

stay safer

PREVENTING SEXUAL VIOLENCE

A TRAINING PROGRAMME
FOR WOMEN WITH
PSYCHO-SOCIAL DISABILITIES

GRANT AGREEMENT NUMBER — 881693 — STAY SAFE



Co-funded by the Rights,
Equality and Citizenship Programme (RE
Programme of the European Union

Call: REC-AG-2019

Action grants 2019: RIGHTS, EQUALITY AND CITIZENSHIP WORK PROGRAMME



Document developed within the Action grants 2019: Rights, Equality And Citizenship Work Programme "StaySafe: preventing and responding to sexual violence against women with disabilities" Project number: 881693



See the [licence to use](#)

The content of this report represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

Authors:

The Stay Safe project partnership under the coordination of EDRA (Greece)

Index

- The approach/Methodology/learning methods 2
- Creative drama techniques 2
- Learning outcomes..... 4
- The content of the training program 4
- Lessons plan and learning hours..... 5
- MODULE A – INTRODUCTION TO SEXUAL VIOLENCE / HARASSMENT 6
- MODULE B – CONSENT 21
- MODULE C– Recognition of an abusive situation 27
- MODULE D– Saying no..... 38
- MODULE E – SEEKING HELP 46

Training programme for women with psycho-social disabilities

The learning objectives of the programme for women with psycho-social disabilities

The learning outcomes of the training model targeted to women with psychosocial disabilities are based on the emerged competencies mapped in the fieldwork of the Stay Safe SoA.

The competencies emerged in Stay Safe field work with women with psychosocial disabilities define the priority of four educational axes which are considered the most important for the women themselves: **Consent • Recognition of risky /abusive situations • Capacity to say "no" • Ask for help and report**

Learners by the end of the implementation part will be able to:

- Understand what is sexual violence and its' consequences
- Recognize, react and report to sexual harassment episodes
- Understand what is "consent" and that they are allowed to say "no" to unwanted sexual intercourses
- Recognize the role of professionals and services in the area of prevention and treatment that can provide them help and support and improve their confidence in reporting.

The approach/Methodology/learning methods

It is suggested to use face-to-face training as a preferred methodology for women, while open educational resources in digital format will be also developed to ensure further mainstreaming of the key messages and to allow a broader public to access them.

During face to-face sessions it is recommended to use Creative drama techniques which would enable participants to better understand the conveyed message compared to lectures, to practice the acquired skills through simulations (particularly useful in case psycho-social disabilities are associated, as it sometimes occurs, with intellectual disabilities) and to create an open and safe environment for sharing.

Creative drama techniques

Creative drama is a type of theatre used for educational purposes that helps work on social skills and academic subjects using theatre games and improvisations while being led by a trained instructor. It provides a safe environment for learners to explore behaviour, ideas, creativity, and school subjects. Ultimately, creative drama is an out-of-the-box approach to learning that engages imagination, concentration, and sensory awareness in a theatre environment (Creative Drama: Definition & Example).

Creative drama builds on the elements of play to create a learning atmosphere that targets social growth and academic improvement.

Learners can do role-playing exercises to learn about themselves and others socially, and dramatizing a story allows learners to find new alternatives and make decisions. Creative drama is not formal, and no written scripts are used. The dialogue in the exercises is improvisational and based on stories and subjects discussed and developed by the participants.

These activities build self-discipline, self-esteem, and relationships with others. The art of creative drama lies in technique, and the exercises explore the imagination, dramatic technique, sensory awareness, and concentration.

Creative drama incorporates the following techniques:

- **Pantomime** technique. Pantomime is the expression of non-verbal communication, showing how much we can say without speaking and how much we communicate with gestures.
- **Improvisation** technique. Improvisations are scenes that are planned in advance, but the action and dialogue are performed spontaneously in the moment.
- **Role-playing** technique. In role-playing, the participants act out a life problem and play different roles in the scenario.
- **Sense memory improvisation** technique. With sense memory improvisation, the exercises emphasize the five senses - sight, smell, sound, touch, and taste - and also work on sound and visual perception. We experience life through our senses, and seeing and hearing are essential tools for reading and reading comprehension.
- **Emotions**. Participants are encouraged to express and understand their emotions with these exercises. They have a safe place to explore their own feelings and the feelings of others through role-playing.
- **Characterization** improvisations teach the similarities and differences of people, such as physicality, culture, age, religion, and ethnicity. Participants can learn about real people and characters in literature, and they experience how to think, feel, move, and behave like the person they are portraying.
- **Dialogue**. Participants use dialogue to express their thoughts, ideas, and feelings. They can discuss and organize the dialogue in the scenes they act out, and then, after the scenes are performed, they express their responses to the scenes.
- **Story dramatization**. The participants act out stories they write, enjoy, or have heard previously. They can also create stories to dramatize in small groups.

Learning outcomes

After completing the training course learners will be able to:

- Understand the difference between healthy relationships and violence?
- Understand what does it mean to provide consent to an intimate relationship / sexual intercourse
- Understand what are the consequences of a lack of consent
- Understand how to recognize an abusive / risky situation
- Identify signals of an abusive / risky situation
- Exercise their capacity to say “no”
- Understand that they can ask for help in case they are victims of abuse
- Learn to whom they can turn to in case they need help

The content of the training program

Introduction to sexual violence / harassment

This is an introductory section supporting women in understanding in practical terms what it is that we call sexual violence / harassment (so for example including pictures, jokes, texting...) and in identifying which are the characteristics of healthy / desired relationships vs. abusive ones (for example, who to distinguish flirting and harassment). In this session participants could also be helped in reflecting on the possible consequences that abuse can have on them.

Consent

The aim of this section should be to understand that every sexual intercourse can only be performed if both parties genuinely consent to it. Participants are helped to discuss what consent mean to them and reflect on personal boundaries. The concept that our bodies belong to us could also be introduced.

Recognition of abusive situations

This session is focused on engaging participants in recognising signs of abusive situation: what it is that should make them think that they might be at risk and in implementing a protection plan.

Saying no

This session is dedicated to empower participants about the fact that they are allowed to say “no” to unwanted sexual relationships and to train them to be assertive in saying “no”.

Seeking help

This session is dedicated to encourage participants to share with someone they trust situations in which they feel uncomfortable or at risk. The message that it is ok to talk about sex-related issues should be conveyed, together with the fact that there are secrets that can be kept but others that should be disclosed.

Lessons plan and learning hours

The duration of the training course is 10-12 hours in total (5 module for 2 hours approximately each).

MODULE A – INTRODUCTION TO SEXUAL VIOLENCE / HARASSMENT

Theme	INTRODUCTION TO SEXUAL VIOLENCE / HARASSMENT
Goal(s) and objectives	This is an introductory section supporting women in understanding in practical terms what it is that we call sexual violence / harassment (so for example including pictures, narratives, texting...) and in identifying which are the characteristics of healthy / desired relationships vs. abusive ones (for example, how to distinguish flirting and harassment). In this session participants could also be helped in reflecting on the possible consequences that abuse can have on them.
Learning outcomes	At the end of this module the learner will: <ul style="list-style-type: none"> • Have a better understanding of what is sexual violence and what examples illustrate it • Understand the difference between healthy relationships and violence
Methods	Ice-breaker game Guided discussions
Duration:	3 hours face to face – E-learning (cartoon-like video of 3 min)
Resources needed:	<ul style="list-style-type: none"> • Ball of yarn • Flipchart and markers, pencils • Blank paper sheets • Masking tape • Copies of Handout 1. Relationship rights / a copy for each participant • Copies of Handout 2. Sexual violence / a copy for each participant • Assessment test / a copy for each participant
Order of activities	<ul style="list-style-type: none"> • Welcome and introduction (5 min.) • Q&A session (10 minutes) • Ice-breaker game (Fact web) (5-10 min.) - Worksheet 1.1

	<ul style="list-style-type: none"> • Defining common rules (10-15 min.) - Worksheet 1.2 • Cartoon video presenting the topic • Discussion on what are relationships (30 min.) – Worksheet 1.3 • Distinguishing healthy and unhealthy relationships game (30 min.) – Worksheet 1.4 • Short break (15 min) • Drawing healthy/unhealthy relationships (30 min.) - Worksheet 1.5 • Exercise to define sexual violence (30 min.) – Worksheet 1.6 • Closing activity (10 min.) - Worksheet 1.7 • Wrap up, assessment test and conclusions (10 min.)
Evaluation	Assessment of the session
References	<p>PERSONAL SPACE: A Violence Prevention Program for Women developed by The Arc of Maryland, in partnership with The Arc of Southern Maryland and The Arc of the United States Available from:</p> <p>http://www.icasa.org/docs/illinois%20imagines/mini%20module%204%20education%20guide.pdf</p>
Handouts	<p>Handout 1. Relationship rights</p> <p>Handout 2. Sexual violence</p>

Worksheets for the face to face session

Worksheet 1.1 – Ice-breaker game (Fact web)

Objective: To get comfortable together before the session.

Duration: 5-10 minutes

Implementation:

Have students sit in a circle.

Hold a ball of yarn and explain to students that they will share one fact about themselves, hold on to the end of the string and throw the ball to another student, who will then do the same. Categories of facts can include: favourite animal, favourite food, favourite colour, etc. You can use a few categories within this one game.

When all students have had a turn, they will see that they have created a web. After a few rounds participants should start throwing the ball backwards (to put all the yarn back into a ball) by also saying their likes or dislikes moderated by facilitator (favourite month, favourite season, favourite tea, etc.).

Worksheet 1.2 – Defining common rules

Objective: To define work in group rules.

Duration: 10-15 minutes

Implementation:

The facilitator prepares a blank sheet of paper (A3/A2). While the participants are sitting around the paper, the facilitator asks to think about rules that should be followed by everyone during these training sessions. Ask: *“What rules can help you to share your thoughts in this classroom?”*. The facilitator can start with an example and then writes down the rules suggested by participants on the sheet. The rules may include: Talk one by one; Do not interrupt the speaker; Say truth; “Stop” right – disclose as much as feels safe; Turn off the phones; Be positive; Etc.

After the rules are defined, the facilitator explains that everyone here is following confidentiality. One may say: *Confidentiality is about privacy and respecting one another. It means that we shouldn't share someone's personal details with others unless that person has said we can. This means that no one outside our sessions will be given information about you that we cover during our activities. This applies to each of us so that we could feel safe and open to one another.*

Worksheet 1.3 – What are relationships?

Objectives: To define relationships and identify relationships in participants' lives; To identify characteristics of healthy relationships

Duration: 30 minutes

[Preparation: Before the session begins, use five pages of the flip chart to list each type of relationship on a different page: Strangers, Acquaintances, Friends, Family Members and Intimate Partners. Tape these five pages on the wall around the room.]

Implementation:

Explain the following: *We all have different types of relationships in our lives: Strangers, Acquaintances, Friends, Family Members and Intimate Partners.*

Start with Strangers, and ask the group to define Stranger. If participants are struggling, give them one characteristic of a stranger as an example (“someone you do not know”). You can give an example at the beginning of each new type of relationship. Write answers on that flip chart page. Move to each flip chart page and do the same. The responses should include the following key concepts; you may need to prompt the women with questions or suggestions.

1. Stranger

- someone you may have just met and know little or nothing about
- someone you have never met before (someone you pass on the street)

2. Acquaintance

- someone you know, but not well
- someone you do not spend personal time with
- someone you do not share personal feelings with
- someone you have not known for very long
- examples can include the checkout person at the grocery store, the van driver, etc.

3. Friend

- someone you like to spend time with
- someone you can share personal feelings with
- someone who likes to help you
- someone who likes you for who you are, not what you have
- someone you have known for a long time

- someone who cares about your preferences and doesn't try to talk you into something you don't want to do

Also, discuss in more detail the various names for friends and the differences between what these names mean. Examples include:

- Best friend (or close friend): a person(s) with whom someone shares extremely strong interpersonal ties as a friend.
- Acquaintance: a friend, but sharing of emotional ties isn't present. An example would be a coworker with whom you enjoy eating lunch, but would not look to for emotional support.
- Soul mate: the name given to someone who is considered the ultimate, true, and eternal half of the other's soul, in which the two are now and forever meant to be together.
- Cross-sex friendship: is one that is defined by a person having a friend of the opposite sex: a male who has a female friend, or a female who has a male friend.
- Roommate: a person who shares a room or apartment (flat) with another person and does not share a familial or romantic relationship.

4. Family Members

- someone who is related to you
- someone who you grew up with
- someone you live with
- someone who helps look out for your needs
- Family members include: mother, father, brother, sister, cousin, aunt, uncle, grandmother, grandfather, nephew, nieces, brother-in-law, sister-in-law, and other relatives.

5. Intimate Partners (Boyfriend/Girlfriend/Husband/Wife)

- someone who you are intimate with
- someone you kiss with
- someone you can have children with
- someone who you trust and who trusts you
- someone you are attracted to and is attracted to you
- someone you share personal feelings with
- someone who cares about your preferences and doesn't try to talk you into

Now go around to each sheet on the wall and ask participants to identify each type of relationship in their lives by describing the relationship and sharing the person's name (if applicable). (For example, "James is my family because he married my mom." Or "Larry is my

intimate partner because we kiss and talk about our feelings." Or "Mary is my friend because we watch movies together.")

Now ask the group what it means to have a good relationship with someone. Ask them to describe a good relationship. Write responses on another flip chart page.

Answers may include:

- They respect you
- They love you
- They take care of you
- They protect you
- They spend time with you
- They listen to you
- They care about you
- They are there for you when you need them

Note that you have their descriptions of a healthy relationship indicate that when you have a healthy relationship with someone, he/she does not hurt your body (rub hand along your arm as you say this) and he/she does not hurt your feelings or make you feel bad (rub your heart as you say this). When doing the gestures (rub hand, rub heart) do it once by yourself and then ask participants to repeat after you and do it one more time while repeating "...does not hurt your body" and "...does not hurt your feelings). When you are in a good relationship with someone, they help you stay safe and stay away from any risk of harm. Stress this point by asking: "If you have a good relationship with someone, do they hurt your body? Do they hurt your feelings? Do they make you feel bad or good? Do they help keep you safe or put you at risk of harm?"

Close by reminding the group members that we all have relationships, and we deserve respect from the people in relationships with us.

[Source: Adapted from <http://www.icasa.org/docs/illinois%20imagines/mini%20module%204%20education%20guide.pdf> and PERSONAL SPACE: A Violence Prevention Program for Women developed by The Arc of Maryland, in partnership with The Arc of Southern Maryland and The Arc of the United States)]

Worksheet 1.4 – Thumbs up / thumbs down game (distinguishing healthy / unhealthy relationships)

Objective: To distinguish between healthy and unhealthy relationships

Duration: 30 minutes

Implementation:

Talk to the participants about some of the qualities of safe, healthy relationships. Firstly, give them an example “it is a healthy relationship when you respect each other”. Then give participants an opportunity to come up with their ideas and write each one down on a flip chart.

The responses should include:

- People don't hurt your feelings or your body.
- People care about you.
- People respect you.
- People treat you like you are valuable.
- People make you feel good, not bad.
- People can be trusted.
- People treat you like an adult.
- People are honest with you, and you can be honest with them.
- People don't lie to you or play tricks on you.
- People help you stay safe and do not put you at risk of harm.

(if participants did not mention some of them you can add them to a flip chart in the end and ask them if they agree that this is a sign of a healthy relationship)

Tell the participants that people do things in relationships that are both healthy and unhealthy. Slowly read the statements below. After reading each statement, ask the group to vote, using their thumbs, on whether the behavior in each statement is healthy (thumbs up) or unhealthy (thumbs down).

- A friend shares her personal feelings with you.
- Someone lies to you.
- A close friend gives you a massage for the muscles of your back
- A boyfriend hits you.
- A friend keeps calling you “stupid.”
- A family member throws a birthday party for you.
- Someone tells you they are proud of you.
- A boyfriend pressures you to have sex.
- A friend tells someone else a secret you shared with her/him.

- Someone keeps borrowing money from you and never pays it back.
- Your friend asks you to steal something from a store.
- A friend tells you that you look nice today.
- Distribute the Relationship Rights handout (Handout #1) and remind

the group that they each have rights in every relationship:

- You have the right to be respected.
- You have the right to be treated and spoken to like an adult.
- You have the right to be treated in a caring way.
- You have the right to be treated as a valuable person.

(Source: Adapted from PERSONAL SPACE: A Violence Prevention Program for Women developed by The Arc of Maryland, in partnership with The Arc of Southern Maryland and The Arc of the United States)

Worksheet 1.5 – Drawing healthy/unhealthy relationship

Objective: To illustrate how healthy and unhealthy relationships look like.

Duration: 30 minutes

Implementation:

The facilitator distributes blank paper sheets and pencils/pens to each participant.

Tell the participants that they will be asked to do some drawings now but it should be something simple and symbolic and they do not have to make a nice picture. The facilitator tells participants that she will draw too and that in the end everyone can show the drawings to each other.

- Firstly, they are given a task to draw two people who would illustrate a healthy relationship – what are they doing, how are they looking, etc.
- After that, participants are asked to draw two people on another paper sheet who would illustrate an unhealthy relationship – what is bad for a relationship, what would make them feel bad in a relationship, etc.
- At the end, the facilitator shares her drawings first to set an example and participants share their drawings and thoughts in a group discussion.

Worksheet 1.6 – What is sexual violence?

Objectives: To define sexual violence; To identify examples of sexual violence

Duration: 30 minutes

Implementation:

Tell participants we are going to talk about sexual violence. Tell them sexual violence is referred to using a lot of different names. Ask if they know some words used to name sexual violence. Write their responses on a flip chart. Make sure the following are included:

- Sexual abuse
- Sexual assault
- Rape
- Sexual harassment
- Child abuse
- Incest

Now tell participants you want to discuss how to know if an act or behavior is sexual violence. Tell them there are three primary ways to know if someone is being sexually abusive.

Is it Sexual? Tell the group you will be talking about what makes someone's actions or touches or speech sexual. Ask the group for ideas and write their input on a flip chart. You may need to ask questions to guide this discussion. Is it sexual if:

- people are using sexual words?
- people are kissing and hugging?
- people are touching private parts?
- someone is partly or all the way undressed?
- someone takes pictures of someone else naked?
- people show each other pornography (naked pictures and magazines)?

Ask the group if they agree on the list of things that are sexual. Try to get agreement on this list.

Who is Doing it? – Tell the participants some people should never have sexual contact with you. Ask the group for ideas about who should not be sexual with them. Write their ideas on a flip chart. Make sure the list includes:

- family
- teachers
- employers
- supervisors
- doctors, dentists
- counsellors
- caregivers
- people who have power over you – ask for examples of who has power over them

These people should not be sexual toward you because of the law or because of power differences. Remind the participants if a woman with a disability chooses to engage in sexual activity with a caregiver or support worker, she must be aware of the power dynamic and be careful about entering into this type of relationship.

Tell the group that sometimes abusers get consent by using threats, tricks or bribes. Ask the group to give examples of each and write them on the flip chart. Help the group, as needed.

Threats are when somebody says "if you don't do ____, then ____ will happen."

Or, "I'll do ____ if you don't do ____."

Tricks are when somebody fools you or plays a game on you. For example, they may say "We are going to play doctor, and doctors touch private parts." Or "If you come with me we can have special time together but you can't tell anybody."

Bribes are when somebody offers to give you something in exchange for something else. For example, they may say, "I'll buy you ice cream if you kiss me" or "If you touch my penis, I'll buy you a new video."

Note that when someone gets consent by using a threat, trick or bribe, that isn't really consent because it wasn't given freely or willingly.

Review with the group the three primary ways to identify sexual abuse and sexual violence.

1. The conduct is sexual.
2. The conduct is by someone who should not be sexual toward you.
3. You don't consent or say yes.

Give the participants the **Handout 2. Sexual violence**.

Worksheet 1.7 – Closing activity

Objective: To end the session.

Duration: 10 minutes

Implementation:

Participants think about the day, their well-being and evaluate it by pointing 1, 2, 3, 4 or 5 fingers. The more fingers shown, the higher the rating. If participants want (recommended), they may explain commenting on why they have pointed the exact number of fingers.

The facilitator organizes a short group discussion where each participant names what she has learnt in today's session.

Handout 1. Relationship rights

- You have rights in every relationship.
- You have the right to be respected.
- You have the right to be treated and spoken to like an adult.
- You have the right to be treated in a caring way.
- You have the right to be treated as a valuable person.
- Someone who cares for you doesn't hurt your feelings and doesn't hurt your body. They make you feel good, not bad.

THESE RIGHTS ARE PART OF A HEALTHY RELATIONSHIP!

Handout 2. Sexual violence

WHAT IS SEXUAL VIOLENCE?

- Sexual violence has a lot of forms and a lot of names. Some people call it rape, sexual assault or sexual abuse. Sexual violence can include:
- Being forced to listen to someone talk sexually to you
- Being forced to look at or participate in sexual pictures or movies
- Being forced to kiss someone
- Being forced to look at or touch someone's private parts
- Being touched in a sexual way when you don't want to be touched
- Being forced, tricked or manipulated to have sex

SEXUAL TOUCH

Unless you say yes, it is wrong for someone to touch you in a sexual way. If this happens to you, tell someone. Keep telling until you get help.

MODULE B – CONSENT

Theme	MODULE 2 - CONSENT
Goal(s) and objectives	The aim of this session is dedicated to empower participants to understand that every sexual intercourse can only be performed if both parties genuinely consent to it. Participants are helped to discuss what consent means to them and reflect on personal boundaries.
Learning outcomes	At the end of this module the learner will: <ul style="list-style-type: none"> • Have deepened through concrete examples the theme of consent • Understood about her personal space • Have exercised her capacity off personal boundaries • Learned to identify personal limitations
Methods	<ul style="list-style-type: none"> • Projection play • Creative ball game • Interactive exercises • Guided discussion
Duration:	2 hours face to face
Resources needed:	<ul style="list-style-type: none"> • Flipchart and markers • Post-it, papers, pens • Various sizes of balls from soft stress balls to Pilates mini, medium and large soft exercising balls, props, long rope to create a circle • A second invited facilitator (gest actor) will be introduced to the team, where together with the main facilitator will create projected stories of intimate interaction. • Require participants to wear comfortable clothes • Assessment test / a copy for each participant or a common one.

<p>Order of activities</p>	<ul style="list-style-type: none"> • Welcome activity. Warming up (10 minutes). As the proposed activities for the module of consent will be physical for the most part, the participants will begin to exchange/ pass the balls between them. By this activity, a playful atmosphere will be created, but much more importantly by exchanging different balls/props between them, they will come closer to the sense of how we may or may not permit someone to come closer to our bodies, meaning our personal space. • Cartoon video presenting the topic • Projected play on personal boundaries (30 min.) – Worksheet 2.1 • Our personal boundaries and the others (30 min.) – Worksheet 2.2 • May I have your ball? (20 min.) - Worksheet 2.3 • Short break (10 min) • Discussing what we have learned today(10) • Wrap up, assessment test and conclusions (10 min.)
<p>Evaluation</p>	<p>Assessment of the session</p>
<p>References</p>	<ul style="list-style-type: none"> • Improv & Consent: Why "Yes, And" Doesn't Always Mean Yes. How you can bring this to your classroom and ensemble: Be proactive. Focusing on listening to understand, rather than to respond. Make more eye contact. 'Yes And' how you want to. Create a space where we can share our boundaries. Understand consent. Available from: https://www.themakingbox.ca/blog/2018/4/17/improv-consent-why-yes-and-doesnt-always-mean-yes • What You Need to Know About Consent and Disability. Available from: https://www.vice.com/en/article/zmp4j4/what-you-need-to-know-about-consent-and-disability • Privacy and people with decision making disabilities guide. Available from: https://www.ipc.nsw.gov.au/privacy-and-people-decision-making-disabilities-guide+
<p>Handouts</p>	<p>Handout – 1</p> <p>Handout - 2</p>

Worksheets for the face to face session

Worksheet 2.1 –Projection play

Objective: give concrete examples of situations in which there is violation of the personal boundaries

Duration: 30 minutes

Implementation: **Personal boundaries** are guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits. They are built out of a mix of conclusions, beliefs, opinions, attitudes, past experiences and social learning.

According to some counselors, personal boundaries help to define an individual by outlining likes and dislikes, and setting the distances one allows others to approach. The facilitator with the assistance of a guest actor will offer projection play of possible personal boundaries violation scenes.

Examples of Personal Boundaries

- Go through my personal belongings...
- Criticize me...
- Make comments about my weight....
- Take their anger out on me....
- Humiliate me in front of others....
- Tell off-color jokes in my company...
- Invade my personal space....
- Uninvited intimate behavior...

Ways to Build and Preserve Better Boundaries

- Name your limits. You can't set good boundaries if you're unsure of where you stand. ...
- Tune into your feelings. ...
- Be direct. ...
- Give yourself permission. ...
- Practice self-awareness. ...
- Consider your past and present. ...
- Make self-care a priority. ...
- Seek support.

The facilitator asks the opinion of the participants for the projected scenes and discussion follows.

Worksheet 2.2 A – Our personal boundaries and the others.

Objective: make participants to understand the importance of personal space

Duration: 30 min

Implementation: This exercise is based on the interaction which the participants will have by passing or giving the props and the different soft balls between them. It is a physical activity following the earlier warm up welcome activity. Different sizes request different effort and different approach to others. How close can we be with others? How close we need to be with others as the interaction differs and is this something that interferes to our personal space?

SKILL TO LEARN: Allowing socially comfortable space between you and another person.

CENTRAL UNDERSTANDING: The participants become aware what “personal space” means. To respect someone’s personal space means to stand approximately an “arms’ length” away from him or her. Giving people personal space is respectful.

Personal Space Circle

In this activity, use a long rope to create a circle on the floor. Overlap the ends so that the circle can be made bigger later. Sit one participant in the circle and explain that personal space is smaller for people that we feel very close to, such as parents and siblings. Then, make the circle a bit larger and explain that the circle gets a little bigger for friends and teachers, because we know them but aren’t as close to them as family. Last, make the circle as large as it can be and explain that for strangers, the personal space circle is much bigger.

Available from: <https://oureverydaylife.com/personal-space-exercises-games-12082538.html>

Worksheet 2.2 B (alternative to the previous one) – May I have your ball?

Objective: To practice identifying what unwanted behavior is.

Duration: 20 minutes

Implementation:

1. Inform participants that a key part of the definition of sexual assault is the word **UNWANTED**. People have the right to say NO to sexual activity. When someone says no, it is the responsibility of the other person to respect the NO and STOP the activity. In other words, if there is not consent for the activity, it should not happen. (Note: You may or may not want to add the point about consent being a little tricky towards the level of psychosocial disability of the participants. 2. Presenter, ask to borrow someone's (gest actor) ball. Ask all the participants:

- Did I have permission to take the ball?
- How did I establish or get permission?
- Return the ball to the owner.

3. Then ask the team to pretend it is the next day and you are back in the group. Using the same participant, (gest actor), walk up and take the ball. Be certain to get the ball, but don't use any force.

- Did I have permission to take the ball?
- Can't I just assume that she will let me have the pencil because she let me borrow it yesterday?
- They more or less "deserve" to have their ball taken, just leaving it out for anyone to take.

4. After the demonstrations, ask the participants how consent or lack of consent with the ball is similar to consent with sexual activity.

- How do you know when it's okay to move forward? How do you know when you have offered consent? What is boundary testing?
- Does consent for sexual activity on one occasion mean there is always consent?
- Does consent for one type of activity (e.g. kissing) mean you have consent for all other activity (e.g. intercourse)?

5. Summarize with the following points:

So, of course we don't blame (name the participant) for someone taking her ball, nor do we think I had the right to take it. Because I didn't have that right! I didn't ask.

There is obviously a difference between the ball and the physical action. When I take Marias ball, I can give it back to her without any harm to her body or self. If someone hug or kiss someone without consent, he can't take that back.

How many people in here want to be harassed or assaulted? How many want to harass or assault another person? Usually no one will raise the hand. So, what is the one way we can make sure what we are doing is consensual? Ask. Just like with the ball, I need to ask permission.

Now, most of us think asking to give a hug or to put our arm around somebody is strange or awkward. And that might be true. But I think it's a lot more awkward to cross someone's boundary in a way that makes them feel uncomfortable. And asking doesn't have to be: "Could I please, possibly-would it be ok if I had the honor of putting my arm around you?" Use your own words, and what makes you comfortable.

Finally, what message does it send to the other person when we ask? If my partner asks me before they touch me or kiss me, it might be strange, or surprising at first, it also says to me that I am with a person who cares about my opinion. They are thoughtful enough to ask before they barge into my boundaries. They respect me.

Source: [Virginia Sexual & Domestic Violence Action Alliance](http://www.vsdvaa.org/) (VSDVAA)/ <http://wiki.preventconnect.org/consent-exercises/>

MODULE C– Recognition of an abusive situation

Theme	MODULE 3- RECOGNITION OF AN ABUSIVE SITUATION
Goal(S) And Objectives	<p>This session is focused on supporting participants in recognizing signs of abusive situations and for them to reflect upon some basic questions:</p> <ul style="list-style-type: none"> • Am I in an abusive relationship? • Do I need to implement an action plan?
Learning Outcomes	<ul style="list-style-type: none"> • Identify signals of an abusive relationship / risky situations • Learn what are the clues that may indicate an abusive relationship • Learn what are the main risk alarm signals and how to deal with them • Learn some tips and behaviours to help a friend who is suffering violence
Methods	<ul style="list-style-type: none"> • Ice break activities • Improvisation • Case study • Role playing
Duration:	2h face to face
Resources Needed:	<ul style="list-style-type: none"> • Post its • Pens • Sheets • Copies of the scenarios for the role playing (Worksheet 5) • Copies of the questionnaire to assess knowledge (Worksheet 6) • Copies of the questionnaire to rate the session (Worksheet 7)
Order Of Activities:	<ul style="list-style-type: none"> • Welcome and presentation – ice break activity (10 minutes) • Cartoon video presenting the topic • Guided discussion on the clues that may indicate the existence of abuse (30 minutes) • Case study on the serious risk alarm signals (30 minutes)

	<ul style="list-style-type: none"> • Improvisation on how to help a friend who is suffering an abusive situation (20 minutes) • Role playing on how to react if a woman is at life risk or no (20 minutes) • Questionnaire to assess the knowledge (10 minutes)
Evaluation	Assessment of the session
References	https://www.nhs.uk/live-well/healthy-body/getting-help-for-domestic-violence/ https://www.facs.nsw.gov.au/domestic-violence/my-situation/i-want-to-help-someone https://agedout.com/personal-life/abusive-relationships
Handouts	Role playing cards

Worksheets for the face-to-face session

Worksheet 3.1 – Welcome and presentation: ice break activity

Objective: to raise awareness on participants into the theme of violence and create a confident space.

Duration: 10 minutes

Implementation: the facilitator asks participants to pair up with someone they do not know and explains that each pair will have a sculptor and a statue. The facilitator announces the theme: violence (1st theme) and/or afraid woman (2nd theme). The sculptor must shape the statue according to the theme in a limited time (about 3 minutes). The facilitator rings the end of the allotted time and go around the statues asking people to introduce themselves and present their work. It is possible to hold a 2nd round with reversed roles.

Worksheet 3.2 – Clues that may indicate the existence of abuse: guided discussion

Objective: Foster discussion and reflection upon the contents to be covered

Duration: 30 minutes

Implementation: the facilitator asks each participant to write on several post-it the different behaviors which show that a woman is suffering or has suffered abuse. Example: emotions and feelings are messed up, etc...

The facilitator will then pick up the topics which are mentioned and regroup the post-it of a same category together and complete with the following categories. (see the theory included: How do we know if it is abuse?).

Then the facilitator asks the following questions:

- Do you know someone who has been through it? How has she faced it?
- Would you know how to react in case of an abusive situation?
- How will you identify/define an abusive situation?

Note: online this can be done with tools such as Reetro or Ideazboard

Background theory to worksheet 3.2

People can be in abusive relationships with a family member or dating partner. Below there are some warning signs of abuse.

A woman may be in an **abusive relationship** if someone:

- Makes her feel humiliated, intimidated or isolated through their words and actions.
- Stalks or follows her.
- Uses money to hold power over her.
- Uses texting or social media to bully, harass or intimidate her.
- Pressures her with words or actions to engage in sexual activity she does not want to have.

Emotional abuse if her partner:

- Belittles the woman or put her down.
- Blames her for the abuse or arguments.

- Denies that abuse is happening or downplay it.
- Isolates her from her family and friends.
- Stops her going to college or work.
- Makes unreasonable demands for her attention.
- Accuses her of flirting or having affairs.
- Tells her what to wear, who to see, where to go and what to think.
- Controls her money or not give her enough to buy food or other essential things.
- Monitors her social media profiles, share photos or videos of her

- without her consent or use GPS locators to know where she is.
- Tells her that she is lucky as anyone loves her.
- Puts her down or calls her names she does not like.
- Threats and intimidation
- Threatens to hurt or kill the woman
- Destroys things that belong to her
- Stands over her, invade her personal space
- Threatens to kill themselves or the children
- Reads her emails, texts, or letters
- Harasses or follows her

Physical abuse if her partner:

- Slaps, hits, or punches her
- Pushes or shoves her
- Bites or kicks her
- Burns her
- Chokes her or holds her down
- Throws things
- Hurts you and plays it off like a joke or like you made him or her do it.

Sexual abuse if her partner:

- Touches her in a way she does not want to be touched
- Makes unwanted sexual demands
- Hurts her during sex
- Pressures her to have unsafe sex – for example, not using a condom
- Pressures her to have sex
- Does not respect her "NO."

Worksheet 3.3 – Serious risk alarm signals: case study

Objective: to understand what the serious risk alarm signals of an abusive situation are.

Duration: 30 minutes

Implementation: the facilitator can use some audiovisual material as:

- <https://www.nhs.uk/live-well/healthy-body/getting-help-for-domestic-violence/> (EN)
- <https://www.unfpa.org/gender-based-violence> (EN)
- https://www.youtube.com/watch?v=3we_ASyWgpE&feature=youtu.be (ES)
- <https://www.youtube.com/watch?v=1L6HB97lbrQ> (no language; it might be useful for a group with more severe disabilities.)

And ask participants some questions:

- What is the context of the video?
- How do you feel about it?
- What are the different signs these two women listed when they talked about the abuse they were facing?
- What are the different types of abuses and violence showed in the video?
- What alternatives are available?

To facilitate the discussion, the group can be divided in two groups to discuss together the questions. After a while, they go back and explain their answer to everybody.

Background theory to worksheet 3.3

Risk signs can include:

- She fears for her life.
- The aggressor is violent with others.
- She is engaged in violence during pregnancy.
- The frequency and severity of violence intensifies over time.
- Abuse of drugs, especially those that worsen aggression.
- She plans to leave or divorce him soon.
- The partner knows that she has asked for outside help.
- There are already reports of serious injuries.
- There are weapons or guns in the house.

- Episodes of violence also occur outside the home.

Worksheet 3.4 – How to help a friend who is suffering an abusive situation? **Improvisation technique**

Objective: to understand how to help a friend who is suffering or suffered an abusive situation.

Duration: 20 minutes

Implementation: the participants have to improvise a dialogue between two friends (one suffering domestic violence and one who try to help her). They have 5 minutes to prepare themselves and then 5 minutes in total to act.

The facilitator will take some time to explain some tips and behaviors to help a friend, according to the theoretical background.

- Some questions to help the participants to reflect on the subject:
- Would you have reacted like this with your friend?
- What you didn't understand?
- What would be your first reaction?
- How would you have liked to react?

Background theory to worksheet 3.4

How to help a friend who is suffering an abusive situation? Have you ever known someone who was being abused? Did you know how to react? It could be the case that one of the attendees are worried that she may know someone who is being abused, these may be the steps to follow:

- Let her know you have noticed something is wrong.
- She might not be ready to talk but try to find quiet times to talk as opportunities for her in case she would like to share her feelings eventually.
- If someone let you know that she is suffering domestic abuse:
- Listen and never blame her
- Acknowledge her that it takes strength to talk to someone about experiencing abuse
- Give her time to talk but do not push her to talk if she does not want to

- Acknowledge she is in a frightening and difficult situation
- Tell her nobody deserves to be threatened or beaten, despite what the abuser may say
- Support her as a friend, encourage her to express their feelings and allow her to make her own decisions
- Do not tell her to leave the relationship if she is not ready – that's her decision
- Ask if she has suffered physical harm and if she has, offer to go with her to the hospital.
- Help her report the assault to the police if she chooses to
- Be ready to provide information about organizations that offer help for people experiencing domestic abuse

Source: <https://www.nhs.uk/live-well/healthy-body/getting-help-for-domestic-violence/>

Worksheet 3.5 – Life risk or no: Role playing (Optional)

Note: This exercise covers important issues but it also requires that the facilitator knew the abilities of the participants. The facilitator should decide if this exercise will be helpful for the group and if it is applicable depending on the abilities of participants.

Objective: to understand how to react in case of serious risk alarm signals of an abusive situation.

Duration: 20 minutes

Implementation: the facilitator will explain first the theoretical background.

Choose among participants four volunteers who will interpret a woman at risk of life, another one as a woman who is not at life risk, and the last two ones as someone who try to help them. Provide to the three volunteers the role cards and allow them few minutes to read them

Ask the volunteers to perform the play, encouraging the other participants to guess who is who.

Ask the rest of the group to observe and write down what they notice or what they would have done differently.

Encourage group discussion, starting from asking to volunteers: how was it like to perform this role? How did you feel? What was easier and what was more difficult? What the others noticed? Is there anything you would have done differently?

Scenarios (for facilitator):

With the woman at life risk: A woman comes to her friend and confess that she has some troubles at home. She shows her friend the bruises she has and says that she is fearing for her life. Her friend decides to help her and accompanies her to the hospital, because the woman has injuries. While they are going to the hospital, the two women talk and the abused woman decide not to return at home.

With the woman who has no life risk: A woman comes to her friend and confess that she has some troubles at home. She explains that her partner bites her sometimes, but she thinks it is her fault. Her friend decides to help her, explaining to her that abuse is a frequent problem, that she is not responsible. She would explain then that there are services that would help her to go out of this situation.

Worksheet 3.6 – Self assessment about the knowledge (optional)

Note: This exercise covers important issues but it also requires that the facilitator knew the abilities of the participants. The facilitator should decide if this exercise will be helpful for the group and if it is applicable depending on the abilities of participants.

Objective: to evaluate and have a feedback of the theme

Duration: 10/15 minutes

Implementation: the facilitator will give a sheet with questions, and provide some pens to fill out the form. Questions:

- Name 3 ways to find out if someone is suffering from abuse.
- Name two categories of serious risk alarm signs.
- Explain in some words how you would react if a friend comes to you and says that she is suffering from domestic abuse.
- Explain in a few words how would you react if you are at life risk because of an abusive situation.
- Explain in a few words how would you react if you are not at life risk but you are suffering an abusive situation.

Handout

Role playing cards

Friend 1: your friend comes to you and confess you that she has some troubles at home. She shows you her bruises and explain her partner has been violent with her, and he threatened her with death, so she is fearing for her life. So, you decide to help her going to the hospital, because she has injuries. While you are walking, you talk with her about the situation at home, and she decides to leave home.

Abused woman at risk life: you are suffering abuse at home and you decide to go to talk to your friend about it. You confess that your partner has been violent with you, and he threatened you with death, so you are fearing for your life. Your friend decides to accompany you to the hospital, because you have injuries, and on the way, you talk together about your situation. So, you decide to leave home.

Friend 2: your friend comes to you and confess you that she has some troubles at home. She explains that her partner bites her sometimes, but she thinks it is her fault, because she is bipolar. You decide to help her, explaining to her that abuse is a frequent problem, that she is not responsible. You would explain then that there are services that would help her to go out of this situation.

Abused woman who is not at risk of life: you are suffering abuse at home and you decide to go to talk to your friend about it. You confess that your partner bites you sometimes, but you think you deserve it because you are bipolar. Your friend decides to help you, explaining to you that abuse is a frequent problem, that you are not responsible. She would explain then that there are services that would help you to go out of this situation.

MODULE D– Saying no

Theme	MODULE 4 - SAYING NO
Goal(S) And Objectives	This session is dedicated to empower participants about the fact that they are allowed to say "no" to unwanted sexual relationships and to train them to be assertive in saying "no".
Learning Outcomes	At the end of this module the learner will: <ul style="list-style-type: none"> • Have deepened through concrete examples the theme of consensus to an intimate relationship / sexual intercourse • Understood that she can say "no" to situations that she doesn't like • Have exercised her capacity to say "no" • Learned to recognise situations in which she has the right to say "no".
Methods	<ul style="list-style-type: none"> • Role-playing • Creative drama exercise • Guided discussion
Duration:	2 hours face-to-face
Resources Needed:	<ul style="list-style-type: none"> • Flipchart and markers • Post-it, papers, pens • Copies of the scenarios for the role playing (Worksheet 4.1) / 5 copies • Require participants to bring a small object they care about (e.g. a book, a photograph, a pen, a puppet with a value for them) (Worksheet 4.2) • Sheets of paper red and green (Worksheet 4.3) / a pair for each participant • Assessment test / a copy for each participant
Order Of Activities:	<ul style="list-style-type: none"> • Welcome and introduction (5 min.) • Q&A session (15 minutes) • Role-playing on consensus (30 min.) – Worksheet 4.1 • Saying and Showing "NO" Exercise (20 min.) – Worksheet 4.2

	<ul style="list-style-type: none"> • Short break (10 min) • Red light/green light game (30 min.) – Worksheet 4.3 • Wrap up, assessment test and conclusions (10 min.)
Evaluation	Assessment of the session
References	<ul style="list-style-type: none"> • PERSONAL SPACE: A Violence Prevention Program for Women developed by The Arc of Maryland, in partnership with The Arc of Southern Maryland and The Arc of the United States Available from: http://www.icasa.org/docs/illinois%20imagines/mini%20module%204%20education%20guide.pdf • SAFE: A Personal Safety Training Guide for Adults with Disabilities and Care Providers. Available from: https://pcar.org/safe • Lay, Marilyn, Liana Lowenstein, and Geraldine Crisci, Paperdolls and Airplanes: Therapeutic Exercises for Sexually Traumatized Children. Jist Publishing, 1998. Print. Available from: http://www.icasa.org/docs/illinois%20imagines/mini%20module%204%20education%20guide.pdf

Worksheets for the face to face session

Worksheet 4.1 – Role playing on consensus

Objective: give concrete examples of situations in which there is or there is not consensus

Duration: 30 minutes

Implementation: Remind the participants that consent, or permission, means that two people agree to something, explaining that both people have to agree for there to be consent, or permission. If one person does NOT agree, there is NOT consent, or permission. (If necessary, go back to the subject of consensus and give this example: *If you are walking with a friend and you want to hold his/her hand, how do you know if it is okay? If your friend wants to hold your hand, how does she/he know it is okay?* If needed, prompt them with a question: *e.g., maybe you could ask if it is okay?*). Only if both people say "Yes", then it is okay because there is consent, or permission.

Ask the participants to extract the description of a story [if the group is large the exercise can be done in couples] and ask them in turn to read them out loud. At the end of each story, perform it with another trainee. Finally, for each one, ask the group if there is consent.

- Amy and Maria do not know each other. Amy wants to sit next to Maria to know her. She asks if she can sit down with her. Maria says no, thanks. Does Amy have consent to sit with her? Why or why not?
- Robert is happy and wants to hug his colleague José, as their work project has been approved. He asks if José wants a hug and José says yes. Does Robert have consent to hug José? Why or why not?
- Julie and Anna are friends. Julie tells Anna that she has never kissed anyone and asks if she can try with her. Anna says no, she doesn't like to. Does Julie have consent to kiss Anna? Why or why not?
- Paul and Constance are engaged. While they are talking, Paul puts his hand on Constance's leg. She takes his hand and moves it. Is that consent? Why or why not?
- Chris and Terry are dating and return from dinner together. Terry asks Chris if she can come up to his house. Chris says yes, smiling at her. Is that consent? Why or why not? It is consent for what? (explain that Chris can always retire her consent and this is not a consent for kissing, making out or having sex. As well Terry is not asking and giving her consent for kissing, making out or having sex.)

Underline that both people need to say or sign "YES" for there to be consent and that consent can be withdrawn at any time (you can say "yes" initially and then say "no" and change your mind).

Make it clear that if one person says no, then there is not consent, or permission, and the activity should stop. Both people have to agree to the activity for there to be consent or permission. This is respecting someone else's right to choose

[Source: Adapted from

<http://www.icasa.org/docs/illinois%20imagines/mini%20module%204%20education%20guide.pdf> and

PERSONAL SPACE: A Violence Prevention Program for Women developed by The Arc of Maryland, in partnership with The Arc of Southern Maryland and The Arc of the United States)]

Worksheet 4.2 – Saying and Showing “NO” Exercise

Objective: make women practice saying “no”

Duration: 20 minutes

Implementation: [Before this session, participants must have been asked to bring a small object they care about (e.g. a book, a photograph, a pen, a puppet with a value for them)]

This exercise is divided into three interlinked moments:

A) Reinforcing what has been said with the previous exercise, the trainer writes on a blackboard the following points one at time and discuss them with participants, asking if they shared them.

- It is important that each person feels comfortable with the sexual activity and understands what they are agreeing to.
- It is important you know the other person is agreeing to the sexual activity.
- Sexual activity is always a choice.
- Agreeing to kiss is not agreeing to touching, and touching is not agreeing to oral sex or intercourse. Each act requires consent.
- Both people need to consent to all acts.
- Consenting once does not mean you consent forever.
- You can take away consent by saying things like “no” or “stop” or “I don’t want to”.
- You can take away consent at any time by showing you don’t want to do something.
- Sexual activity between a care giver and client is never okay, even if the client consents

After sharing these milestones, the trainer proposes to put into practice what they have been talking about.

B) Let’s practice saying “NO.”

The trainer starts to get the participants used to saying no through the following exercises:

- a) Asking everyone to say several times “NO”, together and loudly
- b) Then going around the room and encouraging each participant to say “NO” individually (without forcing them to)

c) Asking everyone identify one other word that means "NO." (examples could include: "Stop," "I don't want to," "Quit it" or "I don't like that")

Then divide the participants into pairs, and in turn ask one of them to hold the object they have chosen to carry. The other participant must insist on obtaining the object. The participant who in that round will have the object must learn to say no repeatedly, resisting the insistence. After a couple of minutes the roles change. **[Important:** define as rules the lack of use of insults or personal offenses and the lack of use of physicality, as pushes. The exercise is safer if done one pair at a time, so that the trainer can pay maximum attention on the couple]

C) How Can We Show "NO" or "STOP?"

In conclusion to this exercise, the trainer asks each participant to perform a way to show "NO." (examples can include putting your hand up, using your arms or legs to push someone away from you. Discourage physical abuse as a way of showing "NO.")

Worksheet 4.3 – Red light / green light game

Objective: To practice identifying safe and unsafe touch

Duration: 30 minutes

Implementation: Tell participants that if someone is touching you in a way you don't want, it is okay to say "No." If someone is hurting you, it is okay to say "No!". It is okay to say "No" if someone asks you to do something that is against the law or is dangerous. For example, if someone asks you to steal something, or if someone tells you to touch a hot flame you can say "No". It is not only okay, but smart and healthy, to say 'No" to things that are unsafe.

Explain that we are going to play a game about knowing what is unsafe and when to say "No." It is called Red Light/Green Light.

Give each participant one red (stop) and one green (go) paper. Tell the group the red paper is the stop light and the green paper is the go light. You will read a statement. For each statement, the participants must decide if the behaviour is safe or unsafe. If it is unsafe, the group members should hold up the red stop light and say "No! Stop." - as they previously exercise. If the situation is safe, the group members should hold up the green stop light and say "Go!". Practice saying each with the group. Some behaviours are intentionally ambiguous to stimulate discussion. Below are some Red Light/Green Light situations:

- Your mom gives you a big kiss when she sees you.
- Your house parent shows you his penis.
- Your boyfriend holds your hand at the movies.
- Your cousin tells you he will give you a chocolate bar if you let him take naked pictures of you.
- Your teacher gives you a hug after you pass a test.
- Your friend dares you to steal something from a store.
- Your aunt asks you for a kiss after she gives you a birthday present.
- Your older brother asks you to touch his penis and tells you not to tell.
- Your caregiver puts his fingers inside your vagina when he is helping you bathe.
- The boy on the bus next to you puts his hand under your dress.

At the end of the game, state: "If somebody drives through a red stop light, that is unsafe and they could hit someone." If someone uses a secret or unsafe touch with someone, that is also red-light behaviour and it is unsafe. If you experience red light behaviour, say "No".

[Source: Adapted from

<http://www.icasa.org/docs/illinois%20imagines/mini%20module%204%20education%20guide.pdf> and Lay, Marilyn, Liana Lowenstein, and Geraldine Crisci, Paperdolls and Airplanes: Therapeutic Exercises for Sexually Traumatized Children. Jist Publishing, 1998. Print.]

MODULE E – SEEKING HELP

Theme	MODULE 5 – SEEKING HELP
Goal(S) And Objectives	<p>At the end of this workshop, participants should be enabled to distinguish between psychological and physical/sexual abuse and when, how and whom to ask for help, by providing them with a list of supporting agencies to refer to in case of help and tips/instructions on how to request such help.</p> <p>Gather first-hand testimonies through videos or told face to face by women that were able to overcome abusing situations and showing how it is important not to be afraid.</p> <p>Strengthen self-help amongst equals and professional staff and impart its importance to overcome successfully such abuse situations.</p> <p>Address the role of the family (children) and how to deal with them when they witness abuse being perpetrated on their mothers giving effective and practical advice.</p>
Learning Outcomes	<p>At the end of this workshop, women should be able to:</p> <ul style="list-style-type: none"> • understand and detect when they are being abused and distinguish the kind of abuse being enacted upon them: physical, psychological or sexual and also realize when they need to ask for help; • take action (know where to go and whom to ask for help when they feel they are being the victim of abusing situations, and also what kind of help they need to ask for themselves and their children, if any).
Methods	<ul style="list-style-type: none"> • video projection • Guided discussion • Creative exercise / role playing
Duration:	2-3 hours face to face

Resources Needed:	<ul style="list-style-type: none"> • Flip charts and markers for noting down participants' ideas • Computer • Video projector • Chairs/tables • Leaflet Stay Safe Program • Print list with names and phone contacts of help organisations • Masks for the participants and Coaching staff / alcohol gel
Order Of Activities	<ul style="list-style-type: none"> • Welcome and introduction (5) minutes) • Cartoon video presenting the topic and discussion (15 minutes) • Presentation of a video and guided discussion (20 minutes) • Creative exercise (30-60 minutes) • Seeking help activity (30) • Consequences of abuse and the outcome of not seeking help (30-60) • Questionnaire to assess the knowledge (minutes)
Evaluation	Assessment of the session
References	<ul style="list-style-type: none"> • PERSONAL SPACE: A Violence Prevention Program for Women developed by The Arc of Maryland, in partnership with The Arc of Southern Maryland and The Arc of the United States Available from: http://www.icasa.org/docs/illinois%20imagines/mini%20module%204%20education%20guide.pdf • Coronavirus disease (COVID-19): Violence against women: https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19-violence-against-women
Handouts	<p>Handout 1. Leaflet Stay Safe</p> <p>Handout 2. Women's' association against abuse and for supporting abused young women</p> <p>Handout 3. (list of help organisations and contacts)</p>

Worksheets for the face to face session

Worksheet 5.1 – Creative Exercise/Role Playing

Objective: Understand the Danger

Duration: up to 60 minutes

Implementation: Chose 2 women of the two groups of participants and ask them to perform the role of the abuser / victim. See scenarios attached.

Note: if you consider that performing the scene could be too activating for participants, just use the scenario to describe a fictional situation.

Ask participants to identifying in the scene what kind of signals the victim could have noticed to understand that she is in potential danger. List them on the flipchart and highlight that it is important to be aware of signals of abuse to seek promptly for help and avoid escalation (20 minutes)

Worksheet 5.2 – What if something goes wrong? What shall I do? Who can help and support me/ and my kids?

Objective: give evidence of the necessity of help

Duration: 60 minutes

Implementation:

- Create two groups of participants and stimulate a discussion around the following topics: "What if I realise that I am a victim of gender-based violence? What shall I do? Who can help and support me?". List on a flip-chart the answers provided. [Note for the facilitators: if the group is made of participants with and without children, you might create groups based on childbearing status and compare different replies] (15 minutes)
- Comment replies provided by participants and highlight which of the replies refer to seeking help with friends and acquaintances and which refer to available support services. Introduce the concept that there are services which can help women who are victims of violence and explore with participants if they are aware of these services (10 minutes)
- Present a video of a Shelter for abused women as an example (4'25") <https://www.youtube.com/watch?v=Q8SiDMLxvJQ> – *Every country selects a video to consider suitable for the course.* Encourage discussion and explore why they would / would not seek help from this kind of services (10 minutes).
- Boost confidence and trust in public (and private) institutions and law enforcing agencies, showing cases where help was asked and where not, starting the differences of both situations and the resulting outcome. See scenarios provided in attachment (Handout Worksheets 5.2 - 20 minutes)
- Present the StaySafe documentary movie made for this training workshop and then ask to participants to answer to the question "why it is important to disclose the topic of violence against women with disabilities?" – write down replies in the flip-chart. (10 min)

Worksheet 5.3 – Seeking help

Objectives:

- Clarify misconceptions such as shame, fear and reluctance to ask for help.
- Give practical help tools such as contact numbers and help procedures.
- Give example and present one real help institution and encouraging opinions and success cases by one professional consultant.

Duration: up to 45 minutes break included)

Implementation: [Preparation: Before the session begins, use five pages of the flip chart to list each type of relationship on a different page: Strangers, Acquaintances, Friends, Family Members and Intimate Partners. Tape these five pages on the wall around the room.]

Describe a situation in which a woman with psycho-social disability and her two children were victim of gender-based violence (see Handout Worksheet 5.3).

Ask participants by using pedagogical methods how they think things could have gone differently if they had asked for help to any of the five types of connection listed in the flip-chart. For example: what if a stranger had noticed a rude attitude towards the woman across the street? What could he/she have done? .

Use the expression “it's worth it” frequently, highlighting the response time by all the agencies involved in the help chain: mental help staff, authorities, associations.

What to do when children are present? How to deal with the feeling “I can't do it; I won't be able to it”. Discuss in detail all the cases presented and how to reverse all the behaviour derived by mistrust on the institutions. Use active listening, show empathy while steering the listener at the same time towards the path of seeking help, showing how to do it, giving leads and contacts.

Always bear in mind that sometimes women take their children with them to this workshop. It is important to leave specific procedures for helping their children and how to do it. Whenever the question “how can I protect my children” arises, always give a straight answer providing a help line.

HANDOUT Worksheet 5.1

Read the following scenario and be prepared to interpret the part the trainer will assign you.

"A stranger approach you while you are at the bar alone. He insists on sitting at your table and you accept. He says that you are very beautiful and that he wants to know you better; he introduces himself - his name is Mario - and tells you that he is single. He says he noticed you from the street and wondered why such a pretty girl was alone at the bar. You feel a bit embarrassed, but you think he is nice. Mario then starts asking you very personal questions, asking where you live, how old you are and if you live alone; to you the questions seem a bit private, but he is interested in you and you don't want to disappoint him. As you talk, he starts touching your arm and shortly after tells you to get in the car with him to go for a drive. You are a little confused, you have only known each other for a short time, but you follow him because he seems nice after all.

In the car, however, he changes his attitude: he is no longer nice and does not talk anymore, he undresses you and forces you to have intimate relations with him [not to be represented in the role playing, women could "go off stage" and the trainer could narrate this part].

When the sexual intercourse is over, he makes you get down and leaves. You are disoriented and do not understand what has happened, you are alone in an unfamiliar place. You would like to ask for help but you do not know how to do it."

Role 1 – Victim

In this game you represent the victim - Giulia.

You are sitting at the bar alone, drinking coffee and relaxing. A man approaches you, is insistent in asking if he can sit with you, but you think there is nothing wrong and say "OK, you can sit here". He pays you many compliments: this makes you feel beautiful, but also embarrasses you because he is a stranger. You simply answer him "Thank you, you are kind". Mario, this man's name, says he is single and asks you a lot of personal questions - you think he is interested in you. *You answer him honestly saying that your name is Giulia, you live in Modena and you are 30 years old.* While you are talking to him, he touches your arm. *You say nothing and smile a little in embarrassment, he says "sorry" and you say "it's*

ok" you did not dislike his touch. He tells you he wants to go for a drive with you, waves you to follow him, takes you by the hand. You don't know what to do, you look around but you don't know anyone in the bar; you would like someone to ask for advice but at same time you feel gratified he want you to go with him for a ride. In the end you decide to follow him, Mario seems nice and is interested in you: it could become a romance or, at worst, a beautiful kiss! You say nothing and follow him.

You've just been dumped from the car. You don't quite understand what happened, you readjust your clothes which he quickly took off. You look around, you don't know where you are and you are scared. You put your hands over your face and sit down on a bench.

Role 2 - Aggressor

In this game you represent the aggressor - Mario.

You see a lonely girl sitting at the bar, she's pretty and you go up to her to approach her. You ask her several times "Hello beautiful, can I sit with you? Come on, just for a coffee!". She says yes and you sit down. You start telling her things like: "I noticed you from the street and thought: how can such a beautiful girl be alone? I told myself I had to keep you company." Continue by saying: "My name is Mario, I'm single you know? And what's your name? How old are you? Where do you live? Come on tell me more about you." While she is talking to you, touch her arm gently. You decide to go all the way, saying: 'I see you've finished your coffee, why don't we go for a drive? Come on, I'll show you a place!" waving her to follow you and taking her by the hand resolutely.

HANDOUT Worksheet 5.2

Read the following scenarios and underline the elements that seem to you to differentiate the two stories.

Scenario 1

At the age of 32, Irma had a child after a very difficult birth, after which she became depressive and developed schizo-affective disorder with disorientation problems. Since then, she has been taking psychotropic medicines, which have gradually brought the situation under control. Some years later, she started a relationship with a man from another city, and after a few months she moved into his house; however, soon she discovered his problems with alcohol. They often argued and even though he promised not to do drink anymore, he always did it again and again. He became verbally aggressive, every time he drank. Irma realised the problem and so decided to return home. Nevertheless, the psychological violence continued and was constant: he knew about Irma's depression problems and took advantage of them. *"He told me I was a whore, he accused me of stealing his money, he said I made him fight with his son"*. Sometimes she reacts violently and even she tried to strike him with some objects.

Irma decides to report him and the stalker was forbidden to approach her for one year and he was invited to attend a treatment in WWP centre, inviting he hasn't never followed. After the restriction comes the final conviction for stalking. It was important for Irma to have the support of an Anti-Violence Centre, which she only became aware of at the police station at the time of her complaint. *"I contacted that centre," she explains, "and they really helped me. I talked to them, I was able to cry, they were close to me, they supported me, even in moral terms."* Irma found the strength to speak out, to go to an Anti-Violence Centre, and she hopes that all women in her situation have enough strength to react in the right way.

Adapted from:

https://www.fishonlus.it/progetti/multidiscriminazione/azioni/files/Report_Storie_Donne.pdf

Scenario 2

Petra has a daughter with a partner who has a gambling habit and who often raises his hands on the child. Petra never reports him, but sometimes reacts violently and even sends him to hospital. Petra began a series of estrangement and reconnection with her partner, of complaints filed and then withdrawn, of separation from her daughter, who goes under the guardianship of social workers, while Petra searches for a job and accommodation. But she also suffered depression, attempted suicide and was admitted to a clinic. After being discharged, Petra found herself homeless. Despite her record, she decided to return to live permanently at her partner's house, in order to at least manage to find accommodation, even if it was precarious. A new nightmare of violence begins again for her.

Adapted from:

https://www.fishonlus.it/progetti/multidiscriminazione/azioni/files/Report_Storie_Donne.pdf

HANDOUT Worksheet 5.3

Read the following scenario and discuss in the group possible solutions to the situation outlined.

Dolores has a mild cognitive disability and is Latin American. In Italy she married a man who turned out to be violent, a drug addict and a gambler. She had two children with him, but after a few years the relationship started to deteriorate, as Dolores slowly realised numerous deceptions. She recounts: *"He stole money from me and also from my parents. He never stayed at home, not even for dinner with the small children. And then the episodes started. He would throw plates, glasses, the ceramics I had brought from my country at me, even to the point of blows and beatings in front of our children."*

The only person Dolores tells about her situation is her sister, who tries hard to convince her to leave her husband and the house she lives in, but Dolores does not listen to her. She faced with an almost dramatic situation. *"I found out that he was also under threat from usurers,"* she says, *"who controlled him every move until he paid back the money he had borrowed. At home I locked myself in my room with the children. After a week, he left, stealing practically everything, even the rings that my parents had given me and the baptism bracelets of my children"*. Dolores's fear grows: on the one hand, there are the usurers on the doorstep, and on the other, the threats from her husband, who wants to throw her out of the house, but at the same time continues to extort money from her.

What could Dolores do to improve the situation?

Which services could she ask for help?

Adapted from:

https://www.fishonlus.it/progetti/multidiscriminazione/azioni/files/Report_Storie_Donne.pdf

