

YFS Respect™

RESPECTFUL RELATIONSHIPS EDUCATION

*A program for school aged children
and young people ages 14-25 years*



PEER EDUCATION GUIDE

May 2019



ANROWS



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TABLE OF CONTENTS

Section 1 Background

1. The purpose and origins of this guide	1
2. What is respectful relationships education (RRE)?	2
2a. What is peer education as it relates to RRE?	3
3. R4Respect	4
3a. What is R4Respect?	4
3b. The framework guiding R4Respect	5
3c. R4Respect's core messages and components	8
3d. RESPECT-Ed peer education check list	9
4. Evaluation of R4Respect	10
4a. The ANROWS action-research process underpinning this guide	10
4b. Findings and learnings	10
4c. Why it is important to evaluate the program	12
4d. Peer2Peer education assessment tool	12

Section 2. The R4Respect Education Guide and Instructions

5. Before you begin	13
5a. Facilitation guidelines	14
(i) Modelling behaviours as facilitators	14
(ii) R4Respect Disclosure Policy	15
5b. Workshop tools: Things to keep in mind	17
5c. Workshop tools: Things you will need	17
5d. Helpful resources	18
6. Workshop 1	19
6a. Acknowledgement of country	19
6b. Setting the tone	20
(i) R4Respect's Group agreement	20
(ii) Establishing a safe place	21
(iii) Icebreaker	22
6c. Overview and background	23
(i) Key messages	23
(ii) Looking at the numbers	24
(iii) Why focus on male behaviour?	25
6d. Part 1 - Power and Control Wheel	26
(i) Aims and outcomes	26
(ii) Explaining the Power and Control Wheel concept	26
(iii) Group activity 1	29
6e. Part 2 - Where is the line?	30
(i) Aims and outcomes	30
(ii) Explaining the line activity	30
(iii) Video 1: Ethan and Emma	30
(iv) Video 2: Jess and Dylan	31
(v) The line discussion and group activity 2	31
6f. Part 3 - Control	35
(i) Aims and outcomes	35
(ii) Video 3: Don't Be a Bad Apple - Capsicum, Avo and Cos	35
1. Facilitator information	36
2. Discussion questions - The effects of control	38
6g. Takeaway tips from the session	39
6h. Where to get help	40

7. Workshop 2	41
7a. Introduction	41
(i) Aims and outcomes	42
7b. Part 1: Impact of violence on children	43
(i) Aims and outcomes	43
(ii) Video 4: It's what you don't see	43
(iii) Group activity 3	44
7c. Part 2. Coercion, consent and the law	45
(i) Aims and outcomes	45
(ii) Video 5: Don't Be a Bad Apple - Banana	45
(iii) Group activity 4: Coercion and consent	46
7d. Part 3. Cat Calling	49
(i) Aims and outcomes	49
(ii) Video 6: Cat Calling - The Strawberry	49
(iii) Group activity 5: Cat Calling	50
7e. Part 4. Responsibility	52
(i) Aims and outcomes	52
(ii) Video 7: Tom and Beck	52
(iii) Group activity 6: Acting responsibly	53
7f. Part 5. Stalking	55
(i) Aims and outcomes	55
(ii) Video 8: Don't Be a Bad Apple - Mushroom and Celery	55
(iii) Group activity 7: Stalking	56
7g. Part 6. Sexting	58
(i) Aims and outcomes	58
(ii) Video 9: Don't Be a Bad Apple - Peach	58
(iii) Group activity 8: Sexting	59
7h. Part 7. Locker room talk	61
(i) Aims and outcomes	61
(ii) Video 10: Don't Be a Bad Apple - Apple and Grape	61
(iii) Group activity 9: Locker room talk	62
7i. Part 8. Takeaway tips	64
(i) Aims and outcomes	64
(ii) Group activity 10: Takeaway tips	64
(iii) Keeping safe online	65
(iii) Where to get help	66
8. References	67

SECTION 1: BACKGROUND

1. THE PURPOSE AND ORIGINS OF THIS GUIDE

The primary purpose of this guide is to support young people as peer educators in delivering respectful relationships education. This guide is designed to be used by community and youth organisations, schools and in other settings where young people can be mentored to promote understanding of what constitutes healthy, respectful relationships. It is designed as an educational guide with guidance to facilitators and content to be used by peer educators.

The guiding framework and content of this guide originated from an action research process funded by Australia's National Research Organisation for Women's Safety (ANROWS). The research involved the R4Respect peer educators preparing and delivering their respectful relationships education program in three settings during 2018 – two Logan secondary schools and youth groups in Darwin, NT. This work was evaluated by a team comprising researchers from Griffith University, Logan, Queensland, YFS Ltd, Logan in collaboration with YFS Ltd, Logan and Ruby Gaea sexual assault service, Darwin, NT. As an outcome of the research, R4Respect agreed to translate the findings from the research into a practice guide, with the support of ANROWS, for others to use and benefit from.



SECTION 1

2. WHAT IS RESPECTFUL RELATIONSHIPS EDUCATION (RRE)?

The term respectful relationships education (RRE) encompasses a broad view of educational work to prevent violence in relationships. It specifically includes respectful relationships education while also referring to related programs such as sexual violence prevention programs, image-based abuse, and on-line abuse prevention programs. The evidence indicates that to promote understanding of the contributing factors that underpin violence against women, RRE programs are to be grounded in a gender-based analysis of violence. These programs counter the influence power and gender inequality have on violence against women. At a national level, RRE for school students is now established as a priority. Not all Australian jurisdictions have developed respectful curriculum nor have they all made implementation compulsory in schools. An action under priority area 1 in the National Plan to Reduce Violence Against Women and Children (2010-2022) is to:

“Support schools and teachers to deliver age-appropriate and evidence-based respectful relationships education to all school children covering sexual violence, gender equality issues and a range of other relationship issues and tailored to vulnerable cohorts”

(Australia. Department of Social Services, 2016, p.10).

Some schools embed RRE learning in their Health and Physical Education curriculum. While whole of school/whole of community systemic strategies are best practice in promoting respectful relationships, R4Respect is uniquely positioned as a youth-led peer-education program to complement school, university and community-based respectful relationships initiatives. Some schools and organisations will engage external providers to provide RRE, such as LOVEBiTES (<https://www.napcan.org.au/>) and other related programs. In the case of R4Respect, the educational providers are peer educators.





SECTION 1

2a. What is peer education as it relates to RRE?

Most RRE is delivered by adult educators (primarily teachers in school settings). Peer-peer delivery can be a useful complement to conventional teaching in respectful relationships – particularly as a strategy that encourages young people to be both the targets and agents of change.

Definition: The definition of peer-to-peer education guiding R4Respect is:

“...the participatory style of teaching and learning in which people of similar social status or group membership educate each other about specific topics”

(McKeganey, 2000 in Southgate & Appleton, 2016).

Peer models recognise the potential benefits to the health and well-being of young people when they are actively involved in the process of change (United Nations Development Plan, 2018). The ANROWS funded evaluation of R4Respect reported that to strengthen the “youth-voice” in respectful relationships education and to make greater use of the positive influence of peers, programs like R4Respect are worthy of further development and wider application to meet the prevention objectives of the National Plan (Struthers, Parmenter & Tilbury, 2019).

In addition, the research provided encouraging signs that the young participants had confidence in the knowledge and skills of the R4Respect peer educators, and the way that they can relate to young people. This research has shown that the peer-to-peer model can have a positive impact on young people in respectful relationships education (Struthers, Parmenter & Tilbury, 2019). The young participants, for example, showed more awareness of what behaviours cross the line into harm and that many said that they will act with greater respect in future by participating in the R4Respect program.

The age range for membership of R4Respect is broadly set at 14-25 years, with peer educators generally in the range 17-25 years. This is also the primary age range for the young people R4Respect is targeting in the program.

It is recommended that young peer educators should receive regular training, support and mentoring throughout the duration of their involvement. This is crucial in preventing instances of feeling under-prepared or under-resourced in facilitating learning on sensitive and complex topics of relationships and violence (Evans, Krogh & Carmody 2009; Imbesi & Lees, 2011). A major challenge for respectful relationships and sexual violence prevention education is engaging young men as participants and peer educators (Beshers, 2008; Rich et al., 2010). Programs such as R4Respect actively seek to engage young people of diverse backgrounds and identities so that all young people can be represented as leaders in promoting equality and respect.

SECTION 1

3. R4RESPECT**3a. What is R4Respect?**

The R4Respect model draws inspiration from international movements that promote young people as agents of positive change on major health and well-being issues (United Nations Children’s Fund, UNCF, 2012; UNDP, 2018). In establishing R4Respect in 2015, YFS sought to place young people at the centre of the prevention work and give “wheels” locally to the emerging respectful relationships resources and educational materials available through the Line campaign run by Our Watch and other RRE programs. The emergence of Our Watch and the Line gave YFS confidence to explore how a youth participation model, featuring peer educators and social media strategies, might be useful in preventing relationship-based violence.

The aim of R4Respect is to challenge attitudes and behaviours that foster gender inequality and disrespect for those who do not fit the white, male and dominant identity. This form of masculinity – based on characteristics such as violence, physical strength, suppression of emotion, devaluation of women and domination – is described as a toxic masculinity (PettyJohn, Muzzey, Maas, & McCauley, 2018). The work of R4Respect is founded on a gender-based framework that recognises that men are the primary perpetrators of violence and that male violence will persist while toxic masculinity, gender inequality and violence supportive attitudes persist. Responses from the National Community Attitudes towards Violence Survey (Webster et al., 2018) that demonstrate the extent of violence supportive attitudes and gender equality include:

- **1 in 5 Australians would not be bothered if a male friend told a sexist joke about women.**
- **1 in 8 believe that if a woman is raped while she is drunk or affected by drugs she is at least partly responsible.**
- **2 in 5 Australians believe that women make up false reports of sexual assault in order to punish men.**
- **1 in 5 Australians believe domestic violence is a normal reaction to stress, and that sometimes a woman can make a man so angry he hits her without meaning to.**
- **While most Australians (64%) recognise that mainly men, or men more often, commit acts of domestic violence, the percentage who recognise this has dropped 7 percentage points since the 2013 NCAS.**

Moreover, a national personal safety survey stated that since the age of 15 years, 1 in 6 Australian women had experienced physical or sexual violence from a former or current partner (Australian National Research Organisation for Women’s Safety, [ANROWS] 2017).

R4Respect engages young people in schools to challenge their peers about the harm that unhealthy relationship behaviours can cause. There are too many young people who think that it’s ok to put pressure on, or force someone to have sex and too many young men who think that men are superior to women.

R4Respect has reached over 5,500 secondary students in Logan, and has a social media following of 2000+. R4Respect facilitates workshops with young people to examine the connections between power, gender and violence. In doing this the peer educators improve the understanding young people have of consent; the dangers of coercion, cat-calling, victim-blaming; and gender stereotypes. There is an emphasis on informing young people about digital abuse including sexting, revenge pornography and cyber-bullying.

3b. The framework guiding R4Respect

The R4Respect program logic is underpinned by a theoretical framework that:

- (1) addresses the links between gender, power and violence and
- (2) guides young people as active agents of social change.

Evidence shows that respectful relationships education programs that feature a program framework and logic grounded in feminist research to analyse the links between gender, power and violence are impacting positively on young people (Ollis, 2014; Our Watch, 2015; Our Watch, ANROWS & VicHealth, 2015). In reference to young people, Sundaram and Jackson, (2018, p.4) reported that:

... gendered power relations – relations that position men or boys as more dominant, in control and as representing or holding authority compared with women or girls – are produced and upheld by many young people, and underpin their justification and normalisation of sexual harassment and violence in heterosexual relationships.

There are three main areas that R4Respect seeks to embed in our framework for practice to promote healthy relationships:

- 1) overcoming rape culture,**
- 2) valuing young people and**
- 3) recognising diversity.**

Overcoming rape culture or “lad culture”

R4Respect recognises that many young people do not readily understand the gendered basis of violence, with some believing that “girls are as violent as boys.” A fundamental feature of R4Respect is exploring the gendered basis of violence. Central to this is challenging the negative aspects of gender stereotypes that position men or boys as dominant, in control and as superior. These gender stereotypes are embedded in our culture and foster gender inequality (Ollis, 2014; Sundaram & Jackson, 2018).

These gender norms and the behaviours they foster are pervasive and “...create a context of gender inequality, and one in which gendered abuses of power can readily occur and be excused and normalized” (Sundaram & Jackson, 2018, p.4). The dominance and sexual objectification of women can lead to a “rape culture” – a culture in which sexual harassment and violence against women are common place with women often held responsible for the violence, rather than the perpetrator (McCarry & Lombard, 2016; Sundaram & Jackson, 2018). In the UK, the concept of ‘lad culture’ has emerged to identify the misogynist banter, objectification of women, sexual harassment and violence that has been entrenched among groups of men (Phipps., Ringrose., Renold & Jackson (2017). The findings of the (Webster et al., 2018) survey indicate that cultural norms linked to violence supportive attitudes among men persist in Australia.

SECTION 1

Valuing young people

R4Respect remains optimistic that young people can change, and also be the active agents of change. Effective youth participation strategies are considered to be those in which young people start or share decision-making and responsibility with adults (Wong, Zimmerman, & Parker, 2010). Evidence shows that youth participation models based on the Good Practice Principles, which promote the strengths and diversity of young people and foster their decision-making, responsibility and learning in a safe and supportive environment, produce better outcomes and experiences for young people (Seymour 2012; Wong et al. 2010). The United Nations Development Program (2018) supports youth participation principles that promote young people as beneficiaries, partners and leaders in change.

In the R4Respect approach, young people are supported to develop the knowledge and skills required to take leadership and to be peer educators in the prevention of interpersonal violence. They use social media, community events, peer education, conferences and meetings to reach other young people and stakeholders.



SECTION 1

Recognising diversity

The R4Respect team comprises members from diverse cultures and backgrounds. The team recognise the importance of representing the interests and needs of the diverse community of Logan in which R4Respect has originated. The young people in R4Respect are growing in their recognition of the lived experience of all people regardless of sexuality, gender, race/ethnicity, age, class or other factors and the way that different identities intersect to compound the impact of violence, inequality and hardship (Crenshaw, 1995 cited in Muñoz Cabrera, 2010; Bose, 2012). The way that people express their own identities is “...far more complex and less binary than legal, medical, academic or wider social definitions and classifications would have us think” (Richards et al., 2016 cited in Nichols, 2018). R4Respect aims to move beyond binaries such as male/female, gay/straight and continue to be inclusive of diverse identities in the program membership and educational work.



SECTION 1

3c. The core messages and components of R4Respect

Four key messages

We all have the right to be free of abuse and violence.

Respect means being fair and valuing others as equals.

Value diversity. Value culture. Celebrate difference.

Negotiate through disagreements. Never hit out.

Core components



1. Leadership by young people

Young people engaged in the program provide input, direction and vision for R4Respect through meetings and other opportunities. Young people drive the work of R4Respect through casual work, peer education and youth ambassador roles.



2. Peer education

The team undertake activity-based learning derived from evidence-based programs, such as Love Bites, the Line resources and Respectful Relationships Victoria.



3. Public awareness

R4Respect team members engage in the promotion of R4Respect's four key messages through media, advertising, social media and public events. Increasingly R4Respect is bringing the voice of young people to public debates and law reform through advocacy to government via campaigns and public submissions.



4. Engage with others

The team links extensively with community groups, schools universities and government agencies, working collectively towards positive change. Young people are also engaging in the R4Respect social media platforms.

3d. RESPECT-ED Peer education checklist

From the findings of the research, R4Respect has developed a peer-to-peer education checklist as a guide to facilitators who are implementing this kind of program. The elements of this checklist are outlined below.

RESPECT-Ed - A checklist to guide peer-to-peer educational programs for respectful relationships education (RRE)

Responsibility. Does the program acknowledge that young people have some responsibility for violence prevention? Have strategies been employed to enable young people to take significant responsibility for the planning and development of the program? Have strategies been employed to attract young men who have a demonstrated commitment to tackling gender-based violence and promoting gender equality? Young people can take responsibility for violence prevention. It is essential to attract male peer educators with values and awareness of VAW that are consistent with the nationally supported gender-based frameworks. Young men and women must be encouraged to take equal responsibility for planning and development of the programs by establishing participatory and decision-making structures and processes that foster active inclusion of young women and men.

Embed. Is there opportunity for the program to be embedded and planned in whole-of-school or whole-of-community violence prevention strategies? The program is likely to be more effective when they are located within a broader strategy and supported over a longer term.

Specialist violence against women expertise. Are specialists with experience of VAW engaged in the program as a resource for training, mentoring and accountability of the peer-to-peer program? Adults/youth alliances will foster continuous learning and feedback for the peer educators and assist in maintaining accountability and integrity of the programs.

Participation. Are there paid work as well as volunteering opportunities to encourage and reward commitment to training and program delivery by young people? Young people from low socio-economic backgrounds may not have the resources to participate actively unless they receive some paid work. It is also helpful in the skills development of young people for the peer education to be sustained within an ongoing youth program that incorporates learning, participation and networking in and outside of school contexts.

Equality. Is there sustained learning to enable young people to understand and overcome the drivers of gender-based violence: gender inequality, male superiority, power and disrespect for women? These are core aims for peer-to-peer (RRE) programs.

Care of young people. Are steps in place to promote the well-being of young people – both participants and peer educators? Protocols for managing disclosures and any distress are essential. Self-care and support strategies for peer educators are also helpful.

The Line. Is the program reinforcing in the minds of young people that there is a line that causes harm when it is crossed? Most young people have a blurred line of what is okay and what crosses the line into harm.

Evidence. Has an evaluation plan been established to maintain an evidence-base? Knowing what works and why helps to motivate peer educators and will help the program to keep up to date with contemporary evidence.

Diversity is essential. Does the program feature young people from a diversity of identities and backgrounds? Active inclusion of young people from a wide range of cultures, experiences and identities will enable the program to: (a) be much more relevant and relatable to these young people, and (b) respond to other forms of inequality such as those based on race, sexual identity, disability and how these intersect with and compound gender-based violence.

SECTION 1

4. EVALUATION OF R4RESPECT**4a. The ANROWS action-research process underpinning this guide**

As an action research process, the ANROWS funded research from which this guide has been derived, enabled R4Respect and the researchers to act, reflect and learn from the feedback of young people, teachers and others. This was then incorporated to adapt the R4Respect program. The first phase of the research involved the peer educators developing and delivering 4 hours of respectful relationships education content to young people aged 14-25 years of age. The research methods included pre-and post-workshop surveys with youth participants and interviews with stakeholders. These surveys and interviews enabled the researchers to report on: (i) the impact of the educational content on youth participants; (ii) the impact of the peer-to-peer educators from the perspective of the youth participants, and feedback from stakeholders to improve the program.

Our research questions

1. Do peer educators in the R4Respect program have a positive impact on the awareness and attitudes young people have of what constitutes respect in relationships?
2. What features of the R4Respect program have a positive impact, and how can the program be improved to enhance positive impact?

4b. Findings and learnings

The youth participants showed confidence in the peer educators in R4Respect as shown in the following findings from the surveys:

- 92% of youth participants agreed or strongly agreed that it is helpful to have young people leading the learning on respectful relationships. Only 1% disagreed and 6% were unsure.
- 91% of the youth participants strongly agreed (54%) or agreed (37%) that the peer educators knew what they were talking about.
- 85% of the youth participants strongly agreed (56%) or agreed (28%) that young people leading the learning helped them better understand what is okay and what crosses the line into harm.
- 86% of youth participants strongly agreed (55%) or agreed (31%) to the statement: "Things I learnt in the program would help me act with greater respect in the future". (Struthers, Parmenter & Tilbury 2019).



SECTION 1

When young people were asked whether they preferred their teachers to lead this kind of education, 71% of those surveyed either strongly disagreed or disagreed, favouring young people as leaders and facilitators of activities and discussions. These findings are consistent with research in which youth participants have indicated an interest in, and research that shows the benefits of working alongside experienced educators in delivering respectful relationships education (Imbesi & Lees, 2011; Layzer, Rosapep & Barr, 2013; Stanley et al., 2015). It seemed apparent that the peer educators were successful in influencing the youth participants by presenting themselves as trusted sources of information (Layzer, Rosapep & Barr, 2013). There may well be an element of anti-authority or an anti-teacher sentiment underpinning the responses of the youth participants. These results are not a sign of disapproval of teachers delivering this content, rather they show that youth participants in this research responded favourably to the involvement and/or leadership of capable, knowledgeable, young people.

There were also positive signs from the research that R4Respect impacted positively on the views of the youth participants. Two of the main learning areas featured in the R4Respect program are: reinforcing where the line is between acceptable and harmful behaviour and reinforcing the importance of consent in sexual relations. On three of the main statements in the survey that explored these issues, the results are encouraging.

In response to the statement “I know that there is a clear line between what is ok behaviour and what is harmful behaviour”, it was encouraging to find that 91% of youth participants indicated agreement post-workshop compared to 87% pre-workshop, with only 9% post-workshop disagreeing or unsure.

In response to the statement “It’s okay to put pressure on someone to have sex”, the young people overwhelmingly stated their strong disagreement and disagreement pre-workshop (80% and 10% respectively) and at post-workshop this strong disagreement and disagreement had increased to 86% and 6% respectively.

In response to the statement “It’s ok to physically force someone to have sex”, the young people overwhelming stated their strong disagreement and disagreement pre-workshop (82% and 5% respectively), and at post-workshop this strong disagreement and disagreement had increased to 86% and 5% respectively. (Struthers, Parmenter & Tilbury, 2019).

Promising impacts

The aim is to have 100% strong disagreement by young people to the statement that “It’s ok to physically force someone to have sex” as this constitutes rape. At 91%, this high level of disagreement can be taken to indicate a promising impact of R4Respect’s messaging about seeking consent.

Teachers and other stakeholders were very positive about the relatability of the peer educators, the gender mix and cultural diversity in R4Respect. They also offered constructive ideas to improve the program, including the need for the R4Respect program to be embedded in schools and community organisations rather than function as an ad hoc external program.

“It is obvious that they [peer educators] want to be there, they show enthusiasm and energy”.

SECTION 1

4c. Why it is important to evaluate the program

To keep up to date with research, new developments and to know what works in respectful relationships education, it is important that programs like R4Respect are evaluated and undergo continuous improvement. R4Respect strives to be evidence-based in its program content and peer-to-peer delivery model. That's why the team pursue research opportunities – particularly research methods in which young people are actively engaged at all stages of the research process. A feature of the ANROWS funded research was the opportunity to explore the views of youth participants of the peer-to-peer model. The Peer2Peer education assessment tool for respectful relationships education (Struthers, Parmenter & Tilbury, 2019) is a tool developed and used by the research team in the ANROWS research project. It can be a useful tool for others to use when delivering peer-to-peer RRE.

4d. Peer2Peer education assessment tool

Let us know your views on young people leading the program

1. It is helpful to have young people to lead the learning on respectful relationships.

Strongly Agree Agree Unsure Disagree Strongly Disagree

2. The young people leading the learning knew what they were talking about.

Strongly Agree Agree Unsure Disagree Strongly Disagree

3. The young people leading the learning helped me better understand what is ok and what crosses the line into harm.

Strongly Agree Agree Unsure Disagree Strongly Disagree

4. I prefer teachers to lead this kind of education, not young people.

Strongly Agree Agree Unsure Disagree Strongly Disagree

5. I could speak up and have my say.

Strongly Agree Agree Unsure Disagree Strongly Disagree

6. I felt comfortable and safe to discuss these topics with my peers.

Strongly Agree Agree Unsure Disagree Strongly Disagree

7. The information presented by the young people was interesting and helpful.

Strongly Agree Agree Unsure Disagree Strongly Disagree

8. Things I learnt in the program will help me to act with greater respect for others in future.

Strongly Agree Agree Unsure Disagree Strongly Disagree

9. Tell us how the program could be improved _____

Thank you for your ideas.

SECTION 2: THE R4R EDUCATION GUIDE AND INSTRUCTIONS

5. BEFORE YOU BEGIN

The R4Respect program has been adapted incorporating and utilising features of the following respectful education resources:

1. [Respectful Relationships: A Resource Kit for Victorian Schools](#) (Department of Education and Training, 2018)
2. R4Respect Don't Be a Bad Apple (DBABA) animated videos and activities derived from the DBABA facilitator guide,
3. [The Line](#) (Our Watch, 2018) videos and activities and
4. [LOVEBiTES](#), National Association for the Prevention of Child Abuse and Neglect (<https://www.napcan.org.au/Programs/love-bites/>).

It is helpful to become familiar with, and use these resources before you begin the R4Respect program

Workshop format

The recommended delivery of R4Respect's content is two 2-hour sessions, ideally within a couple of days of each other, or on the same day with a break in the middle. Additional time for questions and reflection time is advisable in order to allow for as much freedom as possible for participants to express their thoughts and feelings on the program content.





SECTION 2

5a. Facilitation guidelines

(i) Modelling behaviors as facilitators

Active listening

Instead of simply relaying information, the peer educators need to encourage open discussion that prompts questions and conversation that is directed by participants while highlighting the key session messages. Utilising an active listening approach, peer educators are better able to appropriately gauge the comfort level of participants during the discussion of sensitive topics.

The peer educators need to give their full attention to the group, be active listeners, and be aware of, and where necessary respond to, people's verbal and non-verbal communication cues.

Peer educators encourage dialogue amongst peers themselves, giving them an opportunity to challenge or question each other's views and behaviors. This means asking students, "what do you think?" or "how would you feel if?" or "does anyone disagree with?"

Language

Peer educators need to speak clearly, using short statements and simple language. Peer educators need a deep understanding of the material content and need to be prepared for how to articulate complex concepts relating to gender and controlling behaviour using brief and simple statements.

Peer educators should also incorporate the words, "girlfriend, boyfriend, partner or significant other" in all scenarios to include LGBTIQ+ relationships.

Peer educators need to be mindful of modelling inclusive and relevant language. Diversity-inclusive language – for example, "they, them, everyone" and avoiding relying on hetero-normative terminology when referring to relationships – is important when working within a framework that aims to recognise diversity. It is also good practice to use more youth-friendly words, such as using the word "nudes" instead of "sexually explicit photos" with high school students.

Working together as facilitators

It is advised that peer educators do not present workshops on their own. You will already be in a team of 2 or 3 in front of a group. Open communication between facilitators and confidence in sharing the role of "speaker" equally is the key to running an effective workshop. It is recommended to have a gender balance among facilitators where possible to best model respectful relationships to peers. Keep in mind it is equally important to have educators of diverse cultural backgrounds as young peers can better relate to other peers who represent themselves.

Peer educators are to meet up before each workshop and run through a practice rehearsal together to discuss slide and activity allocation amongst the group. Peer educators can also decide on methods in case one facilitator gets stuck on responding to tricky questions or statements posed by the participants. This pre-workshop organisation calms any nerves or uncertainties peer educators may have, and ensures smooth workshop delivery.

SECTION 2

(ii) R4Respect disclosure policy

Purpose of the protocol

In the delivery of violence prevention programs and research with young people, some young people may disclose personal and sensitive information. This disclosure may relate to their own experience of harm, self-harm, or harm to others and/or their experience of harming another person.

This protocol guides peer educators on how to effectively manage disclosures by young people. It underpins the disclosure training provided to peer educators. This protocol is derived from evidence-based practice guidelines.

What is harm?

Harm is defined as 'any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing'. Harm can be caused by physical, psychological, or emotional abuse or neglect; or sexual abuse or exploitation (section 9 of the Child Protection Act Qld, 1999).

How and when can disclosure of harm occur?

By participating in educational sessions about harm and violence in personal relationships, young people may be prompted to disclose personal concerns to the presenters privately or within the group.

All matters that young people disclose – their own experience of harm, self-harm, or harm to others and/or their experience of harming another person – must be dealt with in a serious and sensitive manner. Some matters will involve breaches of what is fair and acceptable moral standards or breaches of the law (such as sexual abuse or sexting).

How to respond to disclosures?

Safety and privacy of young people is paramount. The R4Respect youth presenters are required to discuss this protocol with school/organisation management prior to each event. Acknowledge at the commencement of the educational sessions that the content may cause some discomfort for young people.

Provide helpful service numbers to all participants. Encourage them to speak to a significant adult (e.g. a teacher or parent/carer) if they have concerns. Encourage them to leave the session if they would like to seek immediate help.

The protocol:

1. **Listen** – be calm and allow the young person to be heard. Offer him/her an opportunity to discuss the matters privately, and immediately with an adult who is responsible for their care (e.g. a teacher or cultural mentor).
2. **Reassure** – the young person that it is important to speak up and seek help.
3. **Respect** – their decision to disclose and ask others who may be present to respond in a respectful manner to the young person making the disclosure
4. **Refer** – provide referral information and refer to an adult who is responsible for their care e.g. a teacher. The R4Respect team member is not a trained expert or counsellor. (Source: Child Family Community Australia, CFCA, 2015).

SECTION 2**(ii) R4Respect disclosure policy (continued)****After the workshop**

Flag the young person with the teacher or responsible adult, to allow the adult to provide any necessary supports.

Unhelpful responses:

- Talking down to them
- Minimising or 'playing down' the situation or their experience
- Not being understanding
- Acting in an uncaring manner
- Not believing their story
- Ordering them to take certain action or taking action without informing them of what action you have taken and why
- Judging their situation and response
- Not ensuring their safety comes first



SECTION 2

5b. Workshop tools: Things to keep in mind

Things to consider when working with young people in the context of violence prevention

Modelling respectful communication is vital when running these workshops. You want young people to feel safe to participate in open conversations.

Tips for modelling respectful communications include:

- Be open, receptive and enthusiastic – make it easy for young people to talk. Be aware of the messages you send with your words, tone attitude and body language.
- Listen to young people and respect their opinions.
- Speak to the young people as you would like them to speak to one another using respectful communication skills.
- Be calm and use respectful conflict resolution process.
- Be flexible: every group is different, so be prepared to make the program work for young people not the other way around.
- Make sure what you say is relevant, succinct and unambiguous.

5c. Workshop tools: Things you will need

Resources necessary to facilitate 4 hours of R4Respect content delivery include:

R4Respect workshops

- [Workshop session 1 PowerPoint](#)
- [Workshop session 2 PowerPoint](#)

The Line videos

Jealous Guy - Ethan and Emma

<https://www.theline.org.au/jealous-guy>

Control Freak - Jess and Dylan

<https://www.theline.org.au/control-freak>

e-Hacker - Tom and Beck

<https://www.theline.org.au/e-hacker>

Don't Be A Bad Apple videos

Locker room talk

<https://www.youtube.com/watch?v=rwALgQNxq1Q>

Stalking

<https://www.youtube.com/watch?v=xRAC7wJlPCM>

Sexting

<https://www.youtube.com/watch?v=N2fb7wH99Fo>

Coercion

<https://www.youtube.com/watch?v=Q3cSKFTrK7I>

Control

<https://www.youtube.com/watch?v=2nOHYZglF5I>

Cat-calling

<https://www.youtube.com/watch?v=9qmFWTzMrek>

SECTION 2

5d. Helpful resources

National:

1800 THE LINE: A national relationships helpline for young people to talk to someone about the relationship issues they may be experiencing, or if they are unclear about where to draw the line between what is, or is not, a respectful relationship.

1800 RESPECT: A national sexual assault, family and domestic violence counselling line for anyone who has experienced, or is at risk of, physical or sexual violence.

1800 55 1800 KIDS HELPLINE: Kids Helpline is a free, private and confidential telephone and online counselling service specifically for young people aged between 5 and 25 in Australia.

Darwin:

Ruby Gaea Sexual Assault Service:

Provides professional specialist, confidential, ethical counselling and support to all women and children (girls and boys aged 5-17 years of age) who have experienced sexual assault at any time in their lives.
Phone 08 8945 0155.

The Darwin Sexual Assault Referral Centre (SARC)

Department of Health
Phone 08 8922 6472.

South East Queensland:

Aboriginal and Torres Strait Islander Legal Service

www.atsils.org.au Phone 07 3025 3888

YFS

www.yfs.org.au Phone 07 3826 1500

Youth Advocacy Centre (YAC)

www.yac.net.au Phone 07 3356 1002



6. WORKSHOP 1

6a. Acknowledgement of Country

As non-custodians of the land, peer educators begin the workshop with an official Acknowledgment of Country. Depending on the location of the delivery it may be preferable to have a traditional owner of the land perform a Welcome to Country.

“We acknowledge the traditional Yugambah people whose land upon which we stand today and we recognise their continuing connection to land, waters and culture. We pay our respects to all Elders past, present and emerging. Sovereignty was never ceded.”

The Yugambah people are the Indigenous language group of the Logan City region where R4Respect is based.

Peer educators additionally state that:

“R4Respect also acknowledges the impact of colonial settlement and its role in displacement, intergenerational trauma and violence towards First Nations peoples.”

Why do we extend our acknowledgement?

The extension of our acknowledgment is important as it is crucial for peer educators to understand the link between gender, race and how these factors intersect when discussing highly complex issues of domestic violence and violence against women.

WORKSHOP 1

6b. Setting the tone

(i) R4Respect's Group agreement

At the beginning of the workshop, prior to activities, we establish what we call our Group Agreement. The Group Agreement is essentially a set of rules or boundaries that all peers should abide by during the workshop. The Group Agreement clarifies clear expectations for participants' behaviour, but also protects peers' right to safety.

The following 'ground rules' contained within the Group Agreement are pre-established expectations agreed upon by the R4Respect team members. Peer Educators can adjust these ground rules if need be to suit differing contexts (e.g. facilitating outside of a classroom, in a non-school setting).

GROUP AGREEMENT



R4Respect's Group Agreement

1. Participate and engage in class discussions whilst listening respectfully to each other's opinions and ideas.
2. Be open and honest, whilst also being aware of each other's cultural and religious beliefs.
3. Ensure your mobile phones are on silent, or turned off during today's session.
4. Be respectful around issues of sexual assault and domestic violence as statistics indicate there may be survivors or victims amongst today's group.



BUILDING INDEPENDENCE & PARTICIPATION

Before beginning any activities/material, establish the group agreement, go around the room and ask 3-4 people what they would like to see in the group agreement (or what a safe classroom/space would look like).

After hearing from the class or group, read out group agreement Rules 1-4.

Explain why these rules are important as they allow everyone in the room to feel safe and comfortable.

Before moving forward, ensure amongst the group there is a general consensus that rules are OK and everyone agrees to follow these. Incorporate any agreed suggestions that participants may suggest to you or the group.

WORKSHOP 1

(ii) Establishing a safe place

SAFE PLACE

- Today's room is a safe space
- Everyone is encouraged to share their ideas and opinions, however we encourage people not to share personal stories
- We encourage everyone to respect other peoples' opinions and ideas, and be active listeners
- One person speaking at a time - raise your hand if you would like to answer a question, or would like to share something with the group
- Understand some of the issues we will be addressing today may be sensitive or triggering. If you need to leave the room at any time, let an R4Respect team member know

R4Respect 
BUILDING INDEPENDENCE & PARTICIPATION

One of the most important things to do as a facilitator is establishing a safe space prior to any activities.

Tip: Tell participants to join actively in discussions and activities, however acknowledge that someone in the room may be experiencing DFV themselves. We encourage everyone to share their thoughts, opinions and experiences as personal sharing enriches discussions amongst peers. Follow up with an explanation that privacy and confidentiality outside this space cannot be assured, and emphasise the importance of showing respect to each other.

By implicitly warning that confidentiality can't be guaranteed, this encourages peers to make a decision about whether or not they feel comfortable sharing personal stories without discouragement.

Repeat trigger warning: Some issues/topics are sensitive and may be triggering for some.

Say something along the lines of: If you feel you need to leave the room at any time today, just let an R4Respect team member know.

WORKSHOP 1

(iii) Icebreaker

ICEBREAKER

Yellow - Describe yourself in 2 words.

Pink - When you were 10 years old what did you want to be?

Red - If you could spend one entire day with a celebrity, who would it be?

Orange - Most embarrassing thing that has ever happened to you?



Two peer educators required:

Room setup, may be in seats or on the floor in a circle. On the floor in a circle is a more casual set up & more interactive.

- Educator 1: explain that we're going to do a fun icebreaker activity to the class. We're going to hand out lollies to everyone, state that everyone must take at least 2 different colours.
- Educator 2: Hand lollies out to everyone in the room, ensure each person has 2 or more different colours.
- Educator 1: Start with 1 person and work around the room. Ask them their name, and what colours they grabbed. Ask corresponding fun fact questions.
- Continue going around the room until everyone's been asked.

Tip: Be fun, enthusiastic – The icebreaker is meant to 'break the ice' and will set the mood for the rest of the session. By the end of the ice-breaker, everyone should be a little more familiar and comfortable with one another.

6c. Overview and background

(i) Key messages



The slide features a teal header with the text 'R4RESPECT KEY MESSAGES'. Below the header are four rounded rectangular boxes, each containing a numbered key message. The first box is teal with white text, the second is light green with dark teal text, the third is light blue with dark teal text, and the fourth is light green with dark teal text. To the right of the text boxes is a photograph of two people wearing black t-shirts with the 'R4 Respect' logo. At the bottom right of the slide is the 'R4 Respect' logo and the 'YFS' logo, with the tagline 'BUILDING INDEPENDENCE & PARTICIPATION' below them.

R4RESPECT KEY MESSAGES

1. We all have the **right** to be free of abuse and violence.
2. Respect means being fair and **valuing** others as equals.
3. Value diversity. Value culture. **Celebrate** difference.
4. Negotiate through disagreements. **Don't** hit out.

R4 Respect **YFS**
BUILDING INDEPENDENCE & PARTICIPATION

Our 4 key messages are what underpin R4Respect as a respectful relationships program.

For this slide, 1 Peer Educator is usually required but 2 can alternatively take turns summarizing these key messages to the class (above).

Stating these messages aloud to the room is important, as this establishes set values we believe in as individuals and as a team – a unified message of non-violence and respect.

Tip: Make sure your voice is projected loud and clear! These 4 Key messages are great to link back to at any time during the presentation, and provide an easy way to reinforce respect and non-violence to the group.


 WORKSHOP 1

(ii) Looking at the numbers:

Our Watch survey results (5 minutes)



OURWATCH
SURVEY RESULTS



- **1 in 3 young people** don't think that **controlling** someone else is a **form of violence**.
- **1 in 4 young people** think it's pretty normal for guys to **pressure girls into sex**.
- **1 in 4 young people** don't think it's **serious** when **guys** insult or verbally **harass girls** in the street.



BUILDING INDEPENDENCE & PARTICIPATION

This slide works best with 1 Educator explaining each statistic clearly.

This slide introduces the group to the facts behind gendered violence and sexual assault in Australia. These Our Watch Survey Results showcase alarming trends and beliefs amongst young people – **explain to the class that this is why R4Respect was established.**

Summarise each statistic and unpack what attitudes/beliefs they each represent, what they indicate – violence is gendered, how evidence shows women are generally more vulnerable, whether it is an example of toxic masculinity and gender inequality.

It is helpful to state something like, “We are here today not just to challenge these harmful attitudes and behaviours, but to change them and create a better, safer world for women and men to live in”.

Tip: Emphasise that everyone in the room has the power to change these statistics when they leave today. If in doubt, always link back to the key message #1: We all have the right to be free of abuse and violence.

WORKSHOP 1

(iii) Why focus on male behaviour? (10 minutes)

Why focus on male behaviour?

1 in 3 women has experienced **physical violence** by a partner, other known person or stranger.

1 in 2 men has experienced **sexual violence** by a partner, other known person or stranger.

1 in 5 women has experienced **sexual violence** by a partner, other known person or stranger.

1 in 22 men has experienced **sexual violence** by a partner, other known person or stranger.

Her home and **His place of entertainment** are **The most common place** for most violence to occur.

Both women and men are **3x** more likely to be physically assaulted by a man. (when compared to assaults by women.)

- 95% of all victims of violence in Australia report a male perpetrator.

Respect **YES**
BUILDING INDEPENDENCE & PARTICIPATION

This slide explains why violence is a gendered issue, and answers the commonly asked questions from our peers: **“Why are we targeting boys/men?”**. **“Are we focusing on male behaviour?”**

One educator to facilitate (male, if possible)

- For 5 minutes, unpack each statistic and what problematic issue they represent whilst acknowledging that men can be victims of violence and abuse as well.
- Explain that violence - particularly sexual violence by men against women and men is under-reported. Often this is due to stigma or fear.
- Statistics demonstrate an overwhelming majority of people experiencing physical and sexual violence are WOMEN.
- It is primarily women and those identifying as LGBTIQ+, specifically transgender people who are most vulnerable to male violence than men due to structures of gender inequality.
- Emphasise violence of any kind, against anyone is never acceptable – regardless of gender (linking back to our key messages).

WORKSHOP 1

6d. Part 1 - The power and control wheel (20 minutes)



POWER AND CONTROL WHEEL: Two educators required

(i) Aims and outcomes

Aim: The purpose of this activity is to give participants a theoretical basis of how relationship violence is sustained through a cycle of abuse. This cycle is represented in the form of the Power and Control Wheel (pictured above). This activity also aims to show participants that patterns of power and control have in reality a gendered nature.

Outcome: Peers to gain an understanding of power dynamics in a relationship, gendered nature of violence, and how abuse is a pattern of toxic behaviours.

(ii) Explaining the Power and Control Wheel concept

Unpack how an individual in a relationship uses the different strategies displayed on the wheel to maintain power and control over their partner.

The Power & Control Wheel: in the centre is power and control, the main drivers for physical, emotional or sexual abuse in relationships.

On the outside of the wheel are the edges – these are the tactics perpetrators of violence use. Each slice/wedge of the wheel represents toxic relationship behaviours.



WORKSHOP 1

TOXIC RELATIONSHIP BEHAVIOURS: How violence and abuse is carried out, often through:

1. **Threats:** Includes making threats and using coercion, e.g. forcing a partner to do something they usually wouldn't do under pressure. Examples: making threats to physically hurt, abuse, threatening to leave a partner, may also include financial threats. Coercing a partner into having sex or doing something illegal. Also includes coercing a partner into dropping charges and making threats like "If I can't have you, no-one will."
2. **Fear:** Making a partner feel fearful and hurt – through actions, breaking/smashing things, being violent, destroying property, displaying weapons, hurting a partner or things they care about (e.g. pets).
3. **Insults:** Using insults to commit emotional abuse – putting a partner down, belittling them in front of family or friends, name-calling, playing mind games, humiliating the person, guilt-tripping, insulting their friends or family.
4. **Isolation:** Isolating a partner by controlling what they do, who they see, or who they can talk and interact with. Isolation is a form of abuse, and is just as harmful as other types of abuse. This can include controlling what a partner wears and limiting their involvement outside of the home and in public spaces.
5. **Denying:** Denying the extent of the violence, minimising how hurtful their actions are, or denying they are a violent person. Disregarding a partner's feelings or concerns for their safety, attempting to shift the blame or making light of the situation. E.g. 'It wasn't that bad. Other people have done worse', 'They deserved it anyway'. Denying behaviour can also include denying the violence has ever occurred, or saying another person caused it to occur.
6. **Peer Pressure:** Often in a group-social setting, peer pressure involves forcing/persuading/coercing someone to do something they don't really want to do. Peer pressure forces the individual to behave in a certain way, usually due to threats or fear.
7. **Advantage:** Using one's privilege to advantage oneself/disadvantage a partner. Gender roles, stereotypes and assumptions about gender and what it means to be a 'man' vs. a 'woman' can be used to justify behaviours where men have more advantage than women. Some examples of advantage: one person in the relationship making all the major decisions; control over money, feeling entitled to be the dominant/leader in the relationship, treating a partner like a 'servant' or 'slave', and expecting them to do things out of duty or obligation.
8. **Money:** Financial abuse includes controlling most of the finance in the relationship which limits a partner's freedom. This can include controlling a partner's spending, asking for their money or taking their money away from them. Some examples of this: giving your partner a restricted 'allowance', taking control of their welfare payments, accruing debt in a partner's name or limiting their access to family income. In many cases, financial abuse and threats involving money add extra layers of difficulty for women, LGBTIQ+ people and children to leave violent, abusive relationships.

Adapted from: <http://www.dvac.org.au/wp-content/uploads/2015/06/Power-Control-Wheel.pdf>



WORKSHOP 1

Relationship violence is a combination of a number of different tactics of abuse that are used to maintain power and control – which are the words in the very centre of the wheel. The centre is surrounded by different sets of behaviors that an abusive partner uses in order to maintain this power and control.

These sets of behaviours are:

- **Threats**
- **Fear**
- **Insults**
- **Isolation**
- **Denying**
- **Peer pressure**
- **Money**
- **Advantage**

A lot of these behaviors can feel subtle and normal – often unrecognizable until looking at the wheel in this way. Many of these can be happening at any one time, all as a way to enforce power within the relationship.

Think of the wheel as a diagram of the tactics an abusive partner uses to keep their victim in the relationship. While the inside of the wheel is comprised of subtle, continual behaviors, the outer ring represents physical, visible violence. These are the abusive acts that are more overt and forceful, and often the intense acts that reinforce the regular use of other subtler methods of abuse.

Adapted from:

<https://www.thehotline.org/2013/08/20/taking-a-spin-around-the-power-and-control-wheel/>

WORKSHOP 1

(iii) Group activity 1

Activity 1 – In pairs or groups of 3's, write 3 examples!



Isolation:

1. Telling your partner who you can see, or talk to.
- 2.....
3. Can you think of any other examples?

Physical, Emotional or Sexual Violence

Respect 

BUILDING INDEPENDENCE & PARTICIPATION

Inform the group that we will now be breaking into pairs or groups of 3-5, depending on group size.

Explain activity: Once groups are sorted, distribute laminated copies of the Power & Control Wheel to each pair/group.

Ensure each group has a laminated wheel, sticky notes and pens.

Each group has 5 minutes to come up with at least THREE examples of one of the Wheel segments (e.g. isolation, fear, denying, peer pressure, advantage, money, threats).

Do 1 example for 1 segment to demonstrate.

After 5 minutes is up, ask for everyone's attention – start with the group closest to you or the most enthusiastic one and ask them to share their 3 examples with the class. Unpack each pair/group's examples of toxic relationship behaviours. Each group should take no more than 5 minutes to discuss their example.

This exercise encourages peers to engage in discussions with themselves, rather than facilitators! Peer-led discussions empower peers to clarify what behaviour is **OK** and **NOT OK**, and **where to draw the line in a relationship**.

Throughout the activity, examine findings from the ANROWS research (Struthers, Parmenter & Tilbury, 2019) as a way of getting the group to think about their thoughts and feelings about power and control:

Guys should take control in relationships

- 33% of guys disagreed with this statement before the workshop, after the workshop 37% of guys disagreed, 49% of girls maintained strong disagreement to this statement before and after the workshops.

WORKSHOP 1

6e. Part 2 - Where is the line?

JEALOUS GUY
VIDEO 1: Ethan and Emma



- Are there any other endings that could happen?
- Is Ethan's behaviour crossing the line?

R4Respect 
BUILDING INDEPENDENCE & PARTICIPATION

[This video](#) of Ethan and Emma explores jealousy and how to deal with it in a relationship.

Ethan is troubled by Emma's interest in another guy. What are the best ways to handle this?

(i) Aims and outcomes

Aim: Explain to the group that they will be watching some clips to get them all thinking about tricky situations people often face regarding relationships and behaviours.

Outcome: The group will understand more ways in which healthy relationships can cross into unhealthy ones.

(ii) Explaining the line activity

You can say something like, "This video we're about to watch involves two characters – Ethan and his girlfriend Emma. To start off with we're going to watch what happens, and then we'll ask everyone a few questions. "Look out for action that crosses the line into harm."

(iii) Video 1. Ethan and Emma

Play video "So, what did you just see happen here? Can someone explain this scenario to me?"

Ask 2-3 peers for answers.

Prior to clicking on the endings, discuss the following:

- Are there any other endings that could happen? E.g. talk about other options the person could make in the relationship.
- Is Ethan's behaviour crossing the line? Why or why not?
- If you knew Ethan – what could you say to him?
- If Emma was your friend – what advice would you give to her?

Tip: Prior to facilitating video activities, double check audio and visuals are playable and check in with staff for any technical assistance.

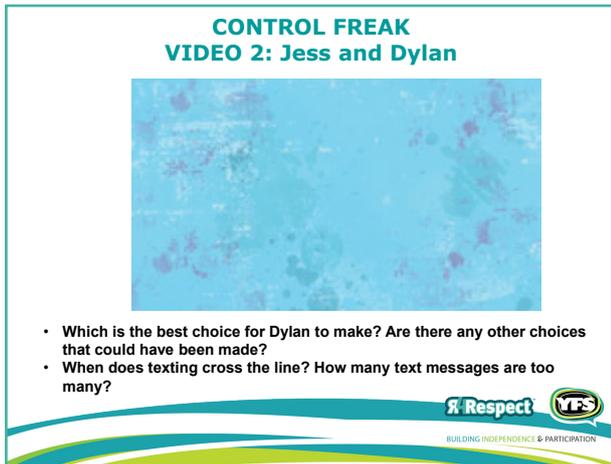
Young people and the line:

I recognise when a friendship or relationship is unsafe or dangerous

- 63% of guys agreed with this statement before the workshop, but this dropped to 44% strongly disagreed after the workshop.
- 59% of girls agreed with this statement before the workshop, and 50% of girls strongly agreed with this statement after the workshop.

WORKSHOP 1

(iv) Video 2. Jess and Dylan (5 minute activity)



[This video](#) of Jess and Dylan looks at the impacts of control and a lack of healthy communication in a relationship. Here we see Jess excessively calling and messaging her boyfriend Dylan. Dylan finds it difficult to spend time away from Jess with his friends, as she constantly checks up on him. Dylan decides to ignore Jess's calls. He is finding it difficult to let Jess know how he feels, and Dylan doesn't realise the impact of her behaviour. At the end of the video, Dylan confronts Jess about her actions and how he feels.

You can say something like, "This video we're about to watch involves two characters – Jess and Dylan. To start off with we're going to watch what happens, and then we'll ask everyone a few questions."

"So, what did you just see happen here?
Can someone explain this scenario to me?"

Ask 2-3 peers for answers.

Prior to clicking on the endings, discuss the following:

- Which is the best choice for Dylan to make? Are there any other choices that could have been made?
- When does texting cross the line? How many text messages are too many?
- If you were Dylan, what would you do?
- If Jess was one of your friends, what would you say to her?

TIP: Prior to facilitating video activities, double check audio and visuals are playable and check in with staff for any technical assistance.

(v) The line discussion and group activity 2

Young people and the line:

The findings from the ANROWS R4Respect impact study (Struthers, Parmenter & Tilbury, 2019) found young people's awareness of the line between ok behaviour and harmful behaviour increased as a result of participating in the R4Respect workshops.

I know that there is a clear line between what is ok behaviour and what is harmful behaviour

- 92% of young people indicated agreement post-workshop compared to 82% pre-workshop, with only 8% post-workshop disagreeing or unsure.

WORKSHOP 1

The line (20 minutes)

**ACTIVITY 2
THE LINE**

CROSSING THE LINE

Respect YFS
BUILDING INDEPENDENCE & PARTICIPATION

The line 1 - IT IS OK FOR:

ME TO WANT TO KNOW WHERE MY BOYFRIEND/GIRLFRIEND IS ALL THE TIME.

IF YOU DRESS IN A CERTAIN WAY YOU ARE RESPONSIBLE IF YOU GET SEXUALLY ASSAULTED.

MY GIRLFRIEND / BOYFRIEND TO HANG OUT WITH THE OPPOSITE SEX.

IF YOU GET REALLY DRUNK IT SORT OF IS YOUR FAULT IF YOU GET SEXUALLY ASSAULTED.

MY BOYFRIEND/GIRLFRIEND TO HAVE MY PASSWORDS TO MY PHONE, FACEBOOK ETC.

NOT OK
STILL DECIDING
OK

Respect YFS
BUILDING INDEPENDENCE & PARTICIPATION

Aim:

- 1) This activity's purpose is to help peers build a foundational understanding of what a healthy relationship looks like. The Line is used to clarify what is in fact HARMFUL and NOT OK relationship behaviours, and where to draw the line in a toxic relationship.

Outcome:

- 1) To give participants an opportunity to think about what behaviours are OK or not OK in relationships
- 2) Greater confidence in calling out behaviour which crosses the line into harm

Scenarios 1-5 of The Line are used to explore controlling behaviours as relationship abuse, whilst also deconstructing the legality of CONSENT in various social contexts. With the scenarios regarding consent and sexual assault, we always emphasise responsibility of the perpetrator and the harm they cause through their behaviour whilst reiterating our overall message of respect.

Step 1: Room Set Up (Prior to Facilitation)

Use bright masking tape, ribbon or other preferred material to put a line down somewhere in the room to divide in two sides. Establish two sides of the room, with clear SIGNAGE:

- On one side of the line: **Not OK**
- On one side of the line: **OK**
- On the line: **Still deciding**

Step 2: Read out the scenarios clearly and ask participants to place themselves on the line depending on whether they think the statement is OK, NOT OK or they are STILL DECIDING.

- Explain to participants that you are going to ask them to think about whether they agree or disagree with some statements, however nobody in this room today is wrong/right – it is purely what you think at this point in the session.



WORKSHOP 1

The line (20 minutes)

1. WANT TO KNOW WHERE MY PARTNER IS ALL THE TIME.

Our response: Wanting to know where your partner is may demonstrate a sense of caring and love, but if it is constant it can in fact be extremely harmful. Of course, checking up on your partner for safety reasons or occasionally is normal. Controlling your partner takes away their individual autonomy and freedom to make their own life choices. It is not respectful.

Emphasise with the group that each relationship is different and it is up to the two people involved to establish personal boundaries they can mutually agree on. Reiterate that constantly checking up on someone's behaviour, location etc. is a form of control and relationship abuse and is NOT a healthy relationship.

2. IF YOU DRESS IN A CERTAIN WAY YOU ARE RESPONSIBLE IF YOU GET SEXUALLY ASSAULTED.

Our response: If you dress in certain clothing, you are NEVER responsible for being sexually assaulted. Women deserve to feel safe and respected at all times. Explain that clothing does not define a woman's worth and that the double standards society places on men and women are harmful. Sexual violence is not just a 'sex crime', but a horrific behavior demonstrated by those who wish to intimidate and maintain power and control over an individual.

Clarify that the only person responsible for violating someone is the perpetrator themselves. Although men can be victims of sexual violence, statistics show that an overwhelming majority of victims of sexual violence are women and children.

To generate a discussion amongst peers, you can ask subsequent questions like:

- **Do we ever question what a man wears?**

While we may make comments about what men wear, it is unlikely we are associating the clothing choices men make with their probability of experiencing sexual harassment or sexual assault.

- **How can we change these rules?**

Changes to these types of rules in society require broad and continuous open conversations including the voices from all intersections of society to challenge rigid gender stereotypes and societal expectations.

3. I DON'T WANT MY GIRLFRIEND / BOYFRIEND TO HANG OUT WITH THE OPPOSITE SEX.

Our response: Depending on the circumstances, emphasise with the group that sometimes people have a good reason to feel uncomfortable with their partner seeing, speaking or associating with a certain individual, and sometimes this can be for their partner's benefit.

However by restricting who your partner can see simply based on sex or gender is incredibly harmful and is a big sign of a toxic relationship. Emphasise that in order for a relationship to function, there NEEDS to be a level of trust between those involved. Wrap the discussion up by saying that a lack of trust equals a lack of respect and a healthy relationship cannot be sustained this way.



WORKSHOP 1

4. IF YOU GET REALLY DRUNK IT SORT OF IS YOUR FAULT IF YOU GET SEXUALLY ASSAULTED

Our response: This scenario is similar to Scenario 2 – you can use the same points to reiterate perpetrator responsibility, and shut down victim blaming. Clarify that sexual assault is not JUST about sex. Sexual assault is an act of violence which uses sex as a weapon. Sexual assault is motivated by aggression and by the desire to exert power and humiliate.

Under Queensland legislation (Criminal Code of 1899 (Qld) s 348(1)), a person cannot consent to sexual intercourse or other sexual interactions whilst under the influence of any alcohol or drugs. Legally, intoxication of alcohol or drugs cancels out any room for consent as the individual DOES NOT have the capacity to give informed, clarified consent for sex.

Laws in each State/Territory differ and are changing. Keep up to date with laws in your State/Territory.

Below is a list of the relevant legislative measures which articulate consent in each Australian State and Territory:

Crimes Act 1900 ACT (Section 55)

Crimes Act 1900 NSW (Section 66C)

Criminal Code Act 1983 NT (Section 127)

Criminal Law Consolidation Act 1935 SA (Section 49)

Criminal Code Act 1924 TAS (Section 124)

Crimes Act 1958 VIC (Section 45)

Criminal Code Act Compilation Act 1913 WA (Section 321)

Reference: El-Murr, A. (2017). Age of consent laws – CFCA Resource Sheet. Australian Institute of Family Studies. Accessed from: <https://aifs.gov.au/cfca/publications/age-consent-laws>

5. MY PARTNER TO HAVE MY PASSWORDS TO MY PHONE, FACEBOOK ETC.

Our response: Similar to Scenario 1 and 3, we again link back to the concept of trust and mutual respect for each other's boundaries in a relationship (or friendship!). Not all relationships are the same, and some individuals find it completely okay for another person to have access to the private, personal accounts. Clarify that, however, in any relationship you should always have personal space and your partner should respect this boundary line. You are in no way obligated to give your partner, friends or family access to your personal accounts – such as Facebook, Phone password, etc.

Emphasise the many risks associated with password sharing, and that when you share logins your confidential information is no longer fully private.

To generate a further discussion, you can ask subsequent questions like:

- **What if you and your partner (or friend) break up/have a disagreement?**
- **What could they do with this information?**
- **What if you had private, personal content on these accounts – what would happen if it goes public?**

Tips: As a facilitator it is important to acknowledge peers' opinions and viewpoints on tricky topics, rather than dismiss their viewpoint. Young people often speak from their personal experiences and what they have learnt from society and others. Tackling peers' problematic views can be done using the above list of questions to generate further discussion.

Follow up immediately by making a link to real world statistics, case examples, and our key messages. Reinforce that no matter the situation, both women and men have the fundamental right to feel safe and be free from violence at ALL times.

WORKSHOP 1

6f. Part3 - Control

Don't Be a Bad Apple: Control (15 minutes)



(i) Aims and outcomes

Aim: Identify controlling behavior and discuss how control in a relationship is socially harmful and can even contribute to violence.

Outcome: Understanding harmful consequences of control and coercive behavior within relationships.

(ii) Video 3: Don't Be a Bad Apple: Capsicum, Avo and Cos

Background information:

In [the video](#) the Capsicum invites the Avocado to join in on a game of soccer, kicking the ball towards them. Avocado's partner, the Cos Lettuce, sees the gesture and becomes jealous. The Cos Lettuce tells the Avocado that they cannot socialise with the Capsicum, controlling the Avocado's actions and whereabouts. The message displayed at the end of the video reads 'Just cos you don't want to, doesn't mean ava-can't-go. Don't be a bad apple.'

Explain to participants they are about to watch a short animation clip.

Some may ask to play the video again; replaying the video a second time allows the group to better understand the scenario.

WORKSHOP 1

Video 3 - Don't Be a Bad Apple Capsicum, Avo and Cos



Video 3:
Capsicum, Avo and Cos

- What is happening here?
- How would **avo** feel?
- What is the difference between **control** and **care**?
- Why would the **cos** act like this?
- What could you do if you saw **cos** behaviour?
- Is this **emotional abuse**?

Respect 
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Facilitator information

What is controlling behaviour?

Controlling behaviour is often a reoccurring pattern of behaviour which can take various forms and is used by a person to exert power and control over another. Controlling behaviour makes a person subordinate and/or dependant by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means of independence and regulating their everyday behaviour. Controlling behaviour in relationships often develops over time and violates trust, freedom and safety. It is more common that men will use control and coercion systematically over time to exert power over others.

What is the difference between control and care?

When you're in a relationship, the difference between caring and controlling can be a very fine line, making it hard to distinguish between the two. While genuine care for an individual comes from a place of selflessness and love, controlling behaviour usually comes from a place of resentment, insecurity and desire for power. So how can we tell the difference?



WORKSHOP 1

Facilitator information (continued)

Examples of controlling and coercive behaviour

Patterns of isolation

A controlling person often discourages or forbids their partner from spending time with others. They may speak badly of their partner's friends and family or act jealous when their partner sees other people. If the person tells you their partner doesn't approve of their friends or social life, it could be another red flag.

Excessive criticism

Controlling people try to gain the upper hand over their partner by breaking down their self-esteem. One way they do this is by criticising their partner's appearance, or abilities. Criticism may be overt, or it may take the form of backhanded compliments or hurtful "jokes". Notice if the person's partner says things like "You'd look so great if you lost some weight" or "Why are you going back to school? You were no good at school before."

Manipulative behaviour

Does the person's partner get them to do things they normally wouldn't do? Using guilt, threats or pressure to control a partner's behaviour is a common tactic in unhealthy relationships.

Do you think controlling behaviour is common / do you know of examples?

Encourage the participants to think about this question and share their answers. Use social media as an example of how controlling behaviour can occur - for example: your partner not wanting you to be friends with someone on social media or not wanting you to like or comment on someone's picture.

The ANROWS R4Respect impact study report sourced opinions from young people on whether they thought it was ok to physically force someone to have sex (Struthers, Parmenter & Tilbury, 2019).

In response to the statement "It's ok to physically force someone to have sex", the young people overwhelmingly stated their strong disagreement and disagreement pre workshop (82% and 5% respectively). After the R4Respect workshop this strong disagreement and agreement had increased to 86% and 5% respectively.

- Ask participants if they can give any examples of controlling behaviour or what controlling behaviour may look like.
- After they've provided examples, mention the following examples: obsessive texting, emailing, or dictating clothing choices, telling your partner who they can and can't socialise with, demanding passwords and access to social media accounts, demanding to see their phone, constant surveillance through apps or dictating what they wear in public. Elaborate on how these actions are harmful.
- For example: constant checking up on someone can be interpreted as love, but it is controlling and a sign of jealousy and insecurity = contribute to acts of violence.

**WORKSHOP 1****(ii) Discussion questions - The effects of control****How does control impact on young women and young men?**

Controlling behaviour has a negative impact on victims. It can impact all areas of the victim's life including health, education, the development of relationships, and social activities. Controlling behaviour can make victims feel intimidated, humiliated or worthless. It can prevent victims from living their life- stopping them from socialising or going to work.

Do you think it is trivial? Is it illegal?

Controlling behaviour is a form of emotional and psychological abuse and can be just as harmful to a partner as physical abuse. Control often leaves victims feeling emotionally drained, distressed, and depressed. Control forms a key component of abusive relationships and can easily develop into physical or sexual violence. It is a clear sign of an unhealthy and abusive relationship.

How can peers stop controlling behaviour?

Peers can stop controlling behaviour by calling out harmful patterns of behaviour they may see occurring within their circle of friends, family or own relationship. By standing up and letting the person whom is controlling their spouse or partner know that this type of behaviour is harmful, unacceptable and disrespectful, students can break the cycle of violence against women and girls. If calling out behaviour poses a risk, it is better to inform a relevant adult who may take action.

You can also help locate resources to deal with their situation or contact community service providers who freely offer support for individuals experiencing abusive relationships and domestic violence.

6g. Takeaway tips from today's session

What are some take away tips to take away from today's session? Ask people in the group for suggestions, this allows them to contribute to the discussion and summarise what they have learnt.



Asking peers for their own input and summarising their own learning is important as it ensures their voices are heard and valued by facilitators and any adults who may be present in the room.

Ask the group if they are able to remember key points from the session such as:

- R4Respect key messages
- 2-4 types of violence from the Power and Control Wheel
- Laws regarding consent and age of consent

After 3-4 people have shared their own tips, reiterate our session outcomes to the students.

Session outcomes:

Reiterate these to the participants. For example, 'After today's session, you all should be able to':

- Understand the harmful effects of violence, and how violence is preventable.
- Understand what HEALTHY and HARMFUL behaviours look like in a relationship.
- Understand we all have the right to be free of violence and abuse.
- Navigate through your own relationships and friendships healthily with the right skills, tools and knowledge we have discussed today.

WORKSHOP 1

6h. Where to get help

WHERE TO GET HELP?

Can't talk to your friends or your family about issues you are having?
There is a range of help available to you. These include:

1800RESPECT

NATIONAL SEXUAL ASSAULT, DOMESTIC
FAMILY VIOLENCE COUNSELLING SERVICE

1800 737 732



Kids
Helpline

1800 55 1800



Lifeline

131114




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Where can we find help?

Here we mention the services available to peers that they have full access to for any confidential support. These services include but are not limited to **1800Respect, Kids Helpline and Lifeline**.

We strongly encourage peers to confide in a trusted adult, teacher or staff member if they feel they are struggling. Emphasise that if they are struggling with any of the issues we have spoken about today, there are a wide range of services available **24/7** which can help them.

For Emergency situations, always contact 000.

End of session 1







facebook.com/YFSR4Respect

[Instagram – r4respect](https://instagram.com/r4respect)

www.yfs.org.au

FOLLOW US ON SOCIAL MEDIA! @r4respect




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Acknowledgement of Material

Materials sourced from LoveBites & OurWatch
Don't Be a Bad Apple Animation Series produced by R4Respect & Griffith University Film School (2017)

Power & Control Wheel adapted by R4Respect (2018), based on the Power and Control Wheel developed by Domestic Abuse Intervention Programs, Duluth, MN.

'It is what you don't see' videos sourced from the Victorian Aboriginal Child Care Agency (2018)

Images

Brown toolbox sourced from <https://www.canstockphoto.com.au/illustration/toolbox.html>
Screwdriver sourced from <http://www.clker.com/clipart-10069.html>
Hammer sourced from <http://www.clker.com/clipart-9238.html>
Saw sourced from <http://www.clker.com/clipart-2933.html>
Red marker drawing line sourced from <https://www.dreamstime.com/stock-photo-red-marker-drawing-line-image5403310>

Sticky notes from <https://www.techwalla.com/articles/how-to-add-sticky-notes-in-word>
Starbursts from <https://www.candyfavorites.com/starburst-fruit-chews-bulk>
Crossing the line from <https://grantcardonetv.com/crossing-the-line/>




BUILDING INDEPENDENCE & PARTICIPATION

WORKSHOP 2

7. WORKSHOP 2



7a. Introduction

2 Educators required, preferably a gender mix to best model respectful relationships and encourage active participation in today's session from all young people

If it is a new session of facilitation:

- Another Acknowledgement of Country to Traditional Owners should be performed prior to commencement of session, or;
- Invite a local Elder Aboriginal or Torres Strait Islander to perform a Welcome to Country on their respective lands prior to the commencement of the session.

Educator 1:

Short disclaimer: We understand some content we discuss in today's presentation may be sensitive for some people; it is okay to sit aside or talk to a staff during the presentation if you need to. If you need to leave the room at any time today, just let a staff member or R4Respect team member in the room know.

Educator 2:

Brief overview of today:

Session two of our respectful relationships workshop involves understanding the line between healthy and harmful relationships.

Tip: When commencing workshop 2, it is always helpful to reintroduce yourself as a facilitator (name, age, cultural background if applicable, fun fact etc.) so peers build a sense of familiarity and feel comfortable with their presenters!

WORKSHOP 2

(i) Aims and outcomes

WORKSHOP AIMS

1. Inspire young men and women to **foster respectful relationships** in their own lives.
2. Understand the **harmful effects of violence**, and how violence is preventable.
3. Understand **THE LINE** between **healthy** and **harmful** relationship behaviours.
4. Provide a **skills & knowledge toolbox** to challenge unhealthy behaviours.



Clarify with group the four overall session aims of today's session

1 Peer Educator required

Read out Session Aims 1-4: Why we are here today, what we will be covering, and what they will be learning/hope to achieve by the end of workshop 2.

Summarise session aims: R4Respect are here today to provide a toolbox of skills and knowledge to help participants better understand THE LINE between harmful and healthy relationships.

Say something like...

Today, we aim to build on the last session by developing your skills and knowledge about healthy relationships. We'll revisit what toxic behaviour in relationships looks like, and run some activities and a series of short animations which will allow you to think about solutions to tackle these behaviours.

Again, we'll be taking a look at power and control and how these drive domestic violence. Most importantly, we'll emphasise the importance of THE LINE between toxic relationships, and healthy respectful relationships.

Tip: When revising aims or key messages, it is best to have 1 Educator to do so effectively. 2 or more Educators speaking can make it difficult for peers to concentrate and process information!

Ensure you revisit Session 1's Group Agreement & Safe Space before commencing any activities.

WORKSHOP 2

7b. Part 1: Impact of violence on children

Victorian Aboriginal Child Care Agency video – It's what you don't see

Part 1 – Impact of Violence on Children

Video 4: *It's what you don't see*



<https://www.youtube.com/watch?v=Fihx2Ypf4HY>



(i) Aims and outcomes

Aim: Look at different ways violence can impact children in the home, at school and in other places.

Outcome: Understand the impact of violence on children and young people from diverse backgrounds.

(ii) Video 4: *It's what you don't see*

Tell the group they are about to watch a [short video](#) about the impact of domestic violence on young people.

Disclaimer (must state): R4Respect acknowledges the impact of colonialism on intergenerational trauma and violence on our First Nations People.

Trigger warning: The following video may be confronting or triggering for some. If you need to leave the room or speak to someone at any time, let an R4Respect Team member know.

The following video features people of Aboriginal or Torres Strait Islander cultural background. We have included this video to acknowledge the importance of cultural diversity and inclusivity.

Women and children from diverse cultures and identities in society, particularly those from Aboriginal and Torres Strait Islander backgrounds, refugee and migrant backgrounds, women and children with disabilities and women and children from LGBTIQ+ families and communities continually face compounding disadvantages as a result of colonialism and institutional patriarchal prejudice.

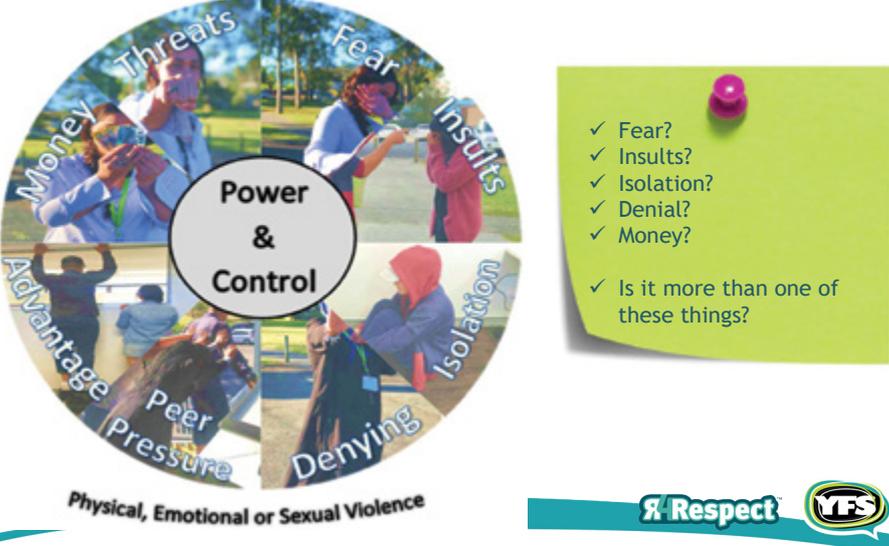
Tip: Our Watch promotes the need for an intersectional approach to prevention work in recognition "...that gender is not the same thing for all women (or men) and if we don't simultaneously work to transform norms, structures and practices around other forms of inequality and discrimination, then we can never create gender equality for all." (Our Watch, 2017 p.49).

WORKSHOP 2

(iii) Group activity 3

Quick group discussion: It's what you don't see (play video twice)

VIDEO 4: It's what you don't see
What type of violence is this?



Power & Control

Threats, Fear, Insults, Isolation, Denying, Peer Pressure, Advantage, Money

Physical, Emotional or Sexual Violence

- ✓ Fear?
- ✓ Insults?
- ✓ Isolation?
- ✓ Denial?
- ✓ Money?

✓ Is it more than one of these things?

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Using the Power and Control Wheel to analyse 'It's what you don't see'

1 Educator required:

Say something like...

So now we're going to revisit yesterday's Power & Control wheel. In the centre we have POWER and CONTROL – the main reasons and drivers for physical, emotional or sexual abuse.

On the outside of the wheel the various forms of control, abuse and violence are shown. These behaviours often occur together and sustain an ongoing pattern of control and abuse.

Video discussion prompts:

- How many examples of controlling and abusive behaviour could identify?
- What controlling and abusive behaviours could you see in this video?
- Do you think some 'worse' or more problematic than others? Why/why not?
- Who is responsible for the behaviour? What could they have done better?
- How did the violence effect the children?

Explain that children and young people can be harmed by witnessing violence or they can be directly injured or harmed.

Tip: Remind the group that if they feel uneasy or distressed they can talk to an adult.

7c. Part 2: Coercion, consent and the law



Don't Be a Bad Apple: Video 5 Banana






BUILDING INDEPENDENCE & PARTICIPATION

(i) Aims and outcomes

Aim: To prompt discussions amongst participants about coercion - the dangers of social pressure, sexual harassment and the responsibility to ensure people feel safe and respected.

Outcome: Greater understanding of the difference between coercion and consent.

(ii) Video 5: Don't Be a Bad Apple - Banana

1 Educator

This video aims to show harassing behaviour. In the clip the Banana receives multiple unwarranted requests to send photos of an 'unpeeled banana' from the Apple. The Banana feels sad and uncomfortable whilst the Apple continues harassing to get a nude picture. The message displayed at the end of the animation reads 'Keep your eyes peeled for illegal coercion. Don't be a Bad Apple.'

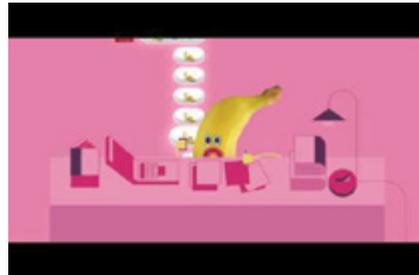
Tip: As these 'Don't Be a bad Apple' clips are very fast, it's easy for peers to miss a few vital points. Don't forget to replay the video the group to ensure they understand what is happening here!

WORKSHOP 2

(iii) Group activity 4: Coercion and consent

**Video 5:****Apple and Banana**

- What did the **Apple** do in this clip?
- How would the **Banana** be feeling?
- What is **consent**?
- Who is **peer pressuring** who?
- Is this **respectful** in a relationship?
- Is it **illegal**?
- What if your friend acted like an **Apple**?



BUILDING INDEPENDENCE & PARTICIPATION

Facilitation answers:**Does the Banana want to send the photos to the Apple?**

Ask the participants what they think is happening [in this video](#). Explain to them that coercion is forcing or manipulating a person to carrying out a certain act, usually through threats or peer pressure. State that the Apple's behaviour is coercive. Coercion or peer pressure involves convincing someone to do something they don't want to. It is often used to assert power, control and authority over another person.

What is consent?

Allow participants to discuss their current understanding of consent amongst themselves, before clarifying that consent is an agreement between participants to engage in doing something. Consent can be both verbal and physical. Someone consents when they clearly show in actions or words that they agree to do a certain act, they haven't been coerced or threatened in any way, they are old enough to legally agree, AND they have the physical and mental ability to say yes or no.



WORKSHOP 2

Consent, coercion and the law

Laws surrounding consent:

‘Consent’ means giving your free and voluntary agreement to sex. It is never ok for someone to assume you have given consent or to force you to keep going if you want to stop. A person can also withdraw their consent at any time during sex.

A person does not give their consent if they:

- feel threatened, forced or afraid;
- are forced to have sex by a person due to their position of authority; or
- are tricked into having due to a misunderstanding about the nature of the act or the identity of the other person.

Retrieved from: Youth Law Australia (2018) Sex: What does consent mean? Accessed 21 December 2018 from <https://yla.org.au/qld/topics/health-love-and-sex/sex/#what-does-consent-mean>

What is the difference between coercion and consent?

Give time for participants to discuss the differences between coercion and consent. Ask 1-3 them to give their own definition to the class. Then explain that there’s a huge difference between coercion/peer pressure and consent:

Coercion and peer pressure involves:

- Persistent harassment from one party to another.
 - Physical.
 - Emotional (e.g. blackmail).
 - Financial.
- Not given the chance to say “no”.

If doubt or lack of clarity regarding someone’s wishes is present, this means that consent is absent. When coercion occurs, a person’s basic rights to safety and freedom are abused.

Consent is:

- The clear expression of willingness and must be expressed by both people.
- An ongoing and active agreement.
- Can be withdrawn at any time if a person feels uncomfortable.

A ‘yes’ that is forced by threats or peer pressure is NOT consent as it CANNOT be given under pressure.

WORKSHOP 2

Is consent that important?

For example: Can a person give consent if they've consumed drugs or alcohol?

Students often give circumstantial scenarios as a way to 'shift' blame and responsibility from perpetrator to victim. Often students will say 'but what if she was drunk...' and 'she shouldn't have dressed like that...' etc. Allow students to vocalize their opinion, and then make it clear THAT...

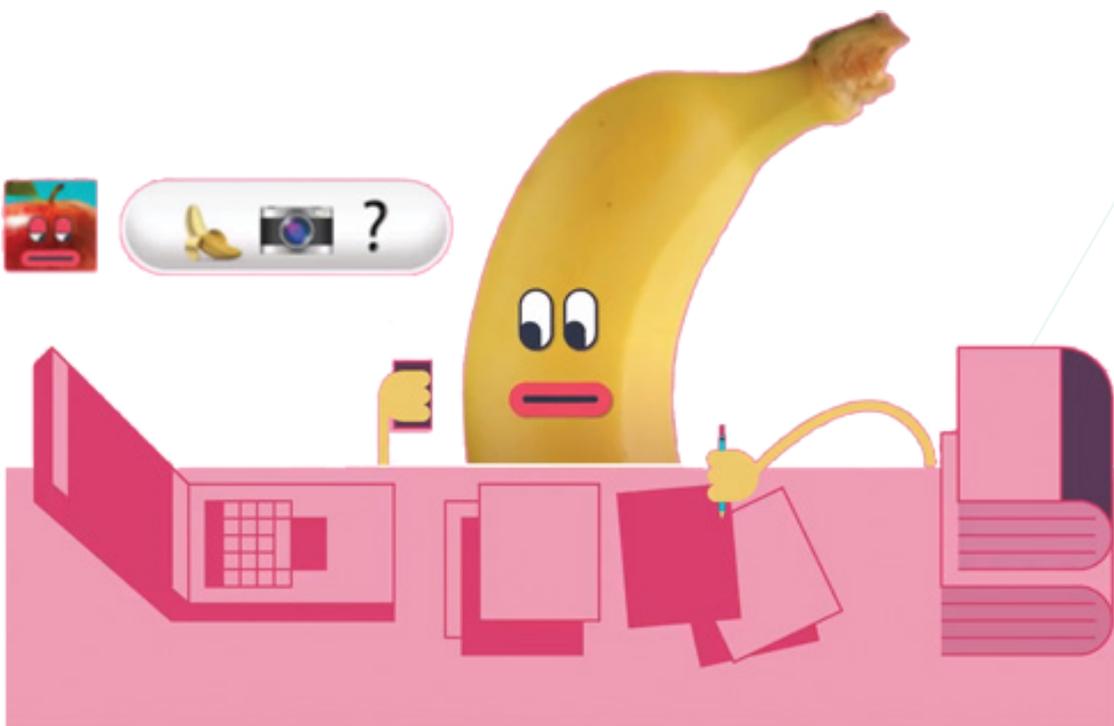
Consent is not trivial: sexual acts without clear consent from both parties are sexual assault or rape. People who are incapacitated by alcohol or drugs cannot give consent as they lack the capacity to make rational, informed decisions. People under the influence of drugs or alcohol are also unaware of what may be happening to them.

Does this behaviour respect or put down those who feel coerced?

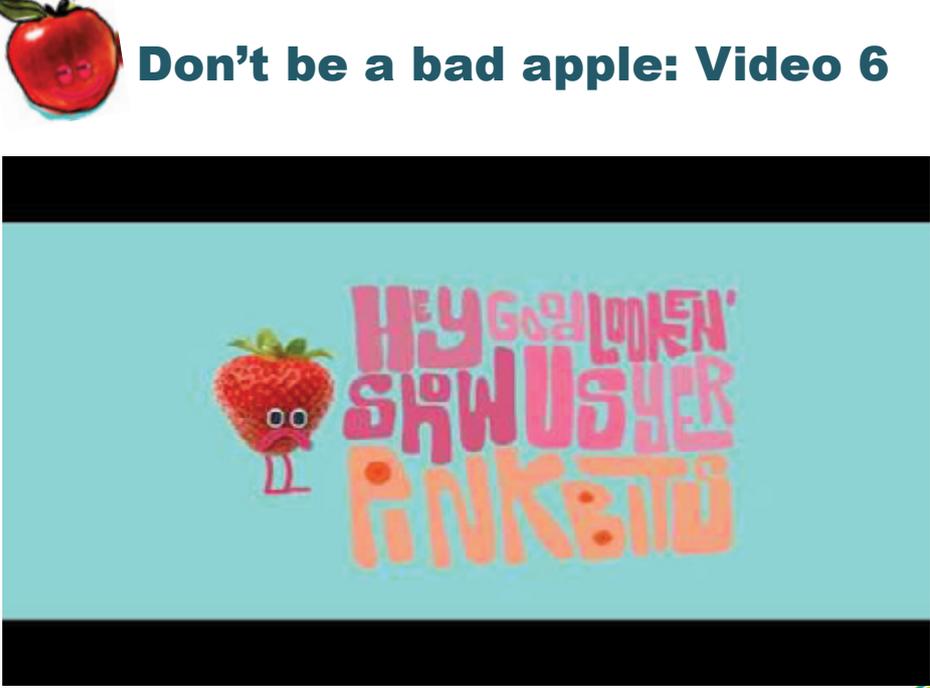
The absence of consent negatively impacts those who are coerced. It enables sexual assault to occur and allows for victim-blaming, whilst normalising harmful behaviour and attitudes. Commonly, it is male perpetrators who coerce women and girls into unwanted sexual acts, but men also harm other men. Consent and mutual understanding of a person's wishes must be present in any healthy relationship

What would you say to Apple?

It's simple: yes = yes and no = no. If ever in doubt, ask. The Apple's behaviour of assuming the Banana wants to see the picture is harassment and is dangerous and disrespectful. Explain to participants that in the video, it is clear that mutual consent is absent and that the Apple's harassment of the Banana represents an unhealthy and disrespectful relationship.



7d. Part 3: Cat Calling



Don't be a bad apple: Video 6

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(i) Aims and outcomes

Aim: To prompt discussion among the students about the harmful effects of “Cat Calling” and clarify that Cat Calling is classified as sexual harassment. The central message to take away from this video is that sexually suggestive remarks towards people in public spaces are disrespectful as it objectifies women.

Outcome: Greater familiarity and recognition of examples of sexual harassment.

(ii) Video 6: Don't Be a Bad Apple: Cat Calling - The Strawberry

Background information

[In the clip](#) the Apple drives past the strawberry that is walking and yells out “Hey good looking, show us your pink bits”. The Strawberry looks very unhappy and uncomfortable in the image. The message displayed after the video clip is “Cat Calling – Gross”.

WORKSHOP 2



Video 6: Cat Calling

- How would the **strawberry** be feeling?
- What is **cat calling**?
- How does it impact on **girls and women**?
- What if you saw **someone** cat calling?



BUILDING INDEPENDENCE & PARTICIPATION

(iii) Group activity 5

What is "Cat Calling"?

After asking participants what they think happened in the clip, ask what Cat Calling is – some students may be able to provide a definition or have a rough idea. Explain to participants that catcalling is a loud, sexually suggestive call or comment directed at someone publicly (as on the street). Generally, people will catcall others because they want to get their attention. This behaviour is most commonly performed by men towards women and young girls who they think are attractive as they pass by. Sexual harassment on the streets is not just verbal and can also include wolf-whistling, winking and staring intensely while a person walks by in a way which makes the person feel uncomfortable and objectified. Cat Calling and sexual harassment in public places has become so common for women and girls in particular that some consider the harmful behavior as 'normal' and 'a part of everyday life'.



WORKSHOP 2

(iii) Group activity 5 (continued)

How would the strawberry be feeling after this incident?

Discuss with the participants that the Strawberry clearly felt uncomfortable and unsafe while walking down the road. The Strawberry might have also felt powerless as the Apple was able to harass them before driving off in their car. Explain to them that cat-calling is not a compliment but a form of sexual harassment. Also explain that it's never the victims fault as some perpetrators might use the excuse of being 'provoked'. E.g. "She was wearing a short skirt, which led me to...", "Well, she shouldn't have been walking alone at night..." or "Boys will be boys..."

How is 'Cat Calling', wolf whistling and harassment on the streets harmful to young women and girls?

Cat Calling is harmful because it displays a sense of entitlement and disrespect to another person. Clarify with students that what might seem like a 'nice compliment' can actually make women and young girls feel unsafe and at risk of sexual assault in public. In these scenarios some students often ask "what about boys?" or "what if a girl does it?" Mention that everybody has the right to be safe and free of harm, regardless of gender, and that Cat Calling is never okay as it infringes on a person's fundamental right to safety. Emphasise that Cat Calling is not flattery or an impressive compliment, but respecting someone is.

What do you do if you're in public and you see or hear someone being cat called?

Encourage participants to take a stand and call out behaviour that disrespects women and young girls if they feel safe and confident to do so. Making sexually suggestive comments about a stranger's body is never okay. Emphasise that this type of behaviour treats the person like a sexual objects rather than a human being. Mention that a survey conducted by Our Watch (2017) revealed that currently 1 in 4 young people think that it's not serious when guys verbally harass or insult girls in the street. Sometimes speaking out can be difficult, however if nothing is said the perpetrator will believe their behaviour is acceptable and will most likely continue with their behaviour. Standing up and speaking out can also make the victim feel supported and valued, rather than humiliated and ashamed. Explain to participants that by remaining silent, you enable the harasser and send the harmful message that his or her behaviour is ok.

What can the Strawberry do in this situation?

As the Strawberry clearly felt uncomfortable and unsafe in this situation, one way to inform the harasser of their inappropriate behaviour is to tell them that you don't appreciate their comments. Explain to participants that unfortunately many women and young girls who are in this situation feel powerless or are too afraid to speak out in case the harasser responds and the situation escalates.

Make sure that participants understand the blame and responsibility is on the harasser (the Apple), not the victim (Strawberry). Whilst the Strawberry is limited in what it can do, the Apple has the ability to change their behaviour and stop harassing the Strawberry. Any bystanders in the situation who have witnessed the Strawberry being Cat Called can and should speak up as sexual harassment in any shape or form is unacceptable.

WORKSHOP 2

7e. Part 4: Responsibility

e-Hacker
VIDEO 7: Tom and Beck



- Which is the best choice for Tom to make? Are there any other choices that Tom could make?
- Is some jealous behavior OK or does it always cross the line?

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[This video](#) of Tom and Beck looks at jealousy and control within a relationship. In this scenario Tom is feeling jealous and insecure about his partner, Beck, talking to another guy that is Beck's friend. Tom is unsure whether to trust Beck and decides to check her emails. This violation of trust leaves Beck feeling angry and she decides to break up with him. In the alternative ending, Tom decides to confront Beck about how he is feeling and Beck resolves any tension but reassuring Tom that he is just a friend and has nothing to worry about.

(i) Aims and outcomes

Aim: To explore what responsibility we can have in identifying and preventing harm to others.

Outcome: Participants to better understand that preventing harm and violence is a responsibility for all of us.

(ii) Video 7: Tom and Beck

Explain to participants that they will be watching some clips around relationships and behaviours to get them thinking about what are the responsible things to do.

Show video: Discuss the following:

- Was Beck's behaviour crossing the line? Why or why not?
- If you knew Tom, what would be a responsible way to help him?
- If Beck was your friend, what would be a responsible way to help her?

Ask participants whether they think jealousy is a sign of care of, or control over someone. Acknowledge that excessive jealousy can be an early warning sign of insecurity, controlling behaviour and future risk of harm. Encourage participants to take responsible action early in a relationship where jealousy may escalate and lead to harm.

Tip: Prior to facilitating video activities, double check audio and visuals are playable and check in with staff for any technical assistance.

(iii) Group activity 6 - Acting responsibly

ACTIVITY 6: ACTING RESPONSIBLY

1. People are usually telling the truth if they say that they have been sexually assaulted.
2. Sexual assault usually happens because of someone's desire to have sex.
3. If a nude ends up on the Internet, it's the person who took the photo's fault.
4. You are more likely to be assaulted by a random, than someone you know.

FALSE _____ STILL DECIDING _____ TRUE



BUILDING INDEPENDENCE & PARTICIPATION

Aim: To explore that responsibilities we all have to (i) prevent harm to others and to (ii) act responsibly when harm has occurred.

Step 1: Use masking tape to put a line down somewhere in the room.

- On one side of the line: **FALSE**
- On one side of the line: **TRUE**
- On the line: **STILL DECIDING**

Step 2: Read out the statements and ask participants to place themselves on the line depending on whether they think the statement is TRUE, FALSE or they are STILL DECIDING.



WORKSHOP 2

Step 3: Read out the following statements:

1. People are usually telling the truth if they say they have been sexually assaulted

Response: TRUE. Research demonstrates only a minority of disclosures of sexual assault are false. What we do know is that sexual assaults are actually under-reported. It is estimated that only one third of sexual assaults are reported to police. From the ABS Personal Safety Survey 2016, nine out of ten, 87% of women did not report sexual assault by a male perpetrator to the police. Despite the legitimacy of the majority of reports made, proving sexual assault in court is very difficult. The responsible action is to believe the victims of violence.

2. Sexual assault usually happens because of someone's desire to have sex.

Response: FALSE. Sexual assault is not about sex. Sexual assault is an act of violence which uses sex as a weapon. Sexual assault is motivated by aggression and by the desire to exert power and humiliate. The responsible action is to reassure the victim of sexual assault that they are not to blame.

3. If a nude ends up on the Internet, it's the person who took the photo's fault.

Response: FALSE. If a 'nude' image ends up on the Internet of someone, it is usually because another party has shared or distributed it as a form of 'revenge' to get back at someone. Creating, sending, possessing and forwarding on explicit images of another person without their permission is digital abuse, and is used to control another. Under Queensland legislation, individuals can be charged with possessing, creating or distributing child pornography if they are found to have images of anyone under the age of 18.

Legal Aid Queensland (ND) Sexting and Sharing Photos. Retrieved from: <http://www.legalaid.qld.gov.au/Find-legal-information/Relationships-and-children/Relationships/Having-sex/Sexting-and-sharing-photos>

Be sure to check legislation in your own State/Territory as these are changing.

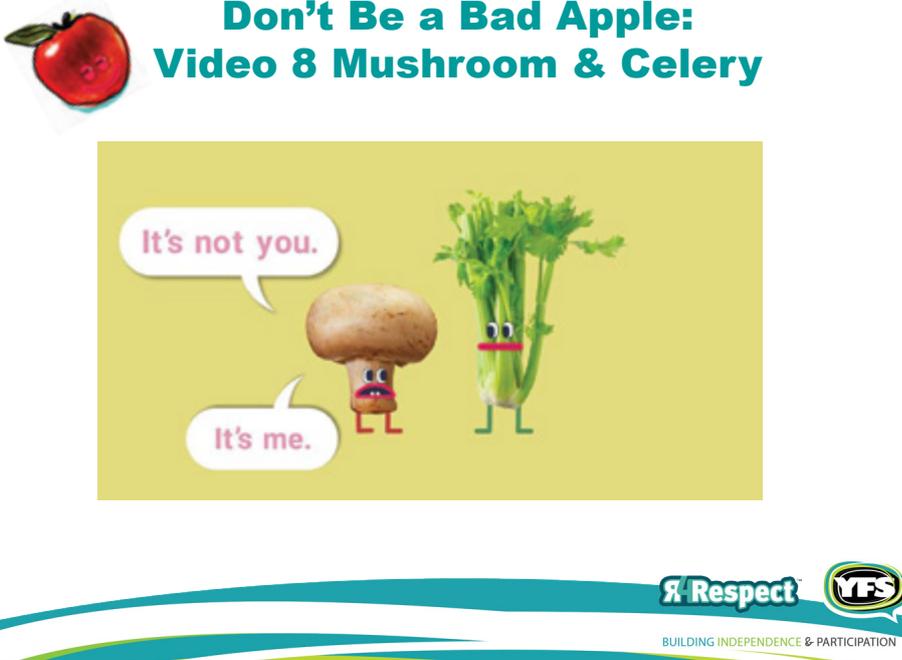
4. You are more likely to be sexually assaulted by a random than someone you know.

Response: FALSE. Australian women are most likely to experience physical and sexual violence in their home, at the hands of a male current or ex-partner. Key facts are: (i) of all Australian women, 15% had been sexually assaulted by a person they knew, since the age of 15, (ii) 3.8% had been sexually assaulted by a stranger and 36% of women had experienced physical or sexual violence from someone they knew (The Personal Safety Survey, 2012 cited in ANROWS, 2017).

The responsible action is to be aware that people who appear caring, loving and those in positions of respected authority can also be abusers. Believe and support the victims of abuse.

Tip: The ANROWS (2017) Violence Against Women Key Statistics on-line summary is a helpful reliable source of national data.

7f. Part 5: Stalking



**Don't Be a Bad Apple:
Video 8 Mushroom & Celery**

It's not you.

It's me.

Respect **YFS**
BUILDING INDEPENDENCE & PARTICIPATION

(i) Aims and outcomes

Aim:

- 1) Explore what healthy behaviours and attitudes look like after a relationship ends.
- 2) Prompt young people to think about potential solutions to tackle obsessive patterns of behaviour that constitute stalking.

Outcomes:

- 1) Increased understanding of concepts relating to personal space, privacy and right to personal freedom and safety.
- 2) Understanding relationship boundaries and respecting another person's decisions.

(ii) Video 8: Don't Be a Bad Apple - Mushroom and Celery

Background information

In [the clip](#) the Mushroom ends its relationship with the Celery with the phrase, "It's not you, It's me". The Mushroom can be seen with the Broccoli watching a movie inside a home, whilst the Celery can be seen loitering outside the window watching the Mushroom interact with another vegetable. The Mushroom and Broccoli see the Celery watching them from outside their window and feel scared, uncomfortable and/or endangered.

Show video.

WORKSHOP 2

(iii) Group activity 7: Stalking



Video 8: Stalking

- **What happened in the clip?**
- **How did the Celery react to the breakup?**
- **How would the Mushroom feel about being stalked by the Celery?**
- **Is stalking illegal?**
- **What should the Celery have done instead?**



BUILDING INDEPENDENCE & PARTICIPATION

What's happened here: How did the Celery react to the breakup?

Begin by asking participants what they think is happening in this video – how did the Celery react to the news of the breakup? Give participants time to voice their opinions before directly jumping in to answers. Emphasise that emotions of sadness and heartbreak after breaking up with someone is a normal experience, however this should never make stalking the person okay.

Feelings of jealousy and resentment towards your ex's partner are pretty normal feelings to have after a breakup. However, prolonged feelings of jealousy are a sign of an unhealthy obsession with an ex-partner. Although you may have good intentions, being jealous is unhealthy and harmful to the wellbeing of both people. Being jealous can motivate an ex-partner or even a current partner to be invasive, controlling and potentially violent.

Reassure participants that feelings of sadness and heartbreak are very real but only temporary, whilst following, stalking and controlling someone can leave devastating long-term effects on the person you care about. No matter how you feel, stalking someone is never acceptable.

In this scenario the Mushroom had clearly moved on with another after the breakup. However, if the Mushroom and Celery were still together, stalking them would be just as unacceptable and still not respectful of personal privacy and space. Jealousy in and outside of any relationship is never okay.



WORKSHOP 2

(iii) Group activity 7: Stalking (continued)

How would the Mushroom be feeling because of the Celery's stalking?

Start off by asking participants in the room about how the Mushroom might be feeling. After hearing various answers, explain that the Mushroom is made to feel uncomfortable, wary or even unsafe by the Celery's actions. Elaborate that the Celery's displayed pattern of behaviour of constantly following and watching the Mushroom is stalking.

Ensure participants understand that no matter how much you care or love someone, stalking them is never okay. Even within a current relationship, stalking demonstrates a severe lack of trust that is fundamental to a healthy, respectful relationship. By the end of the discussion, participants should understand that the Celery's behaviour is both unacceptable and disrespectful and that the Mushroom has a right to safety and privacy at all times, and that these rights apply within and outside the context of a relationship.

Is stalking illegal?

Ensure that participants are aware that stalking is an offence. For example, under the Queensland Criminal Code stalking is defined by the law as intimidating behaviour that causes a person fear of violence. A range of behaviours can constitute stalking, including tracking someone's whereabouts, daily activities and where they live. Stalking also includes trying to contact someone repeatedly through texts, calls and through one or multiple social media platforms such as Facebook, Instagram and Snapchat. The maximum penalty for stalking is five years imprisonment. In more serious cases e.g. where the stalker has used violence, has a weapon, breached a domestic violence order or another restraining order the maximum penalty is seven years imprisonment. Courts can also consider making a restraining order if needed.

What should the Celery have done instead?

Despite being understandably upset and heartbroken, the Celery shouldn't have followed the Mushroom and waited outside their window as this is clearly harassment and an invasion of privacy. The Celery should have respected the Mushroom's decision to end the relationship and no longer see them.

We know that in relationships, whether romantic or platonic, it can be hard to navigate through boundaries. It's important to respect the persons' wishes and give the person as much space as they need. Explain to participants that in a healthy relationship, your basic right to feel safe and your wellbeing should never have to be compromised.

WORKSHOP 2

7g. Part 6: Sexting

**(i) Aims and outcomes**

Aim: to encourage students to consider the negative consequences of sending, receiving or forwarding sexual images, with an emphasis on possible child pornography charges for minors (persons under 18) who send and receive sexually explicit images.

Outcome: Being able to recognise instances of power and control in relation to sending or forwarding sexual images under the age of 18. Understanding legal ramifications of sending, receiving or forwarding sexual images under the age of 18.

(ii) Video 9: Don't Be a Bad Apple - Peach

In [the video](#) the Peach is tanning on the beach with her eyes closed. The Tomato sneaks up in the bushes and takes a sexual photo of the Peach while she is unaware and sends it off via text messages. The message after the video clip is "Peeping tomato? That's just creepy. Don't be a bad apple (or tomato)". Ensure you emphasize to the students that the responsibility is on the perpetrator sending sexual images without consent, rather than the person in the image however both will be held liable for child pornography charges. This is not the case if the photo was taken without the subject person's consent.

Background information

The purpose of this activity is to encourage students to consider the negative consequences of sending, receiving or forwarding sexual images, with an emphasis on possible child pornography charges for minors (persons under 18) who send and receive sexually explicit images.

(iii) Group activity 8: Sexting



Video 9: Sexting

- **What did the Tomato do in this clip?**
- **How do you think Peach will feel?**
- **Where could the photo of the Peach end up?**
- **Can the Tomato go to jail for this?**
- **What would you do if you were friends with the Tomato?**

Respect



BUILDING INDEPENDENCE & PARTICIPATION

What did the Tomato do in this clip?

Ask the participants what are their initial thoughts on Tomato's behaviour. Ensure that they place responsibility on the Tomato for taking a sexual photo of the Peach without her consent, and for forwarding the image onto others. Make it clear to the students that the Tomato's behaviour is a violation of privacy.

How do you think the Peach will feel?

Draw on real life examples to illustrate the dangers of sexting: Share a story with the participants about how young people can feel socially isolated and humiliated if these photos are distributed. This is commonly the case for young women and girls.

Where could the photo of the Peach end up?

Discuss that the photo of Peach could be seen by her teachers, family, future partners or even future employers. Make sure to emphasise that once the photo is shared on the internet, it can travel anywhere, and even strangers will see it.



WORKSHOP 2

Can the Tomato go to jail for this?

Explain that Tomato could be charged with cyber-bullying or a child pornography offence particularly if the Peach is under 18:

According to child pornography law, charges could apply in the following situations:

- Sexually explicit photos of the Peach could be child pornography.
- The Tomato could be charged for distributing child pornography.
- If the recipient saves them, they could be charged for storing child pornography.
- If someone asks for the nude photo, they could be committing an offence of soliciting child pornography.

Sexting is the use of phones, the internet, apps, or social media to share and publicise nude or sexually explicit images.

Sexting between minors (under the age of 18) is a federal offence related to the use of a carriage service for the production or possession of child pornography material or child abuse material.

Under Australian national law, sending or receiving sexually nuanced or nude images that involve a minor (someone under the age of 18) can be categorised as an indecent act or child pornography.

This can even apply in situations where the individual pictured looks as if they are under the age of 18, even if they are in fact over the age of 18 at the time that the picture was taken [5]. This also applies to situations where both the sender and recipient are under 18, even though the legal age of consent in Australia is 16-years-of-age.

Under the Amendment Bill of 2018 relating to the sharing of intimate images, or sext-messages, the new Queensland Legislation prohibits the distribution without consent of intimate images or videos of another person, carrying a maximum penalty of three years imprisonment (Criminal code (Non-Consensual Sharing of Intimate Images) Amendment Bill 2018).

If Tomato is charged:

A jail term may be imposed and the Tomato can be placed on the Sex Offender Registry with Police.

Encourage participants to understand that the safest option is for people under 18 to delete all nude photos on their phones or computers, and make sure not to take or send any more photos.

Would it be okay if the Peach had taken a photo of the Tomato's body?

Often participants will ask "what about boys?" or "what if a girl acted that way?" - Explain that anybody can be victims of sexting, but in most cases dealt with by Police young women are the victims (Klettke, Hallford & Mellor, 2014). Ensure the participants know that it is not okay to take sexually explicit photos of someone without their consent regardless of gender.

What would you do if you were friends with the Tomato?

Encourage the participants to call out their friends, as well as advise them of the legal risks and how they could be ruining someone's life. Even if the photos was initially taken with consent (unlike in the video), it is still not ok to share it.

7h. Part 7: Locker Room Talk



Don't Be a Bad Apple: Video 10

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(i) Aims and outcomes

Aim: To prompt discussion among the students about the harmful effects of locker room talk.

Outcome: Understand that locker room talk is disrespectful to women and ought to be challenged by men/boys when they witness it.

(ii) Video 10: Don't Be a Bad Apple - Apple and Grape

In [the clip](#) the Apple walks into the locker room and tells the other fruits that he squeezed the Grape. The Grape looks very unhappy in the image. The fruits in the locker room look upset at the Apple. The message displayed after the video clip is **"Trash talk belongs in the compost"**.

WORKSHOP 2

(iii) Group activity 9: Locker Room Talk



Video 10: Locker Room Talk

- What story was the **Apple** sharing with other fruits in the locker room?
- What is '**locker room talk**'?
- How would the **Grape** feel about the **Apple** telling people this?



What story was the Apple sharing with the other Fruits in the locker room?

Encourage the participants to share their perspective and ask students in the room what they believe occurred.

For groups of 30 or less, initiate a whole group discussion where each peer has the option to share with the group. For larger groups of over 30, encourage peers to turn to the people next to them and come up with a point to share with the whole group.

After small discussions, clarify that the Apple was bragging to his friends about touching the Grape without her consent and that this constitutes sexual assault. Judging by what we can see in the Apple's thought bubble as he retells his story we can clearly see that the Grape did not consent to being touched. This is reinforced by the fact we can also see that the Grape was clearly unhappy and uncomfortable with being grabbed.

What is 'Locker Room Talk'?

Start the discussion off by asking participants to define the term 'Locker Room Talk'. Ask peers "What does locker room talk look or sound like? Have you ever heard it yourself?" Give students time to discuss the concept amongst the group before clarifying that 'locker room talk' is usually when a male speaks inappropriately about a woman, in an environment where only other men are present. Locker room talk is negative talk that often takes place in male friend groups, sporting teams, in the playground or 'in the sheds'.



WORKSHOP 2

(iii) Group activity 9: Locker Room Talk (continued)

Locker Room Talk includes making crude, derogatory or sexual comments regarding a girl's body or physical appearance. Locker Room Talk also includes bragging about one's sexual relations with a girl. This is not to say that healthy and helpful conversations about relationships and sex are not allowed, it is important to stress that seeking advice or support from peers is ok as long as it ensures the safety, confidence and respect of both parties. Ensure participants understand that such degrading talk is extremely damaging because it reinforces toxic masculinity and harmful attitudes towards young women. In this video we can see the Apple is clearly bragging about how he grabbed the Grape and shares this with mates to boost his own ego and confidence.

Emphasise to your group that this form of behaviour views women as possessions and sexual objects to be taken advantage of, rather than actual human beings with human rights. Make it clear that locker-room talk does NOT show respect towards women: it degrades them, humiliates them and makes them feel undervalued.

End the discussion by stating that in today's society, there is no room for locker room talk.

How would the Grape feel about the Apple telling people this?

Discuss that the Grape would be feeling objectified and hurt. She might be hurt because she did not want to be touched. Grape would also feel hurt because Apple is bragging to other people about hurting her.

What should the other Fruits say?

Encourage the participants to feel empowered to say phrases calling out the Apple's disrespectful behaviour. Suggest phrases such as, "That's not cool", "That's not respectful" or even, "What if someone was speaking about your sister that way?"

Encourage the participants to understand that the Apple's teammates have the ability to either call out the disrespectful behaviour or allow the behaviour to hurt someone.

What If the Fruits do not say anything?

Explain that the Pear, Peach and Pineapple are all bystanders who have the power to challenge the Apple's message.

Discuss that if bystanders do not intervene, the perpetrator will feel confident in expressing disrespectful views towards women. By not saying anything, Apple's friends send the dangerous message that locker room talk is acceptable and that degrading women is ok.

WORKSHOP 2

7i. Part 8: Takeaway tips

(i) Aims and outcomes

Aim: Aim to revise the session content.

Outcome: To reinforce that there is a clear line between acceptable and harmful behaviour.

What are some takeaway tips to take away from today's session? Ask peers for 1-2 points that they've learnt from today's session (as previously done in session 1).

(ii) Group activity 10: Takeaway tips



Asking peers for their own input and summarising their own learning is important as it ensures their voices are heard and valued by facilitators and any adults who may be present in the room.

Some key takeaway points:

- Where to draw the line between healthy vs. toxic.
- Able to name 2-4 types of violence from the Power and Control Wheel.
- Recalls laws re: consent and age of consent, or sexting.
- After 3-4 people have shared their own tips, repeat some of our own which link back to our SESSION AIMS & KEY MESSAGES.

After today's session you should all be able to:

- Name two examples of power and control from the Power and Control Wheel (i.e. emotional abuse and denying).
- Be more familiar with laws surrounding age of consent and sexting.

Session outcomes

- Understand the harmful effects of violence, and how violence is preventable.
- Understand what **HEALTHY** and **HARMFUL** behaviour looks like in a relationship.
- Understand we all have the right to be free of abuse and violence.
- Navigate through your own relationships & friendships healthily with the right skills, tools and knowledge we have discussed today.



WORKSHOP 2

(iii) Keeping safe online

What to do if you have sent a sext/nude that you wish you hadn't, or you become aware that someone has shared a sext/nude that you sent:

- 1. Stay calm and delete.**
- 2. Report it to the online platform it was shared on (i.e. Facebook, Twitter, Instagram etc.); to school; to a trusted adult; to your parents.**
- 3. The police may need to be involved.** The Police sometimes need to become involved in sexting cases where creating and/or distributing sexual images with minors constitutes the production and/or distribution of child pornography. Where the Police are involved, it's best to be honest. Tell them how the video/image was made and where it might have been sent/posted. They will want to know who was involved and whether there was consent from all involved.
- 4. Take care of yourself.** Avoid looking at the video/image and any comments. Distract yourself by spending time with friends and family that you trust. Remember to stay positive. Many people have had similar experiences. Stay strong, you will be ok.

Office of the eSafety Commissioner. (2018). Sexting: What do I need to know?

Retrieved from <https://www.esafety.gov.au/esafety-information/esafety-issues/sexting>

WORKSHOP 2

(iv) Where to get help

WHERE TO GET HELP?

Can't talk to your friends or your family about issues you are having?
There is a range of help available to you. These include:

1800RESPECT
NATIONAL SEXUAL ASSAULT, DOMESTIC
FAMILY VIOLENCE COUNSELLING SERVICE

1800 737 732



**Kids
Helpline**
1800 55 1800



Lifeline
13 11 14

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Note: As previously done in Session 1, we repeat this process again at the very end.

Where can we find help?

Here we mention the services available to peers that they have full access to for any confidential support. These services include but are not limited to **1800Respect, Kids Helpline and Lifeline.**

We strongly encourage peers to confide in a **trusted adult, teacher or staff member** if they feel they are struggling. Emphasize that if they are struggling with any of the issues we have spoken about today, there are a wide range of services available **24/7** which can help him.

For Emergency situations, always contact 000.

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Images

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