jealousy and possessive? [2.1](#), [2.2](#), [2.3](#), [5.1](#)
- > \* Is jealousy a good thing in relationships? Why's that? Under what circumstances? [1.1](#), [1.2](#), [5.1](#), [5.3](#)
- > \* What about if he says it's just because he loves her so much? [2.1](#), [2.2](#), [2.3](#), [3.1](#)
- > What impact does jealousy/possessiveness have on their partner? [1.1](#)
- > What happens when the relationship ends? [1.2](#), [2.1](#)

### **He doesn't like his partner seeing her family and friends?**

- > Would it make you feel differently about seeing them? 2.1
- > Is it okay for you to putdown your partner's family and friends? What if it's a joke? 1.1, 1.2, 2.1
- > How would you feel about it? 2.1
- > \* What if it's true? 1.1, 1.2, 2.1
- > Who decides whether she gets to see her family and friends? 2.1
- > What effect might this have on her relationship with her family and friends? 2.1
- > \* What if he says he's just protecting her? 1.2, 2.1, 2.2, 4.2, 4.3

### **He doesn't pay his fair share?**

- > What is a 'fair share'? How do you decide who pays for what in a relationship? 5.1, 5.3
- > \* Should men take responsibility for paying, e.g. for dinner/dates? 4.1, 4.2, 4.3
- > Does it matter what it's for? I.e. gig tickets, food, rent money etc. 1.2, 2.1
- > \* What about if he says it's a waste of money? 1.1, 1.2, 2.1
- > Who decides what is a waste of money? 1.2, 5.1

### **He is disrespectful of her possessions, i.e. phone, car etc?**

- > Does it matter what it is? 1.1, 1.2, 2.1
- > Does it matter how important it is to her? 1.1, 1.2, 2.1
- > What impact might this have on her? i.e. financially, emotionally 2.1

### **He tells his partner what she can and can't wear?**

- > What if he tells her where, when, with whom she can wear certain clothes? 1.1, 2.1, 4.1, 4.2, 4.3
- > What if it's for an important dinner or function? 5.1, 5.2, 5.3
- > Who decides what is appropriate or inappropriate to wear? 1.1, 1.2, 4.1
- > Do you think this is controlling? 2.1

### **He calls, messages or inboxes his partner all the time?**

- > Does it matter what it's about? [1.2](#), [2.1](#)
- > What impact does this have on the people she's actually with at the time? [2.1](#)
- > What about if he gets angry if she doesn't respond straight away? [1.1](#), [1.2](#), [2.1](#)
- > \* What about if he says 'it's because he loves her'? [1.1](#), [1.2](#), [2.1](#), [2.2](#), [4.2](#), [4.3](#)
- > What about if he checks her in without her permission? [1.1](#), [1.2](#), [2.1](#)
- > What about if he stops her from accessing her Facebook, phone etc? [1.1](#), [1.2](#), [2.1](#)
- > What about if he expects to be given her passwords? Does it make a difference if he never uses them? [1.1](#), [1.2](#), [2.1](#)

### **He pressures his partner to have sex?**

- > What does pressure mean? [2.1](#)
- > Is being pressured to have sex ever okay? [1.1](#), [1.2](#), [1.3](#), [1.4](#)
- > Does it matter how long they have been together? [1.1](#), [1.2](#), [1.3](#), [1.4](#)
- > What about if he insists on his right to have sex with his partner? [1.1](#), [1.3](#), [1.4](#), [4.1](#), [4.2](#), [4.3](#)
- > Does he have a 'right' to have sex with his partner? [1.1](#), [1.3](#), [1.4](#), [4.1](#), [4.2](#), [4.3](#)

\* 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.

## Definition of abuse (5 minutes)

Read through definition of abuse on the back of the questionnaire and discuss examples of each type of abuse. Explain how the examples discussed by the participants during the Values Walk could fit under these types of abuse.

## Cycle of violence (10 minutes)

Read through the Cycle of Violence handout. Draw the cycle on the board and explain the dynamics of abusive relationships and why this may make it difficult for people to leave. Emphasise that it is the perpetrator's responsibility to change his behaviour and that the abuse is not the victim's fault.

## Handout: Cycle of violence scenarios (10 minutes each) (optional)

Handout the cycle of violence scenarios. Select a scenario and ask a participant to read it out.

**Michael and Samantha:** This scenario involves a relationship where the couple is living together. Content includes: physical and emotional abuse. It may be more relatable to older/more mature groups of young people.

**Peter and Hannah:** This scenario involves a teenage relationship that is abusive. Content includes: jealousy, harassment and abuse.

**Sam and Kym:** This scenario involves a gay relationship where the couple is living together. Content includes: homophobia, issues of 'outing' in the workplace, harassment, alcohol/drug use, threatened suicide and abuse. It may be more relatable to older/more mature groups of young people.

Ask the participants to identify the stages in the cycle of violence within the story, write these on the board. For example, the 'Build-Up' in Scenario 1 was when Michael started to get aggressive and demanded to know when dinner would be ready.

Ask the group how Samantha/Hannah/Sam might be feeling at each stage, list these on the board.

Discuss how a friend could support Samantha/Hannah/Sam or Michael/Peter/Kym what kinds of things could a friend say or do? What else could be done to stop the cycle of violence?

## 7. Film Scenarios (10 - 15 minutes)

If you have access to a projector, show either the 'Alice and Dave' or 'Scott and Reilly'. Ask the participants to discuss the issues brought up by the video. Use the questions below to guide discussion.

Alice and Dave can be used for discussion about different forms of relationship abuse, the role of friends/bystanders and the impact of violence on victims.

Reilly and Scott can be used for discussion about different forms of relationship abuse, homophobia in gay relationships and the impact of violence on victims.

<b>Alice and Dave</b>	<b>Reilly and Scott</b>
<p>Was Alice and Dave's relationship abusive? &gt; Why/why not?</p>	<p>Is one person in this relationship more powerful than the other? &gt; Who decides what things they do together and who they spend time with?</p>
<p>What roles did Alice's friends play? &gt; Were they confronting the right person? &gt; Could they have done things differently? What? &gt; What did Brandon's mum assume? &gt; How did Alice's friends make her feel?</p>	<p>Does Scott control what Reilly does? &gt; Why would Scott say 'I need you to be with me'? &gt; When Scott says 'if you were serious about us you wouldn't ditch me' what does he mean? &gt; Does Reilly change what he was going to do because of it?</p>
<p>What may have Alice felt like when she hung up the phone? &gt; What were Celeste and Brandon trying to do?</p>	<p>How may Reilly feel about asking for permission from Scott? &gt; Why would this be an issue?</p>
<p>What different kinds of abuse were shown in the DVD? &gt; What does Alice mean when she says she loves Dave? &gt; Was Dave really protecting Alice?</p>	<p>When Scott said to Reilly "tell them to invite someone else's boyfriend" how might Scott have felt? &gt; What does it mean if someone is referred to only as someone else's boyfriend/girlfriend? &gt; Does your partner belong to you?</p>
<p>How much should you expect to give up when you enter a relationship?</p>	<p>Can there be homophobia in a same sex relationship? &gt; How did Scott show homophobia? &gt; Where do you think he would have got his ideas about same sex attraction and homosexuality not being OK? &gt; What impact does homophobia have for same sex couples and their families?</p>



<p>Does jealousy fit into a respectful relationship?</p> <ul style="list-style-type: none"> <li>&gt; What kinds of things did Dave do that might show he was jealous of Alice's contact with her friends?</li> <li>&gt; Why was Dave jealous?</li> <li>&gt; What impact do you think Dave's behaviour would have on Alice's relationship with her friends/other people?</li> </ul>	<p>If your partner's friends are a bad influence, should you stop them from seeing them?</p> <ul style="list-style-type: none"> <li>&gt; Who should get to decide if Reilly goes out with his friends?</li> <li>&gt; If something's going wrong in a relationship, who can you go to for support?</li> <li>&gt; If his friendships are affected, what impact would that have on Reilly's confidence to leave the relationship?</li> <li>&gt; Do some people stay in relationships because they fear they might be lonely/alone if they leave?</li> </ul>
<p>What choices did Alice make?</p> <ul style="list-style-type: none"> <li>&gt; Was she able to make these choices freely?</li> </ul>	<p>Is Scott physically abusive?</p> <ul style="list-style-type: none"> <li>&gt; What was going on when he shoulder-bumped Reilly?</li> <li>&gt; What was Scott doing when he said "it's not about them, it's about you and the bitch you become when you're with them"? Why did he do this, what did it achieve?</li> </ul>
	<p>Why does Scott ask Reilly to change?</p> <ul style="list-style-type: none"> <li>&gt; Scott says he's worried about his safety, what do you think about this? Were his comments justified?</li> <li>&gt; How responsible are you for your partner's safety? In public? In private?</li> </ul>
	<p><b>Advanced questions:</b></p> <p>Can gender construction play a role in a same sex relationship?</p> <ul style="list-style-type: none"> <li>&gt; What language does Scott use that depicts this?</li> <li>&gt; Does it matter in a same sex relationship?</li> <li>&gt; Heterosexuality defines one's sexuality in the same way homosexuality or bisexuality does; do we make assumptions for straight people?</li> </ul>

## 8. Myths and realities (5 minutes)

Have students read out the myths and realities in turn. Ask if participants have heard some of these myths before. Ask if they are surprised by some of the realities.

## Myth busting bingo (10 – 15 minutes) (optional)

Myth Busting Bingo is an exercise which helps participants to think up counter-arguments to some common myths about relationship violence.

How to play Myth Busting Bingo:

- > Divide the class into groups (max 6) and give each group a bingo card. Allow each group some time to discuss why each myth on their card isn't true. During this time help groups come up with a response to the myth:
  - > Example: 'She probably makes him angry on purpose'
  - > Possible Answers: "How he reacts is his choice. He can deal with his anger in different ways. She might not make him angry on purpose at all" etc.
- > Peers Educators randomly select a myth from the list and read out. One person from whichever team has the myth on their card, puts their hand up and explains why it is/may not be true. Congratulate the team on their response and have them cross out the myth on their sheet.
- > How to Win: The first team to get a full line (3 in a row) of myths crossed off and call out "Bingo!" wins.

## Doing it right (10 – 15 minutes) (optional)

In this activity, the participants give advice to their peers on how to have a healthy relationship. Split the group up into 4 small groups and give each group one of the following areas to talk about:

- > How to start a relationship that is healthy
- > How to maintain a healthy relationship
- > How to break up respectfully
- > How to survive a break up

Use these pieces of advice to talk about important elements of respectful relationships (i.e. safety, trust, respect, communication, independence) and what they look like for young people in practice.

## Closing (5 minutes)

Congratulate the group for participating in this important discussion about helping to stop relationship violence.

**Group round:** Go around the group and ask them to each say something they have enjoyed or learnt about in this workshop?

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## For more information

Electronic copies of the 'Relationship Violence No Way' Program are available online at [www.sahealth.sa.gov.au/youthhealth](http://www.sahealth.sa.gov.au/youthhealth)

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