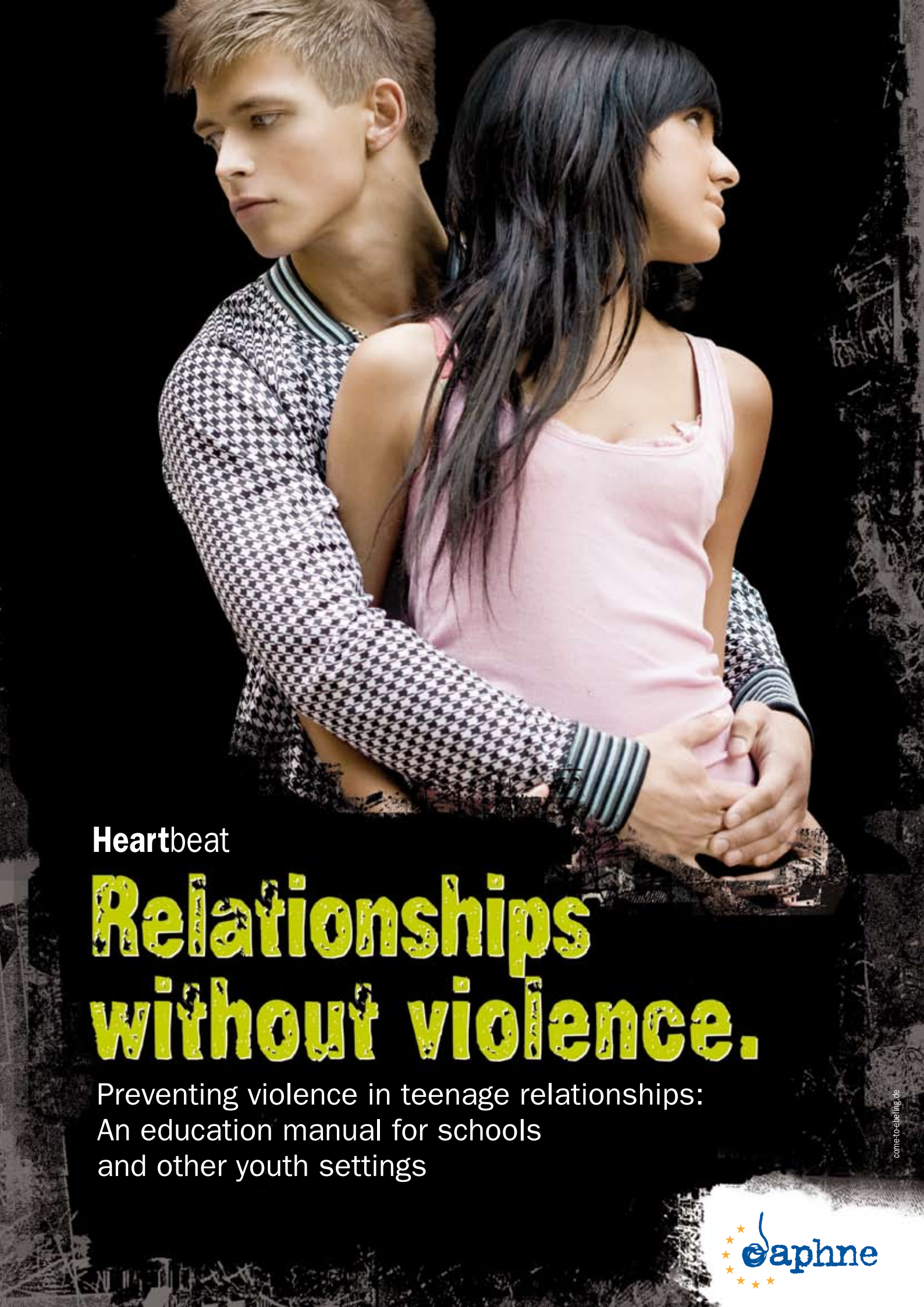

Heartbeat

Relationships without violence.

Preventing violence in teenage relationships:
An education manual for schools
and other youth settings

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daphne

Heartbeat

Relationships without violence

Preventing violence in teenage relationships:
An education manual for schools and other
youth settings

1st edition, October 2010

Publisher:

DER PARITÄTISCHE
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Translation: Jacqueline Audet- English; Luzia Köberlein - German; Miguel Angel García Lopez- Spanish; Vera Szigeti- Hungarian

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Thank you

The manual at hand was developed within the framework of the project “Heartbeat”[1], an EU project for the prevention of violence in intimate teenage relationships.
Thanks to the funding from the **European Community within the framework of the Daphne III Program[2]**, five European locations could be used to develop and test prevention programs against violence in teenage relationships at schools and youth facilities as well as corresponding training for professional reference persons of young people.

The project was initiated, coordinated and accompanied by the **PARITÄTISCHE Baden-Württemberg**. Partner organisations from Germany, Hungary, Austria, Great Britain and Spain participated in the implementation of the project.

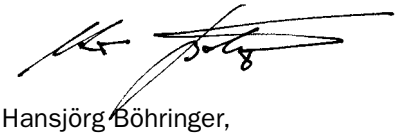
- **TIMA e.V.**, Tübingen (www.tima-ev.de)
- **PfunzKerle e.V.**, Tübingen (www.pfunzkerle.org)
- **Tender**, London (www.tender.org.uk)
- **NANE**, Budapest (www.nane.hu)
- **Cazalla Intercultural Association**, Lorca (www.cazalla-intercultural.org)
- **AÖF**, Information Centre against violence, Wien (www.aoef.at)

All organisations have profound thematic knowledge and strong contacts to schools and youth organisations and bring many years of experience in violence prevention work.

The existing manual is the result of a two-year transnational planning, testing and evaluation process. From November 2008 till September 2010 the project partners conducted a total of 33 workshops of two to ten hours with 681 young people in cooperation with 22 schools and 3 youth organisations.

At this point we would like to thank project colleagues for their creative, innovative and committed project work. A warm thank you is also extended to the cooperating schools and youth organisations as well as to the young project participants, without whose commitment and participation this work package could not have been developed.

Stuttgart, 10 October 2010



Hansjörg Böhringer,
Director DER PARITÄTISCHE BADEN-WÜRTTEMBERG

[1] http://www.empowering-youth.de/aktuell.html
[2] http://ec.europa.eu/justice/funding/daphne3/funding_daphne3_en.htm

Short presentation of the involved project partners

Der PARITÄTISCHE is one of the six big Charities in Germany. Over 800 organisations and institutions, with over 4000 social services and facilities, are affiliated with the PARITÄTISCHE in the Land Baden-Württemberg, which represent the entire spectrum of social work and social commitment.
Contact: www.paritaet-bw.de

TIMA e.V. – Institute for Girl's Work - keeps in Tübingen a Center against sexualized violence against girls and supports the empowerment of girls by prevention programs. The aim is, to strengthen girls in their self-esteem and right of self-determination and to combat sexual degradation and violence.
Contact: www.tima-ev.de

PfunzKerle e.V. - Institute for Boy's and Men's Work - offers educational and therapeutic aid for boys and men. PfunzKerle supports boys and young men in the development of identity and personal responsibility.
Contact: www.pfunzkerle.org

Tender promotes healthy relationships based on equality and respect. Using drama and education, Tender's projects empower young people – and the adults who work with them – to prevent domestic and sexual violence. Tender has worked with more than 200 schools and youth centres across London since its launch in 2003.
Contact: Susie McDonald, Director Susie@tender.org.uk (44) 207 431 7313

NANE – Women's Rights Association is primarily dedicated to ending the human rights violations and the threat of violence against women (VAW) and children through advocacy, personal support services and public education. NANE projects empower girls and women to be better able to represent their own issues and to name their realities.
Contact: www.nane.hu, info@nane.hu

Cazalla Intercultural promotes educational and social awareness at European and local level, in the areas of immigration and multiculturalism, Youth and Human Rights as well as gender based violence. Furthermore it promotes youth mobility and voluntary work. It supports those most in need, in terms of education and teaching as well as advice and guidance.
Contact: www.cazalla-intercultural.org, info@cazalla-intercultural.org, office: +34 968 477 566, fax: +34 968 473 523

AÖF - Information Center against Violence of the Austrian Autonomous Women's Shelter Network aims to prevent of domestic violence against women and children and an effective cooperation of all social institutions
Contact: www.aoef.at

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1. Introduction

1.1
Prevention of relationship violence in the context of worldwide European and national strategies to combat violence against women and girls

In the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)[3], emphasis is made on the close connection between the discrimination of women, gender-specific violence and violations of human rights. States are called upon to take action against all forms of violence against women – this also includes violence in intimate relationships.

The Council of Europe, in its final report in the campaign on combating violence against women and domestic violence, emphasises the necessity to take action in the area of upbringing and education as well as in the training of professionals. It highlights the need to increase the general awareness about gender-based violence and to oppose the attitudes, gender roles and stereotypes, which tolerate or legitimate violence against women.[4]
In national action plans, the need for preventative measures for combating violence against women and girls is also highlighted[5]. It is encouraged to integrate the topic of domestic violence – including violence in teenage relationships – in school activities and in basic and advanced training of educators.[6]

1.2
Violence in teenage relationships – a topic for schools and youth work

In the Daphne Project "Children and Adolescents Against Domestic Violence" (2007-2009)[7], the PARITÄTISCHE collaborated with its Hungarian, German and Austrian project partners with the goal of including the topic of domestic violence, i.e. violence in parental relationships and the consequences for their children, within schools' curricular work and youth work. In the project's prevention workshops, young project participants expressed the necessity to include as a topic in school prevention work not only violence in intimate relationships of parents and adults, but also violence in intimate teenage relationships.

This suggestion by young people was addressed in the follow-up project "Heartbeat". An anonymous questionnaire, in which 573 young people were questioned before participating in a "Heartbeat" prevention workshop against violence in intimate teenage relationships, confirmed the interest of young people in the corresponding in-school preventative measures: 88% stated that they find it helpful and good to discuss the topic of violence in teenage intimate relationships at school.

[3] http://www.un.org/womenwatch/daw/cedaw/recommendations/recomm.htm#recom19

[4] http://www.coe.int/t/dghl/standardsetting/equality/03themes/violence-against-women/Flyer_CAHVIO_en.pdf

[5] Spain:
http://www.migualdad.es/ss/Satellite?c=Page&cid=1193049890379&language=cas_ES&pagename=MinisterioIgualdad%2FPage%2FMIGU_listado
Germany:
http://www.bmfsfj.de/BMFSFJ/Service/Publikationen/publikationen,did=103910.html
Great Britain:
http://www.thewnc.org.uk/publications/doc_download/420-end-violence-against-women-cross-government-strategy.html

[6] http://www.bmfsfj.de/RedaktionBMFSFJ/Broschuerenstelle/Pdf-Anlagen/praevention-haeusliche-gewalt-im-schulischen-ereich,property=pdf,bereich=bmfsfj,sprache=de,rwb=true.pdf
http://www.thewnc.org.uk/publications/doc_download/419-end-violence-against-women-annexes.html

[7] www.empowering-youth.de

According to current studies from Great Britain (2009)[8] and Belgium (2009)[9] , young people rarely disclose their experience of violent relationships to teachers or youth workers. However, this violence frequently has a visible impact on schools, irrespective of the issues being openly discussed. Concentration difficulties, reduction in performance, truancy and increased aggressiveness, drug and alcohol addiction, mental illness and injury – can all arise as consequences of abusive and violent experiences.
Schools and youth services are important settings for children and young people to learn about well-being and conflict resolution. It is the responsibility of schools and youth services to make themselves aware of child protection measures and to contribute to comprehensively shape the emotional and social learning of children and young people. Young people's social and emotional skills are crucial for the maintenance of healthy and respectful intimate relationships which are free from violence.
According to the Heartbeat evaluation 97, 3 % of 112 teachers and youth workers, who participated in Heartbeat further trainings, believe the issue should be covered in schools and youth work. Furthermore, 98, 2 % agree that this should also be a topic for teacher training. 36, 6 % of the respondents have encountered issues of violence in teenage relationships during the course of their work and 69, 4 % hoped to increase their skills for dealing with them.

1.3
Aim of this manual

This manual is designed for teachers and other professionals within education and youth work. It aims to equip professionals with resources and information to increase their understanding of the problem of violence in intimate teenager relationships and to show ways of how to implement preventative activities against violence in intimate teenage relationships in schools or youth services. The materials in this manual are especially suitable for delivering workshops with young people aged 14 – 19 years old.

[8] http://www.nspcc.org.uk/inform/research/findings/partner_exploitation_and_violence_wda68092.html, Partner exploitation and violence in teenage intimate relationships, by Christine Barter, Melanie McCarry, David Berridge and Kathy Evans.

[9] http://www.egalite.cfwb.be/fileadmin/sites/sdec/upload/sdec_super_editor/sdec_editor/documents/violence_envers_femmes/Etude_Violences_dans_les_relations_amoureuses_des_jeunes_2009_01.pdf, La violence dans les relations amoureuses des jeunes âgés de 12 à 21 ans. Une étude menée en Communauté française de Belgique

2. Violence in teenage relationships – a topic for research?

Despite the critical nature of adolescence as a developmental period there is so far very little research into violence in teenage relationships within Europe.
Young people[10] define a close partnership often as one in which both partners openly commit themselves to the partnership.[11]
Existing research, including a German study on (sexual) violence between adolescents[12] , a UK (2009)[13] and Belgium study (2009)[14] on violence in intimate teenage relationships, and a host of US prevalence studies[15] on "dating" violence in adolescence show that violence in teenage relationships is a common problem. These studies clearly demonstrate the necessity of prevention programs. US studies emphasise the negative consequences on the development of young people and point out that experiences of relationship violence in adolescence can have harmful effects on physical, psychological and social development as well as on later intimate relationships, and could even result in depression and suicide.
In the following, a few results of current studies are presented from UK and Belgium on the prevalence, forms and consequences of violence in intimate teenage relationships. The results of a survey conducted within the Heartbeat project are also presented, covering the attitudes of young people towards violence in intimate relationships.

2.1
Opinions and attitudes of young people regarding violence in intimate relationships

According to the result of the Belgium study, in which group discussions were conducted with 12-21-year-olds, young people understand violence in relationships to mean especially extreme physical or sexual violence. They rarely associate other forms of violence such as sexual harassment or emotional and verbal abuse with the term "violence". According to the study, this trivialisation of violence prevents many young people from viewing themselves as a victim or offender of relationship violence. Rather they view relationship violence as a phenomenon that affects others, especially adults.

In an anonymous survey, conducted by the Heartbeat project, young people were questioned about their attitudes towards controlling, manipulating and possessive behaviour in intimate teenage relationships:

[10] BRAVO Dr.-Sommer-Studie. (2009). Liebe! Körper! Sexualität! München: Bauer Media Group.

[11] http://www.empowering-youth.de/downloads/vortrag_wendt.pdf, Miteinander gehen. Bedeutung und Chancen von Paarbeziehungen im Jugendalter, p.3

[12] http://www.psych.uni-potsdam.de/social/projects/files/sex-aggression-jugend.pdf, Krahé, Barbara/ R. Scheinberger-Olwig/ E. Walzenhöfer: Sexuelle Aggression zwischen Jugendlichen: Eine Prävalenzerhebung mit Ost-West-Vergleich, in: Zs. F. Sozial psychologie, 30. Jg., 1999

[13] http://www.nspcc.org.uk/inform/research/findings/partner_exploitation_and_violence_wda68092.html, Partner exploitation and violence in teenage intimate relationships, by Christine Barter, Melanie McCarry, David Berridge and Kathy Evans.

[14] http://www.egalite.cfwb.be/fileadmin/sites/sdec/upload/sdec_super_editor/sdec_editor/documents/violence_envers_femmes/Etude_Violences_dans_les_relations_amoureuses_des_jeunes_2009_01.pdf, La violence dans les relations amoureuses des jeunes âgés de 12 à 21 ans. Une étude menée en Communauté française de Belgique

[15] http://www.rand.org/pubs/reprints/2005/RAND_RP1176.pdf Hickman, Laura J., Jaycox, Lisa H., Arnoff, Jessica: DATING VIOLENCE AMONG ADOLESCENTS - Prevalence, Gender Distribution, and Prevention Program

- 42,3 % of the respondents said it was okay to read text messages of the other person without asking (responses to this question showed no significant difference between gender)[16]
- 30,9 % (28,9% of the male and 32,2 % of the female respondents) said it was okay to always want to know where the boyfriend /girlfriend is
- 10,2% (13,6 % of the male and 8,2 % of the female respondents) said that it was okay to forbid the boyfriend /girlfriend to go out with other people
- 8% (17, 6 % of the male and 2, 5 % of female respondents) said it was okay to pressure the boyfriend /girlfriend sexually.

Of the young people questioned 30,4% (37,3% of the boys and 26,4% of the girls) thought that victims can be blamed for starting violence in a relationship, i.e. that it was a person's own fault if they get hurt or threatened in the relationship.

2.2
Prevalence, forms and consequences of violence in intimate teenage relationships

There are different forms of violence in intimate relationships which manifest on a psychological or emotional, physical, sexual and social level. Violence in intimate teenage relationships is not an individual case. The majority of the 12-21-year-old participants surveyed in the Belgian study (2009) had already experienced or even used violent behaviour in a relationship. Nine out of ten young people were victims of especially abusive verbal and psychological relationship violence, 32% of which experienced this abuse constantly or frequently.

In the British study on violence in intimate teenage relationships (2009), 1353 young people between 13-17 years old were questioned, not only on their experiences with violence in their intimate relationships, but also on the consequences thereof.

Almost 75% of girls and 50% of boys reported having experiences of emotional abuse. 33% of girls but only 6% of boys thought that this would have negative effects on their well-being. The most frequently named forms of emotional violence were "being made fun of" and being "constantly controlled and checked".

About 33 % of girls and 16 % of boys reported of some sort of sexual violence. 70% of the girls and 13% of the boys stated that it had negatively impacted on their welfare.[17]
Approximately 25% of girls and 18% of boys reported physical violence from their partner. 11% of girls and 4% of boys reported severe violence. Here too, considerably more girls (75%) than boys (14%) suffered a negative impact on their well-being.

Girls are more frequently victims of violence in intimate teenage relationships than are boys, especially when they have a much older partner.[18] Girls suffer more from the physical and psychological consequences of violence than do boys. Girls with violent experiences deal with strong feelings of fear, worthlessness, shame and guilt, while boys frequently dismiss their victim experiences as insignificant. Interviews with male adolescents point out that this has less to do with the respondent's image of masculinity, which doesn't allow for "being a victim". In fact, the use of violence by a girlfriend affects male adolescents less or is perceived as being more of a bothersome and annoying nuisance, which is usually ignored, but to which they sometimes respond with a much stronger act of violence. Boys, who do not take their own victimisation seriously, may also have a tendency – according to Barter[19] – to trivialise and downplay their own violent behaviour towards their girlfriend.

[16] Not all respondents mentioned their gender on the questionnaire

[17] For validity of the statements made by boys, see Barter, http://www.empowering-youth.de/downloads/speech_barter.pdf, p.14-15

[18] As risk factors for victimisation in intimate relationships, Barter names older partners for girls, experiencing violence in the parental relationship as well as abuse and abusive experiences in their own lives: http://www.empowering-youth.de/downloads/speech_barter.pdf,, p. 15/16-

[19] http://www.empowering-youth.de/downloads/speech_barter.pdf,, p. 16

3. Suggestions for the implementation of workshops for school classes and youth groups on the prevention of violence in intimate relationships

3.1.
Aim of the workshops, contents and methodology

In the prevention activities against violence in intimate relationships, girls and boys should be strengthened both in their role as a (potential) partner as well as in their role as (potential) confidants for peers who are entangled in violent relationships.
The aim of the prevention activities is,

- to encourage respectful behaviour with the other and with their own gender, and to encourage healthy intimate teenage relationships,
- to clarify to young people forms and consequences of relationship violence,
- to talk about power and control in intimate relationships
- to demonstrate ways to escape/avoid violence
- to make evident and strengthen the support potentials of peers
- to introduce violence protection and intervention measures for the protection against violence in intimate relationships as well as to introduce help and counselling services.

The workshops deal with the ability to handle strong feelings, both positive and negative: with feelings of being in love and lust but also with feelings of fear, anger, disappointment and vulnerability. In an intimate relationship, one or the other of these feelings could occur. However, the workshops do not only deal with feelings, but rather also with values, orientations and attitudes with regard to love, partnership, men and women roles as well as the estimation thereof, what is a public and what is a private matter, what is acceptable in a relationship and what is no longer acceptable or considered to be violent behaviour. Questions are posed, such as e.g.

- What is healthy, attentive and caring behaviour and what is manipulating, controlling and intimidating behaviour in a relationship?
- How does a healthy relationship feel and how does an intimidating one feel?
- What is violence? And what are common myths that justify violent actions? Who carries the responsibility for violent actions?
- Does relationship violence affect girls and boys or men and women equally?
- Why is it sometimes hard to break free from a violent relationship?
- Is violence in intimate teenage relationships a private problem that only concerns the two people involved? When is it okay to intervene?
- Who and what can help young people to break free from a violent relationship?
- How can peers of affected friends help?
- Where can affected young people find advice and professional support?

In order to motivate young people to actively deal with these questions, it is important to work with methods, which encourage them to express and discuss their own feelings, opinions and world views. In order for such private and intimate topics to be comfortably discussed in the class/group, an atmosphere of trust and mutual respect must be cultivated.

3.2 Personnel and structural framework conditions

The experience and evaluation results of Heartbeat indicate that the majority of young people are interested and committed to exploring issues of violence in relationships. However it is important to know that the confrontation with the issues can meet with diverse reactions and feelings and it could even trap into personal unresolved experiences. Participants may also reveal experiences of violence, for which the class/group is not the right place to disclose such information. It is possible that some participants have opinions, which tolerate and support violence or whose denying and disruptive behaviour hinders the workshop. It is also possible that "opinion shapers" in the class will try to exert pressure on the others to adopt certain attitudes.

These challenges clearly demonstrate that the workshops place multifaceted demands on the personal, professional and educational competencies of trainers: e.g.

- Expertise, e.g. knowledge on the connection between gender inequality and violence in intimate relationships, as well as on the frequency, dynamics, forms and consequences of violence in intimate teenage and adult relationships
- Knowledge of the local help system
- Ability for self-reflection and awareness about own attitudes towards violence.
- Experience in educational work with young people
- Ability to constructively deal with disturbances and problematic opinions
- Ability to perceive and appropriately deal with the emotions of participants
  From the project experiences it is recommended,
- to include exercise from all three modules of this manual in educational activities (healthy relationships, abusive relationships, help and support).
- to provide an opportunity for working in small groups.
- to work with a co-trainer of the opposite sex and to provide an opportunity of exercises and activities in groups separated by gender if the workshops are conducted in mixed-gender groups.
- that teachers plan and lead the workshop – if possible - in cooperation with experts in the field of prevention of violence in intimate relationships.
- to identify support services prior to the workshop for young people affected by violence or who are using violence.
- to have a concept of how to deal with young who signalise that they don't want or can't work on this issue in class/group. They should have the opportunity to back out of some exercises or to leave the workshop in order to talk to a mentor or to realise alternative lessons.
- that external experts plan sufficient time and resources to fully involve schools or other coope rating organisations in their work – e.g. involvement in announcement and exchange about ap proach, concept and content of preventative measures.
- to commit 6 hours of contact time to cover the issues of young people.

4.Practical training and educational materials

4.1.
Overview

Module	Educational objectives	Exercises	Time frame
1) Healthy and respectful intimate relationships	Discussion about values and attitudes, orientation about what "respectful intimate relationships" are	• Introduction into human rights • Healthy relationships-unhealthy relationships • Relationship scale	10 minutes 30-40 minutes 10 minutes
	Explore and express own desires, needs and feelings about or in a romantic relationship	• Silhouette – being in love • Relationship Top 10	50 minutes 45 minutes
	To know that not everything that hurts is considered "violence" – encourage the ability to deal with conflicts in relationships	• Role playing, conflicts in friendships • Dice game – relation ship conflicts	45-60 minutes 40 minutes
2) Violence in intimate relationships	Be aware and informed about • Warning signs • Forms, dynamics and consequences of relationship violence • Connection between gender roles and relationship violence	• Beware! • What is your position? • How far would you go? • Relationship light • Why do some people stay? • Case study • Early warning signs • Status • Card game • Excuses	15-20 minutes 1 hour 40 minutes 30 minutes 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour
3) Support and help	• Encourage peer support • Inform youths about legal regulations on the protection against relationship violence and stalking • Introduce services and facilities that offer help and intervention for relationship violence	• Interfere or stay out of it • Talk, I'm listening to you… • Legal measures against violence in intimate relationships	30 minutes 20-25 minutes 10 minutes

4.2
Module 1: Healthy relationships

Objectives of Module 1:
To understand what healthy or respectful relationships are, to be able to distinguish own needs from the needs of another person, to explore and to speak about own whishes, needs and feelings, to share values and attitudes, to know that not everything that hurts is violent – ability to manage conflicts in a relationship

Exercise:	**Introduction to human rights**
Aims:	To inform about human rights
Materials:	Two posters on human rights, manuscript for a short presentation

Contributed by TIMA/PfunzKerle, Tübingen, http://tima-ev.de/, http://www.pfunzkerle.org/

Input:
There are a number of laws and guidelines to govern the coexistence of people. Some laws are already old, some are newer, many have been changed over the course of time. On the first poster a universal human right is formulated which applies in all 192 member states of the United Nations (UN).
But what is that: human dignity? We all know the word “dignity”. But how would you explain it?

Poster 1:
All human beings are born free and equal in dignity and rights.

Basic Law, Article 1

Discuss the answers of the participants.

Behind the word “dignity” is the idea and belief that every person is valuable, every person has a significance, an importance and greatness, independent of how they view themself or how others view them, regardless of his age, which gender he is or which race he belongs to. The dignity of each person must be protected and must not be disturbed or damaged.
The respect for the dignity of the individual includes the fact that people have the right to be treated with respect. Then how would you explain‘respect’?

Discuss the answers of the participants

We would like to discuss with you the meaning of respect in your relationships, especially in intimate relationships. We will talk about romantic relationships that are healthy. But we also want to talk about challenging relationships – we all know that there are also unhealthy relationships and we will talk about how to protect ourselves from unhealthy situations.

Poster 2:
You have the right to be treated with respect

Exercise:	**"Healthy relationship – unhealthy relationship"**
Aims:	Getting in touch with what participants already think about good and bad relationships
Material:	Blackboard or flip-chart, markers

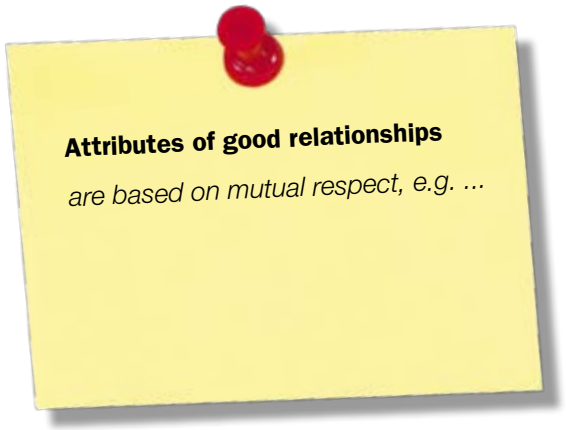
Contributed by NANE, Budapest, http://nane.hu/

Instructions: Today we'll talk about healthy and unhealthy intimate relationships and what this means. There are good and less good intimate relationships, and most likely you've already seen both in your surroundings.

Step 1: Healthy relationships:
Think of an intimate relationship among your friends, your parents' friends, among relatives (a couple of any age) which you believe to be a healthy relationship. After you found an example for a healthy relationship, please turn to your neighbor, and discuss a few minutes in pairs what you believe makes this intimate relationship a good relationship (without actually disclosing who you have thought of). Please turn then back into the larger circle and share some of the examples of what constitutes a healthy intimate relationship. We'll write down all your ideas on the blackboard/flipchart.

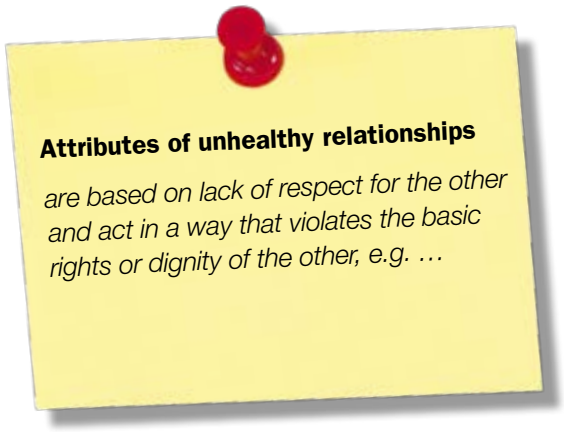
We see that there are different and even controversial attributes on the list we've collected. This shows individual differences. Somebody might find that 'doing everything together' is part of a good relationship, whereas somebody else might have suggested that 'having separate interests' is important. What makes one relationships work, might not be right for another, still, both might be well functioning intimate relationships.

A good relationship is founded on mutual respect which always has to be present. Could you please give examples of signs of mutual respect in a relationship, as well as further examples that are more of a matter of individual needs?



Step 2: Unhealthy relationships.
Now think of an intimate relationship in your surroundings, but this time think of one that you consider an unhealthy, not-well functioning relationship. After you have all thought of one, again, turn to your neighbor (but now on the other side), and discuss without mentioning who you are talking about, from what signs you drew the conclusion that these are unhealthy relationships.

As before, we'll collect attributes of unhealthy relationships and put it on the board.
As well as in good relationships there can be very individual reasons for not being happy in a relationship. Basic attributes of unhealthy relationships are lack of respect for the other and act in a way that violates the basic rights or dignity of the other.
Can you name a few examples for both (individual reasons for a relationship not working and examples that are about a lack of respect or violations of rights or dignity)?



Tips for trainers:
Watch out for examples of a good relationship that is not about mutual respect. Typical examples could be that some participants might find it a well functioning relationship where one of the couple obeys the other, and might find it an unhealthy relationship where the opposite happens. It is important in such situations to point out the importance of mutuality in a relationship, and also that being part of a couple does not mean loosing basic freedoms. In a healthy relationship parties cooperate with each other, rather than one of them obeying the other.

Exercise:	**Relationship scale**
Aims:	To be aware about what means respectful and disrespectful behaviour irelationships
Material:	Using masking tape, tape lines on the floor and draw a plus, minus and questio mark for a scale; an outline of relationship examples

Contributed by TIMA e.V. and PfunzKerle, Tübingen, http://tima-ev.de/, http://www.pfunzkerle.org/

Instruction: We would like to do a little exercise with you in which we would like to find out with you what respectful relationships are. Sometimes it isn't very easy at all to distinguish them in everyday life. This exercise can help you with that.
To do this, we will read you various examples. Then you should decide on your own whether the example presented was describing a respectful relationship or not. There is also an arrangement of scales on the floor similar to a thermometer. There are three categories: Plus, minus and question mark. Plus means: "I think this is a respectful relationship". Minus means: "I think this is a definitely not a respectful relationship". Question mark means: "I am not sure if this is a respectful relationship".

Now it is your task to decide on one of these three points, depending on your opinion of the example given.

Please really try to take a position, which represents your opinion and not that of your friends. It's not about right or wrong in our workshop, but rather that you look for and find out your own point of view, and that we learn about your thoughts on the topic of relationships. Once you have all taken your positions, we will conduct short interviews with some of you, and ask why you chose this particular position.

Example situation "Relationship barometer":

Tips for trainers: *You may choose three to five of these examples. It is advisable to read out examples for respectful relationships as well as for problematic relationships.*

1. Sibel and Mauro are both 16 years old. They know each other from school and have been together for four months. Sibel has a hobby that takes up a lot of time; she is a singer in a band and she would like to audition for a casting show. Mauro doesn't like that; he would like to spend more time with Sibel and besides, he thinks her casting shows are boring. As a result, they sometimes argue about it. Then they talk about it with each other. Sibel tells Mauro how much the band and singing mean to her. Mauro eventually accepts Sibels hobby. He decides to take more time for himself as well, to continue writing his rap lyrics.

The majority of youths classified this example as a respectful relationship. However, critical voices are also to be appreciated, as they sharpen the awareness for what respect can still mean: for example, that a compromise should not be one-sided, as in this case.

2. Yasimin and Karim, 16 and 17 years old, have been a couple for a few months. Yasimin doesn't go out much with her friends because she knows that Karim doesn't want her to. One evening while Karim is out with his buddies, her girlfriend comes over and convinces her to finally go to the movies again. She decides to go and has a lot of fun. When Karim hears about it the next day, he asks her about it. They get into an argument; he becomes more and more angry and eventually slaps her across the face.

In this example there are clear characteristics of control and intimidation right up to physical violence.

3. Maria and Denis have only been together for a few weeks. They are both 15 years old. Maria is very curious and is also totally in love with Denis, which is why she would like to know every thing about him. One day Denis noticed that when he left the room for a minute, Maria took his cell phone and read his SMS.

Here we observe very different views on whether or not reading an SMS is considered to be a breach of trust or if it is seen as common behaviour. The privacy of letters also applies for electronic communication but many youths are not aware of this.

4. Anna and Mustafa have been together for a long time. They are both in their early twenties and move into an apartment together. Both work the entire day and don't come home until evening. Anna tries really hard to keep the apartment looking nice and clean. Mustafa on the other hand is not very tidy and often leaves his things lying around. One evening they get into ano ther fight and are so mad at each other that they stop talking to each other. The next evening, when Anna comes home, Mustafa had cleaned up the apartment and put flowers on the table.

In this example, there are both characteristics of a respectful relationship as well as indications for unfavourable conflict-solving strategies.

5. Victor and Nadine were together for one year. Victor fell in love with another girl and therefore broke up with Nadine. But Nadine is still very attached to him and still cannot believe that they broke up. She writes him a ton of love emails and SMS and acts as if they are still together like they were last year. When he doesn't react, she writes to him: "Stay with me, or I'll kill myself".

This is a clear example of a problematic separation: Disbelief of the separation, stalking and threats of aggression towards oneself are all behaviour patterns that are far from respectful behaviour and can often only be solved with outside help. During separations, there is an especially high risk of abuse and acts of violence.

6. Caro and Paolo have only been together a short time. Caro still has frequent contact with her ex-boyfriend. Paolo is very jealous about that and does not want the two of them to see each other. One day while Caro is in the city with her girlfriends, she coincidentally runs into her ex and talks to him a little. A friend of Paolo's sees this and tells him about it. Paolo becomes very angry and calls Caro a slut.

Insults and jealousy are some of the most frequent problematic types of behaviour in relationships.

7. Katja is scared because her ex-girlfriend Natalie wrote her several threatening emails: "You will regret that you broke up with me!" Natalie looks at Katja's profile in the student-online-directory several times a day to read who is writing what to her.

Threatening the ex-girlfriend is evidence of little respect. The Internet makes it easy to spy on someone and to pressure them with it. All forms of violence are also present in same-gender relationships, which is why we deliberately created this example.

8. Patrick and Ivonne are both 14 and have been together for a one week. Ivonne thinks Patrick is cute, has even kissed him a few times already. Now Patrick wants more and gives her a French kiss. Ivonne doesn't like it and always evades his attempts. Patrick doesn't give up and keeps trying again and again. After a few times of this back and forth, Ivonne pushes Patrick away and says: "Stop it." He turns away disappointed and sits next to her frustrated.

Setting the boundaries in a brand new relationship is a challenge for couples of any age, and especially for young people who do not have any, or hardly any, experience. That something may go wrong is understandable. Therefore it is important to learn to express one's own wishes regarding sexuality and intimacy respectfully. This is difficult because it is often embarrassing and uncomfortable to talk about such things at first.

9. Fabiola and Costas are both 17 years old. Fabiola is Costas's first girlfriend. Fabiola would like to sleep with him, but he doesn't want to yet. One evening she says to him: "If you don't want to, then I'm breaking up with you."

Pressuring the partner sexually and threatening to end the relationship is a very clear warning sign. In this example, gender role stereotypes were purposely reversed in order to initiate a discussion about it. What do youths think if we reverse the roles of girls and boys?

Tip for the trainers:
This exercise should motivate participants to adopt their own point of view when confronted with such a topic. The trainers have the responsibility to accept all points of view equally.

How can trainers deal with the dilemma of not accepting points of view agreeing with violence, yet at the same time to clearly and unequivocally express their own nonviolence standpoint?

We would like to ask the participants to stand on the scale at the point, which reflects their own opinion. We would like to emphasise that it has nothing to do with "right" or "wrong", but rather more to do with an open and honest discussion about a difficult topic. In some cases it is even important to praise "dissenters" because they had the courage to take their own stance. Young people have often not yet formed established opinions on the topic of respectful relationships and do not really know how they should act within a relationship and where their boundaries are for what they can and would like to endure. So to take a stance here means for you to do so experimentally, through which one will learn to compare own ideas with the others in the group.

In the second step, once everyone has taken their positions, we will conduct short individual interviews with some participants and will ask them to explain why they are standing on this particular position. It is important to ensure that all participants are enabled to speak. In this way, it is virtually impossible to hide behind the opinion of the others. When participants say: "I have the same opinion as XY" then we ask them to express it again in their own words. Interesting questions for the topic crystallise out of the positions and opinions of the participants. We will write these questions on the blackboard, but will not discuss them yet at this point in time.

The questions will provide us with a direction in which we can continue to work with the group. When for example several people believe that insulting expressions such as "whore" or "slut" are not violent but rather "normal", then the discussion serves to readdress this topic at a later point in time, to discuss it with the group and to clearly express their own points of view about it. By taking this multilevel approach, we avoid fully exposing someone and we show that we do take the opinions of others seriously, but do not necessarily share them. The interview phase should not take too long; otherwise the group will become too restless. With the "interviews", it is only about the participant providing a brief, concise explanation of their position. In each round approximately four to six participants will be questioned. The example situations mentioned can of course be altered or supplemented and adapted to the situation and the group.

Exercise:	**Silhouette – being in love**
Aims:	Explore feelings about being in love and express these in words, gain experience with own body and physical sensations and being able to recognise which feelings are comfortable or not comfortable feelings.
Material:	Large room or several rooms, 1 package of body-sized packing paper and 1 box of colourful markers per small group

Contributed by AÖF (Austrian Autonomous Women's Shelter Network), Wien, http://www.aoef.at/cms/

Instructions: Some of you may have already been or are in love. The exercise we will now present to you deals with recognising the feeling of "being in love" as well as about expressing this feeling – this can have to do with positive, mixed or also negative feelings. Feelings can be felt in the body, e.g. tingling, beating of the heart, sweating etc. ...

Step 1:
Please divide yourselves into groups of 5 or 6 people. We will give each group a body sized sheet of packing paper. In each group, one girl or one boy should lay down on the floor/packing paper. The others take the oil pastels and begin to draw an outline of the girl or boy. When the outline is finished, the girl or boy stands up and the entire group can now begin to colour in / fill in this silhouette.
You can draw or write down anything you would like to in the silhouette on the topic of love and being in love, be it feelings, proverbs, expressions, etc. The following questions can provide you with an orientation:

- How do you feel when you are in love?
- Which feelings do you feel and connect with being in love?
- In which parts of your body do you feel like you are in love?
- Which proverbs/expressions about being in love are you familiar with? (e.g. butterflies in your stomach", "in seventh heaven", "the way to a man's heart is through his stomch" ...)

Should some of you come from another country, you may also express yourself in your own language. So for example, what does "being in love" mean in your language? And which expressions are there for this in your language?

You have approximately 30 minutes time in order to fill in the picture and exchange ideas amongst yourselves. When you are finished, please decide which person in your group is going to present and explain the picture to the larger group. The other members of the group can also add their thoughts if they would like to.

Step 2:
When all pictures are finished, we will come together again. Together we will go from one silhouette to the next. We will stand in front of each picture. We will look at it and then will listen to the explanation from the respective "artists". If you have any questions, you can ask them after the explanation.

Tip for the trainers:
Please try to ensure that the viewers do not rate the pictures.

Exercise:	**Relationship Top 10**
Aims:	To gather characteristics for respectful relationships, to become clear about one's own wishes in a romantic relationship, to discuss values
Materials:	Green A6 sized papers, pens, scotch tape, flipchart paper, blackboard

Contributed by TIMA e.V. and PfunzKerle e.V., Tübingen, http://tima-ev.de/, http://www.pfunzkerle.org/

Instructions:

Step 1:
We will complete a task in which the objective is to determine and gather the characteristics of a respectful relationship. Respectful relationships – what exactly does that mean? We would like to write what you come up with on the blackboard: What do you think belongs to a respectful relationship? What comes to mind when you hear this term?
Terms will be written on the blackboard as they are called.

Step 2:

Please imagine that all relationships in the country had to be registered. Prior to doing so, it has to be established whether both people are also suitable for each other. To do this they each have to name the three things that are most important to them in a relationship.
Each of you will now receive three green cards. Now please write down individually three characteristics, on each card one term, which are the most important things to you in a relationship. You can also get ideas from the blackboard or you can write down your own terms.

Examples mentioned in the workshop:

Loyalty, trust, solidarity, listening, tolerance, honesty, understanding, have fun with each other, sex, affectionate, common interests, no violence, variety, be serious about it, show consideration, mutual help …

Step 3:
Now please gather in small groups and discuss what you have collectively written down. Then, choose the ten most important terms and list them from 1 to 10, as a Top 10 list. What is important is that no term be sorted out if someone would absolutely like to have it included. It is also okay, for example, if you only have eight terms. Then you'll simply have a Top 8. Once all of you have agreed on the order, tape the cards here on this large piece of paper in the bottom third section. We will need the area above that later.During your discussion, we will walk from one group to another to observe a little. As soon as all the groups are finished, we will meet in the circle again and each group can present their poster to the others.

Tip for the trainers:
Our experience has shown that the discussion phase in small groups is very intensive. The young people agree with each other on some terms quickly but the details can sometimes take a long time to discuss. Interesting is that the same term is interpreted differently again and again, and can become saturated with information. Since we're talking about what young people wish for in a relationship, it is advisable to support them in finding positive ways to express themselves, e.g. saying „honesty" instead of „not lying".

This exercise will find it's continuation in the exercise "How far would you go", page 29 ff. in this manual.

Exercise:	**Role playing, conflicts in friendships**
Aims:	Become familiar with conflict resolution strategies, practice adopting perspective of conflict partner, share feelings
Material:	Conflict situation presentation, possibly a cloth, scarf, hat, to make it easier to assume a role.

Contributed by TIMA/PfunzKerle, http://tima-ev.de/, http://www.pfunzkerle.org/

Note for the trainers!
This exercise has sought to explore conflicts in intimate relationships, not violence. It is important to differentiate between violence and conflicts. Conflicts deal with different opinions, interests and needs. In healthy relationships, conflict resolution skills are helpful for dealing with strong feelings and responding to differences in a respectful way.
Abusive relationships are destructive and based on an imbalance of power. This makes conflict resolution strategies inappropriate to stop violence in intimate relationships. Conflict resolution strategies are, however, an important element in promoting respectful relationships with young people. It supports their emotional development. They learn how to deal with conflict and strong feelings in intimate relationships in a respectful and non-violent way

Instructions: Even in relationships without violence, situations arise in which the feelings of the one or the other person become hurt. Then an argument develops and the conflict can become worse. In the end, both parties are hurt, angry and sad and the relationship may even suffer as a result although both people really do like each other. Surely you are all familiar with such situations in your family or among your friends. These kinds of conflicts are quite normal. Because so many feelings are involved, it is often quite difficult to deal with them.

Step 1:
We will now act out a conflict between friends and you should try to pay attention to what went wrong between the two people, and/or which behaviours contribute to the argument escalating. Afterwards, we will write your observations down on the board.

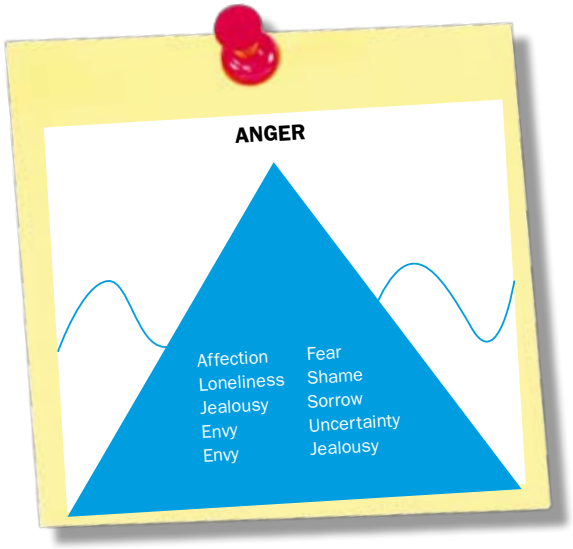
The trainers act out the scene in such a way that the argument escalates (not letting the other finish speaking, not even listening, accusations, insults, yelling at the other person …).

1. Conflict situation for boys:
Background of the conflict: Since Sergej came into Pascals classroom approx. three years ago, the two have been good friends. They often meet in the afternoon or go into the city in the evenings with their clique. Sergej is more reserved and quiet, while Pascal is very sociable and is extremely popular in the class. For the last two weeks, they haven't had much contact because Pascal has been going out with Moritz and Jonas a lot. They are both always bragging about their computer games.

Current situation: Sergej received 2 free tickets from his club for a Bundesliga basketball game and has invited Pascal to go with him. Now he is waiting in front of the stadium for Pascal. Pascal is late. Sergej assumes that Pascal is at Moritz's playing computer games and forgot about him. He becomes sad and angry. Pascal arrives after the game has already started.

2. Conflict situation for girls:
Background of the conflict: Since Sarah came into Cecilia's classroom approx. three years ago, the two have been good friends. They often meet in the afternoon or go into the city in the evenings with their clique. Sarah is more reserved and quiet, while Cecilia is very sociable and is extremely popular in the class. For the last two weeks, they haven't had much contact because Cecilia has been going out with Anja and Nerget a lot. Sarah doesn't really like those two. She has the impression that Anja and Nerget are talking behind her back and that Cecilia is slowly getting pulled into it.
Current situation: Sarah received 2 tickets to the cinema for her birthday and has invited Cecilia to go with her. Cecilia said yes, Sarah got the tickets for this show and is now waiting in front of the movie theatre for Cecilia. She is late. Sarah assumes that Cecilia was out with her new friends and that she forgot. She becomes sad and angry. Cecilia arrives once the film has already started.

Step 2:
Now we will present you with a model, which shows what is often behind these types of behaviours that cause an argument to escalate. Here on the board we drew the outlineof an iceberg with the caption ANGER.
And we also wrote down the behaviours that you've collected before and that contribute to escalating the conflict. Which feelings do you believe are behind the described behaviours (e.g. yelling stand for anger).Then we will write down the feelings named in the part of the iceberg that is underwater. They stand for the majority of feelings, which are not directly expressed or shown, but which peak in "visible" anger.



Step 3:
Now we would like to ask two of you to assume the roles of the friends.
During the role playing, please try to share/express the feelings that we discussed earlier. After you come back out of your roles, tell us how it went for you in your role. And then the others state what they observed.

Tip for the trainers:
According to experience it is very difficult for young people to act out a scene from an intimate romantic relationship in front of a group. That is why these examples are limited to the relationships of friends. The conflict patterns, both the escalating ones as well as the constructive ones, are the same in both partnerships and friendships.
It would also be appropriate if the workshop leaders assume the roles of the friends in the first round. The youths are often reluctant at first and don't trust themselves to participate in offensive role playing. At the same time it is the constructive behaviour in the second round that they should experience and practice. It is important to praise the actors for their performance and to emphasise that it takes courage to perform in front of the class.

If no participants can be found who would like to act out the scene in front of the group, the scene can also alternatively be acted out in small groups.

Exercise:	**Dice game – relationship-conflict**
Aims:	To weigh actions in conflict situations, to find solutions, to discuss dealing with conflicts in love relationships
Material:	Example cards, game piece, large dice

Contributed by TIMA e.V. and PfunzKerle e.V., Tübingen, http://tima-ev.de/, http://www.pfunzkerle.org/

This exercise is suitable for small group work, when it is possible to separate the groups according to gender.

Preparation: *In the middle of the circle of chairs, the example cards are laid out in a circle with the text facing down. There should be at least as many cards as there are participants. One game figure is placed on one of the cards.*

Instructions: This is a game which deals with difficult situations in relationships. In the middle of our circle of chairs we laid out cards face down. One of you throws the die and then moves the corresponding game figure forward on the cards. The card on which the game figure is standing is then read aloud by the player, and the neighbour on the right then answers the following questions: "How do you feel?", "What are you doing?"
Afterwards, others in the group may also say something. Once we have discussed the situation, the cards are put back with the text facing up. In the next rounds, these cards are skipped. Then it is the next person's turn to throw the die and read aloud and his/her neighbour answers the questions. This continues until everyone has had a turn.

For Boys:

- Your girlfriend is spending a lot of time with her "best friend".
- Your best friend tells you that your girlfriend was kissing someone else.
- You have fallen in love with another.
- She would only like to "cuddle" today, but you would like more …
- You would like to wait to have sex, but she is putting pressure on you.
- You do not feel accepted in your girlfriend's clique.
- Your girlfriend would like to go to the movies, but you would like to hang out with your buddies in the city.
- Your girlfriend has a lot of hobbies and spends the majority of her free time doing them. You would like to spend more time with her.
- The parents of your girlfriend do not accept you because you have a different skin colour. That is why she only meets you secretly.
- In the disco your girlfriend stares at other boys.
- At a party your girlfriend flirts with another boy.
- Your girlfriend has very different tastes in music than you.
- You like to watch action films; your girlfriend thinks they are awful.
- You do not like your girlfriend's best friend.
- Your girlfriend is always late for your dates; sometimes you even have to wait almost one hour for her.

For Girls:

- Your boyfriend is always late for your dates; sometimes you even have to wait almost one hour for him.
- You do not like your boyfriend's best friend.
- You like to watch soap operas on television; your boyfriend thinks they are awful.
- Your boyfriend has very different tastes in music than you.
- At a party your boyfriend flirts with another girl.
- In the disco, your boyfriend stares at other girls.
- Your boyfriend's parents do not accept you because you have a different skin colour. That is why he only meets you secretly.
- Your boyfriend has a lot of hobbies and spends the majority of his free time on the soccer field. You would like to spend more time with him.
- You would like to wait to have sex, but he is putting pressure on you.
- He would only like to "cuddle" today, but you would like more …
- You have fallen in love with another.
- Your best friend tells you that your boyfriend was kissing someone else.
- Your boyfriend would like to go to the movies; you would like to hang out with your clique in the city.
- You boyfriend has a good female friend with whom he spends a lot of time.
- You do not feel accepted in your boyfriend's clique.

4.3
Module 2: Abusive relationships /violence in intimate relationships

Objectives: To raise awareness and inform about warning signs of abuse in a relationship as well as about types, dynamic and impacts of partnership violence. Sensitise about the context of gender and partnership violence

Exercise:	**Beware!**
Aims:	Calling attention to the warning signs of abuse in intimate relationships, reframing „romantic" relationships
Material:	Heartbeat folder or list of warning signs from the Heartbeat flyer as a handout

Contributed by NANE, Budapest, http://nane.hu/

Instructions: There are several signs that a relationship is abusive or it is very likely that it will turn abusive. Behaviours like acting bossy or in a threatening way to get from our partner what we want might be useful in the short run but actually ruin the relationship in the long term.

Step 1:
We'll give to each of you a list of warning signs for abuse in a relationship. Please take your time and read it.

Warning signs

If you feel threatened in your relationship, you could be in danger of being hurt physically or emotionally. This list of warning signs may help you identify abuse.
Does your boyfriend or girlfriend:

- become constantly jealous or angry when you want to spend time with your friends
- demand to know where you are at all times
- try to control how you dress, who you hang out with and what you say
- humiliate you or make you feel like you're not good enough
- put sexual pressure on you
- make you feel guilty for your actions
- threaten to harm you or self harm if you leave the relationship
- say that he or she used to hit or slap an ex partner because of their "mistakes" or "faults"
- push, kick, shove, strangle, slap, hit you or call you names

Step 2:
Form groups of 3-4 and discuss in the next few minutes

- Signs that you are familiar with.
- Signs that you have found surprising.
- Signs that you were told or that you read that it is a sign of romantic love (e.g. peers, adults, magazines, movies, books, etc.)

Step 3:
After you've discussed in small groups we would like to share your views and opinions regarding the list in the whole group.

Exercise: **What is your position?**

Aims: To discuss about warning signs or how to identify abuse in intimate relation ships, to express and share own points of view, to raise awareness about healthy relationships, to use and develop skills of discussion and argumentation.

Materials: List of statements, flipchart paper, pens, string or chalk (optional), poster "Yes, I agree", poster "No, I disagree" to fix at opposite sides of the room

Contributed by Cazalla-Intercultural, Lorca, http://www.cazalla-intercultural.org/

Instruction:

Step 1:
In this activity we'll discuss about warning signs of violence in intimate relationships and how we can identify abuse. First I would like you to find a few examples of different violent situations in an intimate relationship and to list them on the flipchart. Everybody can write his/her own examples.

Examples given by students:

- *One hits the other*
- *Boyfriend cheats on his girlfriend*
- *He/she does not let him/ her go out with friends*
- *He/she is jealous*
- *He/she controls her/ his text messages*

Step 2:
Now we will speak about warning signs of partner violence and the effect they have in a relationship. You will see that not everybody reacts in the same way. I will read to you a series of statements and you will position yourself according to what you feel about it along this imaginary chalk- (or string-) line. If you strongly agree you will go to the extreme point "Yes, I agree" and vice versa if you don't agree. You can occupy any point along the line, but you should try to position yourselves, as far as possible, next to people whose views almost coincide with your own position. You are allowed to have a brief discussion while you are finding your places! Here it goes.

1. My boyfriend can tell me how to dress as long as he respects me.
2. She is jealous because she loves me a lot.
3. Once we argued and he said I was a bitch, but then he apologized and said it would never happen again. I believe him because I think that this is a normal situation.
4. If my boyfriend tells me not to see my ex anymore, not even for a coffee, I won't do that.
5. It's ok to use violence if the other person provokes it (cheating, lying...)
6. Not everything that hurts in a relationship is violent.
7. When you live with a person, you become "one" and you have to share everything.
8. I will not go out with my friends if my girlfriend doesn't want me to. I prefer being with her any way.

Tip for the trainer: *After each statements ask those who are at the end-points, why they have occupied these extreme positions? And those in the center, why are they standing there? Remind the participants that they can change their position after listening to others' comments. And ask them why they changed their position.*

Step 3:
Now let's go back to our places together

- How did you feel during the activity?
- How were the statements - difficult, challenging, boring …?
- Were you surprised by the extent of disagreement? Why?
- Do you think there are "right" and "wrong" answers to the different statements, or is it just a matter of personal opinion?
- Do you think it is now easier for you to identify signs of abuse in a relationship?

Step 4:
Do you want to add new examples of violent situations on the flipchart that you filled in before?

Exercise:	**How far would you go?**
Aims:	to recognise signs, characteristics and backgrounds of violence in relationships and dynamics of violence; to question gender roles
Material:	Description of a teenager relationship story, laminated feet made out of cardboard.

Contributed by TIMA e.V. and PfunzKerle e.V., Tübingen, http://tima-ev.de/, http://www.pfunzkerle.org/

Instruction: In this exercise the aim is to find your own boundaries. We will read you a short story about two young people who are getting to know each other. The story is divided into 18 stages and after each stage you should decide whether you would like to go one step further or if you would rather stay where you are. To do this we will now give each one of you one of these cardboard feet. Now stand here in the room next to each other. We will read the story and at each stage you decide whether you would like to keep going or stop. If you do not wish to continue, lay the cardboard feet that we gave you on the spot you stopped on. You may then take your seat again. In any case we will finish reading the story so you do not feel you have to continue just to find out what's coming up next. After the story we will talk about the exercise and ask you why you stopped at the point you did.

A teenager relationship story for girls:

1. You are at your girlfriend's party and you see a boy that you like. He looks at you often and smiles at you. You smile back.
2. Two weeks later you coincidentally meet him on the bus. You talk to each other and you immediately find him very nice – really sympathetic. You find out that he is new in your girlfriend's class and has already been out with her clique a few times.
3. He says that he would really like to see you again and asks for your cell number.
4. The next day you get a SMS and he asks you if you would like to go into town with him and the others from the clique on Saturday evening.
5. The evening is great and you have a lot of fun together. He is really charming, looks good and you have the feeling that the other girls envy you because he is so interested in you.
6. You start seeing each other more often, get to know each other more and you notice that you have fallen in love with him, and he in you. You see each other almost every day. After school he usually waits for you and accompanies you home.
7. He calls you very often and is interested in what you are doing at the moment and with whom you are out with.
8. You notice that he doesn't like it when you do something in the evening without him, for example if you would like to go out with your girlfriends. Then he's always in a bad mood and makes stupid comments about your friends.
9. This is why you often argue with each other. One day you would like to, for example, go to the outdoor swimming pool with your girlfriends. He gets angry and tells you that he doesn't want you to go. After this argument he apologises to you and explains that it's because of the other boys there who would see you "half-naked".

10. After that things are really nice with him for awhile. He is tender, showers you with compliments and you notice how much he loves you. But then you get into another argument because you would like to go out with your girlfriends one evening: He thinks that you are cheating on him with another boy and that's why you don't want him to come along.

11. Afterwards he asks you exactly what you did and who was there with you. You tell him but he doesn't believe you.

12. He talks bad about your girlfriends and says that he doesn't want you to hang around with them. They have a bad influence on you. He especially and obviously doesn't like your girlfriend Sonja. He calls her a "slut". You tell him that he should stop insulting your girlfriends. But you keep a little distance between you and Sonja anyways, just so he doesn't get angry.

13. Over the next few days, he behaves as if nothing happened, is really sweet to you and even gives you presents. For awhile you really get along well with each other. He fulfils your every wish and you feel really good.

14. He gets jealous very easily, for example if he sees you talking to other boys after school when he picks you up. He insults you now more often with hurtful words and once he yelled so loud and towered himself over you that you were even scared of him.

15. But in the afternoon he apologises again. He says he had lost control and that you are so very important to him that he cannot stand the thought of someone else liking you too.

16. He says that you belong to him and that's why you shouldn't go out without him anymore; he simply can't bear it. He says that otherwise he will break up with you.

17. After the school festival, to which you did go without him, he was waiting for you on your front doorstep and reproaches you for it. He yells at you, becomes more and more angry and hits you in the face.

18. The next day you get a SMS in which he apologises and swears that it will never happen again.

A teenager relationship story for boys:

1. You are at your friend's party and you see a girl that you like. She looks at you often and smiles at you. You smile back.

2. Two weeks later you meet her on the bus. You talk to each other and you instantly find her very nice - really sympathetic. You find out that she is new in your friend's class and has already been out with his clique a few times.

3. She asks you for your cell number.

4. The next day you get a SMS. She asks you if you would like to go into town with her and the others in the clique on Saturday evening.

5. The evening is great and you have a lot of fun together. She is funny, looks good and you have the feeling that the other boys envy you because she is interested in you.

6. You start seeing each other more often, get to know each other closer and you notice that you have fallen in love with her, and she in you too. You see each other almost every day. After school she usually waits for you and then you talk to each other on the way home.

7. She calls you frequently and is interested in where you are, what you are doing and who is there with you.

8. You notice that she doesn't like it when you want to do something in the evening without her, like going out with your buddies. Then she is always in a bad mood and complains to you about petty things. Sometimes she makes stupid comments about your friends.

9. As a result you often get into arguments. One day you would like to go to the outdoor swimming pool with your buddies. She cries and says that she doesn't want you to go. After this fight she apologises to you and explains that she thinks you are looking at other girls there.

10. After that things go really well with her for awhile. She is tender and attentive and you notice how much she loves you. But then you get into another argument because you would like to go out with your friends one evening. She thinks that you are cheating on her with another girl and that's why you don't want her to come along. She threatens to break up with you if you still go.

11. Afterwards she asks you exactly what you did and who was there with you. You tell her but she doesn't believe you.

12. She talks bad about your friends and says that she doesn't want you to be together with them because they are dumb. She especially and obviously doesn't like your friend Nik. He hangs around with you a lot and usually does whatever you do. She calls him a "weakling" and "wimp". You tell her that it is your decision who you would like to go out with. And that you will end the relationship with her if this continues. But you keep a little distance bet ween you and Nik anyways, so she doesn't get angry.

13. Over the next few days, she behaves as if nothing happened, is really sweet to you and even gives you a little present. She fulfils your every wish. You feel really good.

14. She gets jealous very easily, for example if you talk to other girls in your class. Now she insults you more often with hurtful words. Once she all of a sudden started yelling at you and putting you down in such a way that the people around you could hear her. You feel terrible. What will the others think of you now?

15. But in the afternoon she apologises again. She says she had lost control and that you are so very important to her that she cannot stand the thought of another girl liking you too.

16. She says that you belong together and that's why you shouldn't go out without her anymore, even if only the boys are there. She says that she will hurt herself if you do.

17. After the school festival, to which you did go without her, she waits for you and reproaches you for it. She becomes more and more angry and kicks you in the knee.

18. Later you get a SMS in which she apologises and swears that she didn't mean it like that and that it will never happen again.

So, now we have worked through the 18 stages of this relationship. Some stopped relatively early; others went on further. Now we would like to discuss with you at which point you think that a relationship is no longer okay and when you think it would be time for you to leave a relationship. Please observe carefully who went how far.

- At which level did you "leave"? Why? What did you not like? How did you feel about it?
- Did you go further? What made you decide to go further?
- How do you feel when you meet someone like that?
- What would you need in order to feel you need to leave? How exactly do you do that?
- Who can help you with that; who supports you?

Tip for the trainers: *During this exercise many young people reflect on their own relationship experiences. That is why it is important to create an atmosphere in which each person can feel comfortable enough to speak about their experiences if they would like to, without any pressure. It is also helpful to explain to the young people that some parts of the story may remind them of their own experiences and that they can reflect on those experiences and decide if they would like to talk about some of them here. As a trainer, if you feel comfortable with it, you may offer the opportunity to approach you if some of the participants should feel the need to talk to someone confidentially.*
We have had the rare experience that young people who are not interested in a mixed-gender relationship already drop out of the story right at the beginning for different reasons that we don't ask in the workshop. Reasons may be amongst others the fear to get hurt. Another reason could be a homosexual orientation. Violence and control can be just as much an issue in homosexual relationships between young people. This can be named like that in order to show that we don't set heterosexual relationships as a standard.

Exercise:	**Relationship light**
Aims:	Clearly illustrate warning signs for violence in relationships
Material:	Yellow and red A6-sized papers, flipchart pages with green A6-sized papers from the Relationship Top 10, scotch tape

Contributed by TIMA e.V and PfunzKerle e.V., Tübingen, http://tima-ev.de/, http://www.pfunzkerle.org/

This exercise includes the exercises "Relationship Top 10" (page 21) and "How far would you go?" (page 29 ff. in this manual).

Instruction:
We previously gathered characteristics of respectful relationships and listed them on the green cards. Now we are interested in what your opinions are regarding warning signs for violence in a relationship, or even stop signals.

Step 1:
Each person will receive a few yellow and red cards. On the yellow cards, write down what behaviour would bother you so much in a relationship that you would begin to feel uncomfortable in this relationship. On the red cards write down what would definitely be a reason to end the relationship. Red cards are stop signals; like the red light. Examples for warning signs and stop signals can be taken from the "relationship stories", which we just heard or from own experiences or media reports.

Young people named the following corresponding warning signs or stop signals, among others:

Stalking, betrayal, lying, psychological violence, sexual violence, physical violence, intimidation, control, threats, distrust, insulting friends, invasion of privacy, accusations, drug consumption, forbidding, pushiness, too clingy, neglect, injustice, (unfounded) jealousy, family doesn't accept partner, spying, insults, disinterest

Step 2:
Now sit together again in the group in which you collected the green cards. Compare your cards in the group and sort out the doubles.
Then glue the yellow cards above the green cards. After that, glue the red cards above the green cards. So the green cards are at the bottom, the yellow ones in the middle and the red cards on top, like a traffic light, but in this case it's a relationship light.

Step 3:
When your posters are finished, please present your "light" to the other groups.

Tip for the trainers: *The same terms frequently turn up in more than one category.*

Exercise: **Why do some people stay?**

Aim: To understand why some people stay in violent relationships.

Material: Prompt cards, 'Tips' handout

Contributed by Tender, London, http://www.tender.org.uk/

Instructions: In this session, we'll explore why some people stay in a violent relationship. This is a common question: Why doesn't the victim just leave? If someone is experiencing violence and abuse, there seems to be one obvious solution: get out of it. But the reality is that many people find it difficult to end an abusive relationship. This session will explore why.

Step 1: We'd like you to form two lines, facing each other. Make sure you're facing one person opposite you.

Step 2: Now that you're in two lines, we'd like to identify half of you as 'victims' and half as 'abusers'. Everyone in one line is experiencing violence in their relationship and everyone on the opposite line is using violence against their partner. The person opposite you is your partner and violence has just been used in your relationship. We're going to ask each victim to say one thing: 'I'm leaving'. The abuser, your partner, will then respond. Abusers, it's your task to try to prevent your partner from leaving. You can say as little or as much as you like, but you really want your partner to stay with you. Victims, once you've heard what your partner has said, you need to decide: Will you stay or will you go? We'll ask each of you to try this, while the rest of the class listens. We'll discuss it as a large group afterwards.

Note for the trainers: *It's best to allow the 'abusers' to use their own ideas for convincing the other person to stay. But if students need additional support, the prompt cards below can be used as examples.)*

Prompt cards – for the 'abusers'

"I love you and I don't know why I did what I did. Please stay."

"I'll hunt you down if you go. You're mine."

"You're no one without me. No one else will want you."

"I didn't mean to hurt you. I will never hurt you again."

"I'll kill myself if you leave me."

"If you leave, I'll send that photo of you to everyone we know. You know the one, the private picture, which was just for me."

"Your friends don't spend time with you anymore. I'm the only person in your life. Do you really want to leave me?"

Step 3:
(This can work as an interview with some or all of the victims.) We'd like to hear more from the victims: Why did you make the decision that you did? How did the perpetrator make you feel?
Did you know...:

- Ending a relationship does not always end the violence. For example, most murders occur after the victim has ended the relation ship. This is why it's important for victims to talk to somebody they trust when they're trying to leave, especially if they've been threatened.

Examples of what 'victims' might say about why they stayed:

- *I felt scared/threatened*
- *I felt sorry for him/her*
- *He/she sounded like he/she really wanted to stop being violent.*

- If there's violence, there's usually emotional abuse too. Do you think it's harder to leave if your boyfriend/girlfriend has been attacking your self-esteem?
- Violence often starts after some commitment has been made within the relationship: for example, 30% of domestic violence begins after a woman gets pregnant. But it might be that the 'commitment' is smaller: such as spending more time alone instead of together with friends; or one person giving the other a gift for the first time. Do you think it's harder to leave if you've experienced a positive side to the relationship?

Step 4: Please get up and form a single line. Imagine your friend is experiencing violence in his or her relationship. What do you want to say to your friend? Think of one thing you would say, starting with the words: 'I want....' We'll start on one end of the line and move down the line.

Note for the trainers: *encourage the students to say the first thing that comes to mind; e.g. "I want you to be safe" "I want you to stop having bruises". This should be a very quick exercise, with each student saying one thing and the next saying their statement immediately after. The result will be a 'chorus' of support. You can ask students to repeat, to call out their same statements in rapid succession.*

What if you said to your friend, "I don't like your boyfriend" or "I don't like your girlfriend"? Do you think your friend would try to defend his/her partner even though he/she was experiencing violence? Why do you think that is?

(Following this discussion, the 'Tips' below can be read out loud or printed out as a handout for the participants)

Some tips for helping your friend.....

- **Raise the issue:** Don't wait for your abused friend to tell you about the situation. Bring the subject up yourself when his or her abusive partner isn't around. Let your friend know you are concerned and want to help.
- **Try not to criticise your friend's partner or the relationship.** Instead, focus on the abuse and your friend's safety. You don't have to know all the answers. You can help simply by listening and letting your friend break the silence and end the isolation. It's OK to be truthful or give your opinion, but bear in mind that your friend needs to be supported rather than judged.
- And remember – **it is not your responsibility to fix the problem.**

Supporting a friend in this way is a huge challenge. You don't want to see your friend get hurt, but may have to watch him or her remain with a partner when you think she should leave. As her friend, make sure you offer something the abuser doesn't. For example, if the abuser is telling your friend what to do all the time, it's no use you doing the same.

Resolution by the trainer:
We've explored some of the reasons that people stay in abusive relationships. Some of these are:

- Fear
- Low self-esteem because of the abuse
- Isolation because of the abuse – the abuser may have been putting pressure on their partner to stop seeing their friends. This can lead to feelings of dependence on the relationship.
- They want the relationship, not the abuse.

Instead of asking the question 'why do some people stay?' we can try asking another question: 'Why doesn't the abuser stop the violence?'

(This is not for discussion now, but as a thought on which to end the workshop)

Tips for the trainers: *Watch for comments along the lines of 'some people stay in violent relationships because they're weak'. This belief can be challenged with responses such as, "Is the person weak or have they had their confidence damaged by an abusive partner?" "Victims can be extremely strong people. Did you know that there has been research into the 'type' of people who become victims and they've been unable to find one type? Victims come from all backgrounds, with different personalities and characteristics."*

Exercise:	**Case-study**
Aims:	Explore what partner violence is through discussion and working creatively in groups, sensitise young people to the full range of abusive behaviours, identify abusive behaviours
Materials:	Flip-chart paper & pens

Contributed by Tender – London, UK, http://www.tender.org.uk/

Instruction: We would like to do an exercise with you that deals with different stages in a relationship.

Step 1:
Please divide in small groups of 3 or 4. Each group will get a flipchartpaper. Please draw a vertical line across the paper. If this line is a teenage relationship, how does it start? What are the 'stages' that a relationship goes through? Use the line to show when these stages happen. You've about 10 minutes to work on the stages-line.

Some examples of 'stages':

- *exchanging phone numbers,*
- *meeting up without friends for the first time, first kiss, giving gifts ...*

Step 2:
Share back with your "stages-lines" to the large group

- If one of these relationships that you put on paper was an abusive relationship, when do you think the violence would start?
- Imagine, if someone was punched on a first date, would they stay in that relationship?"
- Can you think of any early warning signs of violence in a relationship?

Note for the trainers: *As to early warnings signs see page 26 of this manual*

Step 3:
The following story that I read out or hand out to you now is based on the experiences of young people who have experienced violence in a relationship:

- What do you think about Emma – should she have known better than to have stayed in this relationship? If so, when do you think she should have left the relationship?
- If someone's boyfriend of girlfriend is constantly texting and phoning, would you say this is ' abusive"? If it's sometimes OK to do this, could you explain more about those situations? When is it not OK?
- Do you think that Emma's boyfriend was being 'controlling'? Why or why not?
- If you were Emma's friend, what would you say to her?

Emma's story:

"I told the doctor that I had a fight at school. I came to his office with bruises all over my face and up my arms as well. And he, the doctor, was asking if I was sure about that – about the fight at school – because I had handprints all up my arms. I said, "yeah, I'm sure". I just got really defensive about it, and I think he knew what was going on, but he didn't want to say anything. He just gave me painkillers.

"I'm thinking what it was like before that. We'd be together, having a laugh and he was fun so I wanted to spend more time just the two of us. That's what he wanted too. He wanted us to always be together, he didn't like the time I spent with my friends, he was constantly checking up on me. I'd have to send him a text message every 20 minutes or he'd get upset. That wasn't at the very beginning, though. At the beginning, he was just sweet.

"I always wanted to protect him because sometimes my friends would criticise what he was like. It was just he'd get really angry over the littlest things that I did and it just upset me. And when I was trying to show my point of view, he didn't appreciate it. He'd tell me to shut up. I left him in the end. It took a long time, but I left."

Resolution by the trainers: The story we read was not uncommon. Many young people have shared such experiences. More often than not, as in this story, it is a young woman who experiences the abuse.

Violence often begins at a point of commitment in a relationship: when the couple begin seeing each other more often, at pregnancy, when they move in together. We can understand, then, why some people stay in abusive relationships. They want the relationship, not the abuse.

We can listen to this story and be appalled. We can also admire and respect the young woman who has survived and rebuilt her life, finding her self-confidence again despite the abuse.

Exercise: **Early warning signs**

Aims: Enable young people to identify the early warning signs of abuse, sensitive young people to the impact of abusive and violent behaviours.

Material: 'A & B script', roll of paper for brainstorm, tape to put statistics on the wall

Contributed by Tender, London, http://www.tender.org.uk/

Today we would like to discuss with you about early warning signs of abuse and reflect on the impact of abusive and violent behaviours. To do so we'll create "still images". This means that you'll create a physical picture – we'll give you some words and we want you to think about how these words make you feel and the images that come into your mind as you think about them. Working as a group, we'd like you to use these feelings and images to turn yourselves into a 'sculpture'.

Step 1:
We'd like you to get into small groups of 3 or 4 people. As a group, create a 'tableau' (a still image) for each of the following words: **power and fear**. After about 10 minutes we'll share these back to the whole group. The groups will share their 3 still images to the rest of the group. We ask the audience to be attentive and to acknowledge the fact that it can be difficult to present work to your peers.

After you've shared your still images we would like to discuss the following questions with you:

- What do you think the early warning signs might be of an abusive relationship?
- What is the effect of these behaviours on the victims?

We'll collect your ideas on this roll of paper.

Step 2:
Please work in pairs now on rehearsing the scene [see script below]. Decide who will play A and who will play B and read the script out loud. Then 'act out' the scene. You'll have around 5 minutes to work on your scene.

A & B Script

A Hiya, how are you?
B I'm alright. I've been waiting ages.

A Yeah I was talking to Sam
B I've felt really stupid sitting here on my own.

A (ignoring comment) Let's go then
B Where are we going?

A Round Sam's
B You're joking

A What's your problem?
B You're late meeting me 'cos you were chatting with your mate and now we're going round there- I don't even like Sam

A Don't start getting all stroppy
B I'm not, I just don't want to go round to Sam's

A Well where do you want to go then?
B I don't know

A You can't ever make a decision and then – when I do - you get all moody
B I just don't like going round there- Sam's creepy

A That's my mate you're talking about
B stands up

A Are you wearing that?
B What?

A It makes you look a bit…

B What?

A It makes your legs look a bit funny.

We will watch some of your performance now and reflect on what is seen.

Possible discussion questions:

- How long do you think this couple have been together?
- Do you think this type of situation has happened between them before?
- Do you think there are 'early warning signs' of abuse here or is this couple beyond that point?
- What kind of behaviour do we see in "A"? What about "B"?
- What kind of abuse is happening here, if any?
- What issues of power and control are happening in this scene?
- Is this a healthy relationship? On a scale of 1 to 10, 1 being terrible and 10 being really healthy, where would you put this relationship?

We would like to end the session in the large group and ask you to close your eyes. Think of an image that represents something you did or saw in the session today, and now use your body to create this image. Everyone open your eyes at the same time to see what others have created.

Resolution by the trainers: There are many early warning signs that a relationship might become abusive or violent. The following list is an example of some of the more common signs to be aware of:
Violence often begins at a point of commitment in a relationship: when the couple begin seeing each other more often, at pregnancy, when they move in together. We can understand, then, why some people stay in abusive relationships. They want the relationship, not the abuse.
We can listen to this story and be appalled. We can also admire and respect the young woman who has survived and rebuilt her life, finding her self-confidence again despite the abuse.

- Making fun of you
- Shouting at you or screaming in your face
- Saying negative things about your body, your friends, your family, your appearance
- Threatening to hurt you physically unless you do what they want
- Telling you who you can see and where you can go
- Constantly checking up on what you're doing, e.g. by phone or SMS

Victims sometimes say that the emotional abuse has a more lasting impact on their lives than physical violence.

Exercise:	**Status**
Aims:	Engage young people in power and control model of intimate violence, explore the difference between positive and negative forms of power, understand emotional abuse
Material:	Small slips of paper, numbered 1 to 5, tape to stick bits of paper to students' backs

Contributed by Tender, London, http://www.tender.org.uk/

Instructions: We would like to work on the meaning of status with you and how it influences relationships.

Step 1:
What do you think:
What is status? How does status affect your place within a peer group?

As your responses show, status is about peoples' places in society, e.g. a head teacher has higher status than a teenager: Within your peer groups there will be people you know who have high status, for example people who have a strong influence over the opinions and actions of others.
Think of status as a scale, from 1 to 5: 1 means low status and 5 is high status. We need two volunteers. Each will get a status number between 1 and 5. Then both will take a chair and walk into the space and sit down according to their given status.

Question to the audience after both volunteers took position:

- How do you know that someone is 'low status'? Or 'high status'?
- What does 'middle status' look like?
- How does someone with high status present themselves / use their body language? And with low status?

Question to ask the volunteers:

- How did it feel to be the lowest status?
- How did it feel to be the highest status?
- Do people impose status on others in real life?

Tip for the trainers: *You can repeat with new volunteers and new numbers. During discussion, you may wish to prompt students to look at posture, facial expressions, and the use of hands – e.g. a low-status character might fidget with their hands, while a high-status character may keep their hands confidently at their side. There are no right or wrong answers with this exercise. The aim is to identify the unspoken cues that we use whenever we meet a person that causes us to mentally classify them into a social status.*

Step 2:
We'd like you to form small groups and create 2 short improvisations about 'feeling small'. After the improvisation of feeling small act out 2 scenes in which people (e.g. friends at school; sisters and brothers at home; teachers etc.) use words or actions to make someone else feel small.

- In the first scene, use 'words' to reduce a person's status.
- In the second scene, use 'actions' – but no words – to reduce status (no violence! Explore other forms of body language).

Tip for the trainers: *It's the best to allow students to explore this themselves without directing them with examples. But if they're struggling to come up with something, examples could include: turning your back on someone; crossing your arms and looking down your nose at someone; bullying someone by taking their things; laughing at someone*

Please share these scenes with the whole group. What do you think?

- Is it harder or easier to challenge these words and actions when used within an intimate relationship?
- Is it possible to have 'high status' without putting down the status of another person? Can anyone think of examples of this? Think of positive role models in your lives for examples.

Resolution for the trainers: Every interaction involves the 'negotiation of status'. Often, this takes place without anyone noticing. Status can be used to make others feel small, to reduce the status of others. When this takes place within a close relationship, it can be extremely harmful. The constant attempts to make someone feel small will result in the wearing down of their self-esteem and their confidence, which in turn will make it more difficult to make decisions about leaving the relationship. Over the next few days, take notice of the status games that people play. Do you see people using status in ways that undermine the status of others? Do you see positive examples of 'high status'? Share these at the beginning of the next session.

Exercise:	**Card game**
Aims:	Engage young people in power and control model of intimate violence, increase empathy and understanding for victims
Material:	Character cards based on card game distributed by Tender www.tender.org.uk; Character Profile Sheet

Contributed by Tender, London, UK, http://www.tender.org.uk/

Instruction:

Step 1:
Each of you will first get a card from the card game and then a 'character profile sheet'. Please study first the character on your card and then complete 'character profile sheet' (see next page)
When you are ready we would like to discuss what you found out about the characters: Did this exercise change the way you felt about them?

Tip for the trainers: *The aim of this exercise is to explore the ways in which 'victims' and 'perpetrators' are people with other aspects to their personalities. Students might find that their feelings about their characters are more positive after they explore these other aspects of who they are. An important learning point = there is no 'profile' of a perpetrator, so we cannot expect victims to be able to spot them from afar. A person may be very likeable in other areas of their life, but use violence in their relationships. For this reason, friends and family may have no idea that violence is taking place at all. And this can make it harder for victims to be believed and to leave.*

Step 2:
Split into small groups of 2 or 3. Please 'keep' your character and create a scene. Each scene will have 5 elements:

1. The arrival
2. The meeting
3. The problem
4. After the problem
5. The parting

For example, your character might be friends who are meeting up after school. How do they treat each other when they meet? Are they respectful? Are there obvious differences in status? The problem may be that one friend is experiencing abuse. How does the friend respond? When they part, is it a mutual parting, or does one character decide that he/she is leaving?

After having elaborated your scene, you'll present it back to the whole group.
After each scene discuss: What was the problem? Was the problem resolved? If the scene ended negatively, what could the characters have done differently to improve the outcome?
As a whole group, pick one or two of the cards and discuss the question at the bottom.

Resolution: People who use violence and abuse often try to justify their behaviour. People who experience abuse often find it difficult to leave the relationship. We'll explore these further in later sessions.

Extract of the card game

"What's your excuse",

written and researched as well as distributed by Tender, London

www.tender.org.uk

JEWELL

So my boyfriend's been really good to me. He's older; he lets me stay with him, takes me out and buys me stuff. But now he's changing - he's stressing about money. He says that if I wanted to help him out, I could do some… favours - just for his mates. You know, he's always been there for me. I don't think I can say no.

Do you think that she owes him anything?
a: 25; b: 28; c: 09; d: 02

FAITH

I'm so confused. I want to follow my faith and please my family. I know they want me to meet a suitable boy, and get married when I'm a bit older. But now there's this other boy… I think he likes me. My parents would be so angry if they knew I liked him. How can anything ever happen with him? I don't want to hurt them.

What do you think she should do?

a: 71; b: 50; c: 83; d: 47

MISS DIS

I had this friend who had a bad, bad boyfriend. But she still wouldn't leave him!!! She was such a doormat with no guts - if you're not happy make the effort to do something about it! Some people say that I should be there to support her when she needs me. Maybe I got it wrong...

If this was your friend, what would you do?

a: 17; b: 40; c: 03; d: 38

Character profile

HOPE

I come from a really normal, happy family and I am really upset because my sister's boyfriend hits her. I just can't believe it. We were always brought up to believe that love equals respect and nothing else was good enough! I guess it can happen to anyone, and that's horrible!!!

Can this happen to anyone, what do you think?

a: 51; b: 48; c: 62; d: 71

BADMAN

I'm under a lot of pressure and she just doesn't understand. I have a lot going on right now and I need to let off steam. I'm not able to stop myself when I get so angry at her. Sometimes it gets out of control, but I always make it up to her and show her how much I love her.

If you got really stressed, what would you do?

a: 02, b: 21, c: 14, d: 31

RESPECT

No one has the right to disrespect another person, ever. If there's a problem between you and your girlfriend, you talk it over. These men that hit women are weak and cowards. It's disgusting. You need to give respect to get respect. No one ever deserves a slap. There is never an excuse.

If you wanted to show someone respect, what would you do?

a: 39; b: 62; c: 47; d: 98

ECHO

Sometimes my boyfriend really bugs me: "Are you going out dressed like that?" I used to tell him to shut up, but now it just causes a scene. I don't know what to think when I look in the mirror anymore. I can hear his words before he even opens his mouth. I miss the old me and my clothes. Can't I dress how I want?

Who do you think she should dress for?
a: 26, b: 41, c: 15, d: 01

DOMINATE

Listen. I'm gonna be somebody round here. Everyone will know my name. Just like my mates - they rule this place. I can get girls, easy - they love being with me and do what I want. My mates get respect from having their girls share it around - favours. That's who I want to be. Ok, sometimes the girls aren't happy, but that's not my problem.
Is this a good way to get respect? Is it his problem?
a: 03, b: 22, c: 01, d: 41

TRUE FRIEND

My friends and I really trust each other. Talking about problems helps and it's good to ask your friends if they're ok. My friends know I'm there to listen or to help if I can. Some people think that if you ignore violent relationships they'll go away, but I can't ignore my friends' problems.

How do you and your friends help each other?

a: 99, b: 52, c: 87, d: 45

Character profile

As your character, fill in these statements:

My name is: _____

I am_____years old

Three facts I know about my character:

1._____

2._____

3._____

Three facts I intuit (but which are not stated in the text) are:

1._____

2._____

3._____

A telling line I speak is_____

My greatest fear is_____

My greatest longing is_____

Odd habits I have are_____

My likes include_____

My dislikes include_____

Exercise: Excuses script

Aims: Engage young people in power and control model of intimate violence, explore commonly held beliefs that excuse abusive behaviour

Material: Excuses script, tape to stick up statistics and sheets, roll of paper, big pens´

Contributed by Tender, London, UK, http://www.tender.org.uk/

Step 1:
Imagine you've not done something that you should have – for example, homework or tidying your room. Then come up with an excuse why you haven't done it. And then blame someone or something else for it. Share these with the whole group.

Step 2:
Please read now the following "Excuses Script".

Excuses Script

Boy: I'm really sorry
Girl: Yeah

Boy: No I mean it, I'm really sorry
Girl: I don't understand why you do it?

Boy: I can't help it, I just lose my temper
Girl: But you said you loved me

Boy: I do, but sometimes I get stressed and I love you so much I can't handle all the emotion
Girl: You really hurt me

Boy: I know, I know. My dad used to hit my mum, I think that's maybe why I do it
Girl: Oh god, you poor thing

Boy: Me and my brother used to lie in our bed listening to my mum crying after a beating. Liam said he'd never do that to any woman he knew

Girl: Liam's a sweet guy
Boy: There you go again!

Girl: What?
Boy: It's the way you talk about other guys-I mean my brother for god's sake!

Girl: I didn't mean anything by it.
Boy: But you're always flirting and it really winds me up

Girl: Why can't I talk to other people?
Boy: Stop arguing with me-that's all you ever do. Why can't we just talk to each other without you winding me up?

- When is the first excuse used in this script? In what way is this an excuse?
- Why do you think some people are violent/abusive to their partners?

We want to reflect now how these 'causes' of violence fit into categories of perpetrator excuses and blaming the victims for the violence they experienced. We'll create a list of perpetrator excuses and one for victim blaming. Please give your thoughts as a whole group. We'll collect your answers on a flip-chart-paper. Or we'll give you cards in two different colours. You'll write excuses/victim blaming on individual cards. Then we'll collect and cluster your cards.

From this list of 'perpetrator excuses' and 'victim blaming', please create a single line in the 1st person for each item, e.g. "I had way too much to drink."

Tip for the trainers: *The purpose of this exercise is to explore how excuses and victim-blaming are expressed in day-to-day life. It might be, for example, that students identify 'alcohol' as an excuse for violence. The next step is to explore how perpetrators use these to justify their abuse.*

In exploring the question, why some people are violent to their partners, we saw that violence is often excused by suggesting it is not within the perpetrator's control (e.g. the effects of drink, or 'not knowing any better'). It is important to recognise the choice and responsibility that always exist. Violence is always the responsibility of the individuals who use it.

Step 3:
Please form small groups and choose 3 lines from the script you've just created and incorporate them into a short scene that addresses choice and responsibility for violent/abusive behaviour. The scene can be a dialogue, monologue, still or abstract images – e.g. the scene could be a conversation between two friends in which it becomes obvious that one person is using violence against their partner. In your scene, the friends may agree with the excuses or they might challenge them. This is just an example, however – we'd like to see your own ideas about how excuses and victim-blaming might be used in a conversation.

Watch and reflect on the work made:

- What was the content/message of the scene
- How it was performed.

4.4
Module 3: Help and Support

Objectives of module 3: To encourage peer-support, to inform young people about legal measures against violence in intimate relationships and stalking, to present professional support for young people affected by partner violence.

Exercise:	**Interfere or Stay Out of It?**
Aims:	To sensitise to critical situations, to encourage moral courage, to practice weighing courses of action
Materials:	"Interfere or Stay out of It" presentation, two two long ropes

Contributed by TIMA e.V./PfunzKerle e.V., Tübingen, http://tima-ev.de/, http://www.pfunzkerle.org/

Preperation: *Both ropes are laid out on the floor in two overlapping circles, so that there are three areas: One area of the circle stands for "I will interfere", the other for "I will stay out of it" and the intersection of the two circles stands for "I am not sure".*

Instructions: In this exercise, you should decide whether you will interfere with or stay out of each given situation. We will read you examples of situations; think about if you would interfere in this case, prefer to stay out of it or are not sure and must know more details first. Depending on how you feel, stand on the corresponding field or in the middle, which is the intersection of both circles. Each time, we will ask a few of you why you came to that decision.

Situations for "Interfere or Stay Out of It"
Questions for Girls Group

1. Your friend is going out with a boy who freaks out on her again and again. He yells at her and stands threateningly over her. She gets scared of him and gives in.
2. Your friend often has arguments with her boyfriend. You hear how she calls him a "bastard".
3. Your friend's boyfriend forbids her to go to the movies with you and the other girls.
4. Your friend comes to school one morning with a black eye. You ask her what happened and she tells you in confidence that her boyfriend hit her during an argument.
5. Your friend has a new boyfriend. She is very much in love and that's why she spends the majority of her time alone with him.
6. A boy from your class just got a new girlfriend. Since they have been together, you can't do anything with your classmate anymore. For example, if he wants to do something with you, the former clique, during the break, she makes a scene and is insulted until he goes to her again.
7. You hear how your friend calls her boyfriend on the telephone. They begin to argue on their mobile phones about what they would like to do in the evening.
8. Your friend just broke up with her boyfriend. She is still very attached to her ex-boyfriend and often sends him text messages, gives him gifts and tries to hang around him all of the time.
9. You friend fulfils every wish for her boyfriend and really spoils him. It is exactly the same the other way around and when they talk to each other, they have the strangest nicknames for one another.

Questions for Boys

1. Your friend B sometimes freaks out on his girlfriend. He yells at her and stands threateningly over her in such a way that she becomes scared of him and gives in.
2. Your friend often has arguments with his girlfriend. You hear how he calls her “slut”.
3. One of your friends forbids his girlfriend to go to out with other girls, e.g. to the movies.
4. Your friend comes to school one morning with a long scratch on his face. You ask him what happened and he tells you in confidence that his girlfriend scratched him during an argument.
5. Your friend has a new girlfriend. He is very much in love and that’s why he spends the majority of his free time alone with her.
6. Two youths from your class are a couple. They have been together for some time and since then you can’t do anything with your classmate anymore. For example, if he wants to do something with you, the former clique, during the break, she makes a scene and is insulted until he goes to her again.
7. You hear how your friend calls his girlfriend on the phone. They begin to argue on their mobile phones about what they would like to do in the evening.
8. Your friend just broke up with his girlfriend. His ex-girlfriend is constantly writing him text messages, giving him gifts and trying to hang around him all the time.
9. You friend fulfils his girlfriend’s every wish and really spoils her. It is exactly the same the other way around and when they talk to each other, they have the strangest nicknames for one another.

Tip for the trainers to the individual situations: *In the interview phase of this exercise it is important to ask the youths to give a reason for their position and to not devalue it. Many youths may initially respond that they would not interfere. They would maybe say something to their friend or girlfriend. But interfere? No! This attitude initiates a conversation about the fact that interfering does not automatically mean physically putting oneself in between and about which forms of interference youths do trust themselves to do and which are appropriate. The tip that they can get help from a confidant if they are dealing with a violent situation among friends and acquaintances is relieving for youths. Violence in relationships is no private matter.*

To 1: *Intimidation and threats are types of violence; due to such an imbalance in the relationship, support for the girlfriend is important. The friend may need support in trying to deal with his aggressions in another way.*

To 2: *Young people like to downplay the force of insults without giving much thought to the meaning. But insults are also a form of violence, especially when they have sexual connotations. Maybe there are other more common offensive expressions in the group. When girls and boys say that they would not use words like “bastard” or “slut”, then surely they have an idea which insults they would use or have already experienced. This example can also be used in order to discuss with youths which gender role expectations that sexual insults refer to for men or women.*

To 3: *This form of control is very problematic and in this example, expectations of gender roles become clear.*

To 4: *Anything told in confidence that must sometimes be repeated is done so only with the protection of those involved. Physical violence is a very clear reason for friends to take sides and to interfere.*

To 5: *After the first pink cloud phase, a risk factor for relationship violence is when a couple isolates themselves. Nevertheless many find that this privacy is between two people and that no one should interfere.*

To 6: *Psychological pressure can be a form of physical violence. Emotional blackmail is violence. In this case, interference from friends is important.*

To 7: *There are arguments in every relationship; that's why an argument itself is still no indication of violence in the relationship. To interfere could mean to ask your friend after the telephone conversation if he/she is okay with the situation. It could be that the girlfriend or friend does not want you to interfere because it is their private matter.*

To 8: *If one partner cannot accept the separation, then it could become problematic. This forceful behaviour can be classified as stalking. Such stalking behaviour is very stressful for the parties involved. Friends can encourage the person being stalked to set clear boundaries and to show the stalker that such behaviour cannot be tolerated. Under the penal code in section §238, stalking is listed as a criminal offence.*

To 9: *Lovers are sometimes embarrassing to their friends, especially when such a lovey-dovey phase lasts a longer period of time. Although using nicknames is a private matter for the two in love and isn't a sign of a violent relationship, it could become important for the friendship to express one's uncomfortableness with it*.

Exercise: Talk, I'm listening...

Aims: Understand the emotional needs of a troubled person, develop active listening skills

Material: –

Contributed by NANE, Budapest, http://nane.hu/

- What comes into your minds when you hear the expression „active listening"?
  One of the needs of a person in trouble is to be able to recount her/his story. It is especially important when a victim of violence wants to talk, that she or he gets the time and attention to tell the story in his/her own way and speed, without interruptions.
- What are the ways to let the other know that you are paying attention, without saying anything?

To show attention

with eye-contact, encouraging looks, showing emotions through facial expression, nodding/shaking head, and acknowledging sounds, like „aha", „uhmmm", „mmhhmm", or one-syllable words like „yes", „no", „ah".

Please form pairs for a little practice of active listening. Think of a short story of an occasion when you were very glad or happy about something. You will have 2 minutes to share this story with your pair. The one who is listening should not talk, but rather use the methods discussed earlier, to show his/her attention. After two minutes we'll call on you to switch roles.

After the twice two minutes are over we would like to know:

- What was it like to be listened to?
- How was it to practice active listening?
- Do you usually listen like this to friends? If not, how do you typically do?
- Would you try and use active listening in the future if a friend is in trouble?

Tips for trainers: *If there is time and the group is safe enough, you can have another round with a sad/ negative story. This activity requires a great level of comfort; therefore always let participants choose their partners for the pair activity*

Exercise: **Legal measures against violence in relationships**

Aims: To inform about legal guidelines for the protection against violence, and to define differences between disrespectful behaviour and a criminal offence

Materials: Manuscript/handout about legal regulations

Contributed by TIMA/PfunzKerle, Tübingen and Tender, London, http://tima-ev.de/, http://www.pfunzkerle.org/, http://www.tender.org.uk/

Presentation: There are a number of laws and guidelines to govern the coexistence of people. Some laws are already old, some are newer; many have been changed over the course of time. Rights and laws specify what is permitted within a society and what is not. This also applies to intimate relationships. Some things in a relationship are not to be negotiated between the partners, but rather are a matter of public interest and will be criminally prosecuted / punished. We have talked about human rights and human dignity before. In order to clarify in each individual case, what it means to protect human dignity, there are various laws established in the United Kingdom, as well as in other European countries and in most countries of the world.

Some important legal regulations with regard to relationships are defined in criminal law and in the violence protection law:

Domestic violence (The Home Office definition) is any threatening behaviour, violence or abuse between adults who are or have been in a relationship, or between family members. It can affect anybody, regardless of their gender or sexuality.
The violence can be psychological, physical, sexual or emotional. It can include honour based violence, female genital mutilation, and forced marriage.

Domestic violence can include a number of different behaviours, and there is no single criminal offence of ‚domestic violence'. Not all forms of domestic violence are illegal; some forms of emotional abuse, for example, are not defined as criminal - though these can also have a serious and lasting impact on a woman's or child's sense of well-being and autonomy.

Criminal Offence:

However, many kinds of domestic violence constitute a criminal offence,

- **Physical assault:** punching; slapping; hitting; biting; pinching; kicking; pulling hair out; pushing; shoving; burning; strangling.
- **wounding,**
- **attempting to choke,**
- **Sexual assault:** using force, threats or intimidation to make you perform sexual acts; having sex with you when you don't want it; forcing you to look at pornographic material; forcing you to have sex with other people; any degrading treatment related to your sexuality or to whether you are lesbian, bisexual or heterosexual.
- **rape,**
- **threats to kill,**
- **harassment:** following you; checking up on you; not allowing you any privacy (for example, opening your mail), repeatedly checking to see who has telephoned you; embarrassing you in public; accompanying you everywhere you go.
- **Stalking and putting people in fear of violence.**

Sexual Assault:
is a sexual act upon or directed to another which is **unwanted** and **not consented** to by the other. Sexual assault can be committed by both men and women against either a man or a woman.
An **offender is guilty** of this offence **if:**

- The offender intentionally touches the victim AND
- The touching is sexual AND
- The victim does not consent to the
- touching AND
- The offender does not reasonably believe that the victim consents.

Sexual assault is a non-consensual offence. The Crown Prosecution Service (CPS) must prove that the victim did not consent and the offender did not reasonably believe that she did.
This offence can be dealt with in either the Magistrates Court or the Crown Court.

Consent:
Section 74 (The Sexual Offences Act 2003) defines **consent as „if she agrees by choice, and has the freedom and capacity to make that choice".**

In the offences of rape, assault by penetration, sexual assault and causing a person to engage in sexual activity without consent, a person (A) is guilty of an offence if (s)he:

- Acts intentionally;
- (B) does not consent to the act; and
- Does not reasonably believe that B consents

There is a presumption that all rape victims need to say the word ‚no' to state that they do not consent to sex. The reality is that some victims will ‚freeze' during an attack. This is sometimes due to shock or fear of the attacker. The police will always consider these factors or anything else that prevented the victim in saying ‚no'.

Respectful intimate relationships
A respectful relationship is certainly more than just the simple absence of criminal offences. It is about feeling good and supporting each other.

For example, forcing the girlfriend or boyfriend to give a kiss will not be classified as a criminal offence too quickly, but it is disrespectful. Respect works differently: Both behave in such a way that nothing happens against the will of both. Both pay attention to each other, that's respect. This also includes for example

- Being prepared to do myself that which I expect from you. (being loyal, for example)
- I do not laugh at you and do not put you down in front of other people, but rather I tell you what I like about you.
- I give you the freedom to make your own decisions and would also like the freedom for things that I would like to do as well as the time that I need for myself.
- Further aspects of respectful relationships can be found in the Herzklopfen leaflet for youths and are named by youths as a positive list in the exercise "Relationship Top 10".

Tips for the trainers: *A real example of violence in relationships can also be incorporated into the presentation. Examples from celebrities and stars can be especially useful because the youths are usually very interested and it attracts their attention. This was the case with Rhianna and Chris Brown during the implementation of our workshop. However, such cases disappear quickly from public awareness. Follow the daily paper carefully, maybe you will find actual stories there, newspaper articles or similar that you can use.*

5. Materials and literature

International websites/videos for young people against violence in intimate relationships:

http://www.kimthemovie.com/ (in English)

http://www.respect4us.org.uk/ (in English)

http://www.tender.org.uk (NB: new website will be launched in December/Jan with new areas for young people), (in English)

http://thisisabuse.direct.gov.uk/ (in English)

http://www.seeitandstopit.org/pages/ (in English)

http://www.loveisnotabuse.com/web/guest/dangerzone (in English)

http://www.spike.com/video/teen-dating-violence/3120155 (in English)

http://kidshealth.org/teen/your_mind/relationships/abuse.html (in English)

http://www.youtube.com/watch?v=AqiYNEhvNyc&NR=1 (in English)

http://www.youtube.com/watch?v=PhuN_dhAW40&NR=1 (in English)

http://www.youtube.com/watch?v=Z4rHTOHxcn8&NR=1 (in English)

http://www.michigan.gov/datingviolence (in English)

http://www.loveisrespect.org/ (in English)

http://www.herzklopfen-tuebingen.de/ (in German)

http://www.pfunzkerle.org/heartbeat (in German)

http://www.spass-oder-gewalt.de (in German)

http://www.labbe.de/mellvil/index_vs.asp?themaid=26&titelid=286 (in German)

http://www.skppsc.ch/blog/index.php/weblog/comments/comevach_gewalt_in_beziehungen_von jugendlichen/ (in German)

http://www.youtube.com/watch?v=DIBMJLlGjqw (in Spanish)

http://www.metacafe.com/watch/4144186/la_mascara_del_amor_2/ (in Spanish)

http://www.rtve.es/television/no-estas-sola-sara/ (in Spanish)

Expert contribution and studies about prevalence, types and impacts of violence in intimate teenage relationships

Hickman, Laura J., Jaycox, Lisa H., Arnoff, Jessica: Dating Violence among Adolescents - Prevalence, Gender Distribution, and Prevention Program Effectiveness, April 2004 in Trauma, Violence& Abuse http://www.rand.org/pubs/reprints/2005/RAND_RP1176.pdf

Christine Barter: Partner Exploitation and Violence in Teenage Intimate Relationships - Results from current UK Research, June 2010: http://www.empowering-youth.de/downloads/speech_barter.pdf

Partner exploitation and violence in teenage intimate relationships, by Christine Barter, Melanie McCarry, David Berridge and Kathy Evans. http://www.nspcc.org.uk/inform/research/findings/partner_exploitation_and_violence_wda68092.html, http://www.nspcc.org.uk/Inform/research/Findings/partner_exploitation_and_violence_summary_wdf68093.pdf

La violence dans les relations amoureuses des jeunes agés de 12 à 21 ans. Une étude menée en Communauté française de Belgique http://www.egalite.cfwb.be/fileadmin/sites/sdec/upload/sdec_super_editor/sdec_editor/documents/violence_envers_femmes/Etude_Violences_dans_les_relations_amoureuses_des_jeunes_2009_01.pdf

Domestic violence in adolescent relationships. Research project carried out for Safer Southwark Partnership by Nina Schütt, July 2006 http://www.cassandralearningcentre.org.uk/Research/Southwark%2520Study.doc

Maddy Coy, Kerry Lee, Liz Kelly and Colleen Roach: A Missing Link? An Exploratory Study of the Connections Between Non-Consensual Sex and Teenage Pregnancy. London, 2010 Report

A Missing Link- An Exploratory Study of the Connections Between Non-Consensual Sex and Teenage Pregnancy(1).pdf (download acrobat reader)

A Missing Link- Executive Summary.pdf (download acrobat reader)

Krahé, Barbara/ R. Scheinberger-Olwig/ E. Walzenhöfer: Sexuelle Aggression zwischen Jugendlichen: Eine Prävalenzerhebung mit Ost-West-Vergleich, in: Zs. F. Sozialpsychologie, 30. Jg., 1999 http://www.psych.uni-potsdam.de/social/projects/files/sex-aggression-jugend.pdf,

Dr. Eva-Verena Wendt: Dr. Eva-Verena Wendt: Miteinander gehen. Bedeutung und Chancen von Paarbeziehungen im Jugendalter, Juni 2010 http://www.empowering-youth.de/downloads/vortrag_wendt.pdf

Lebenssituation, Sicherheit und Gesundheit von Frauen in Deutschland, Studie im Auftrag des BMFSFJ, 2005 http://www.bmfsfj.de/BMFSFJ/Service/Publikationen/publikationen,did=20560.html also available in English

Gewalt gegen Männer, Studie im Auftrag des BMFSF, 2005 http://www.bmfsfj.de/BMFSFJ/Service/Publikationen/publikationen,did=20560.html also available in English

M. Pilar Matud, Ph.D., Dating Violence and Domestic Violence, Tenerife, Spain, in Journal of Adolescent Health 40 (2007) 295–297 (in Englisch) http://www.violenciadegenero-ull.com/editorial.pdf

Ángel Hernando Gómez: La prevención de la violencia de género en adolescentes. Unaexperiencia en el ámbitoeducativo, Universidad de Huelva 2007 http://www.cop.es/delegaci/andocci/files/contenidos/VOL25_3_7.pdf

Recommendations and projects concerning the prevention of violence in young people's intimate relationships

Home Office, Together we can end Violence against Women and Girls,
Annex A – Summary of key actions. Prevention, 2009
http://www.thewnc.org.uk/publications/doc_download/419-end-violence-against-women-annexes.html

Tender's Healthy Relationship Education toolkits & projects, London
http://www.tender.org.uk or contact Nikki Rummer at nikki@tender.org.uk

Spiralling DVD and education toolkit
http://www.bdaf.org.uk/professionals/spiralling-dvd-and-toolkit

Stop Sexual Bullying – resources for schools
http://www.womankind.org.uk/Education_resources.html

Zero Tolerance Charitable Trust – resources for schools
http://www.zerotolerance.org.uk/

Preventing Violence Against Women Scottish Network – includes resources and information for schools about violence in teenage relationships
http://www.vawpreventionscotland.org.uk/

Expect Respect education toolkit, Women's Aid
http://www.womensaid.org.uk/page.asp?section=00010001002800 01&sectionTitle=Education+Toolkit

Westminster Domestic Violence pack
http://www.westminsterdomesticviolenceforum.org.uk/

Council of Europe: gender matters. Manual on gender based violence affecting young people, 2007
http://www.eycb.coe.int/gendermatters/contents.html#

Healthy Relationships Curriculum Outline, Men for Change, Halifax Canada
http://www.m4c.ns.ca/outline.html

Amnesty International, Making Rights a Reality: Human rights education workshop for youth (on violence against women)
http://www.amnesty.org/en/library/info/ACT77/053/2005/en also available in Spanish

Youth Education Packet, "Dating Violence, It is a Big Deal" (Michigan, US)
http://www.michigan.gov/documents/dhs/DHS-PUB-0224_172099_7.pdf

International Women's Health Coalition: Positively Informed:
Lesson Plans and Guidance for Sexuality Educators and Advocates (Chapter 6: Intimate relationships,)
http://www.iwhc.org/index.php?option=content&task=view&id=2594

Bundesministerium für Familie, Senioren, Frauen und Jugend, Prävention von häuslicher Gewalt im schulischen Bereich. Empfehlungen der Bund-Länder-Arbeitsgruppe „Häusliche Gewalt“, 2007

http://www.bmfsfj.de/RedaktionBMFSFJ/Broschuerenstelle/Pdf-Anlagen/praevention-hauesliche-gewalt-im-schulischen-bereich,property=pdf,bereich=bmfsfj,sprache=de,rwb=true.pdf

Heartbeat – ein EU Projekt zur Prävention von Gewalt in intimen Teenagerbeziehungen.
http://www.empowering-youth.de/aktuell.html

Kinder und Jugendliche gegen häusliche Gewalt – ein EU Präventionsprojekt.
http://www.empowering-youth.de

Lu Decurtins: Heranwachsen im Spannungsfeld zwischen Lust und Gewalt. Sexualisierte Gewalt unter Jugendlichen, Zürich, September 2007
http://www.nwsb.ch/dokumente/referat_decurtins_5_9_07.pdf

Beziehungsweise – Der Film ist eine Hilfestellung für Jugendliche, um die eigene Haltung zu Gewalt zu überdenken und zu verändern. Er wurde gemeinsam mit einer Begleitbroschüre vom Verein Autonome Österreichische Frauenhäuser für Schulen und LehrerInnen produziert, um das Thema Gewalt in der Familie und Gewalt in Beziehungen im Unterricht zu thematisieren und Hilfestellungen bei Gewalt aufzuzeigen. Erscheinungsjahr: 2000, Dauer: 24 Min.

Bestellbar mit der Nr. 89946 bei der Medienservicestelle des Bundesministeriums für Unterricht, Kunst und Kultur in Österreich. AMEDIA Servicebüro, Sturzgasse 1a,1140 Wien,
office@amedia.co.at, http://www.bmukk.gv.at/schulen/service/mes/ind_medienservice.xml

`La máscara del amor’ es un proyecto educativo, que se viene desarrollando en 31 Institutos de Educación Secundaria de la Región de Murcia, Espagne
http://www.mujeresycia.com/?x=nota/10863/1/la-mascara-del-amor-previene-la-violencia