



Loves-Me-NOT

Facilitators guide

2021



NEW ZEALAND
POLICE
Ngā Pirihimana o Aotearoa

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This guide is available on the Police website, in the School Portal, Successful relationships section:

<https://www.police.govt.nz/advice-services/personal-community-safety/school-portal/resources/successful-relationships/loves-me>

What's in this guide

This guide provides information for all facilitators delivering Loves-Me-Not workshops in a school.

What is Loves-Me-Not?

Purpose

Loves-Me-Not is designed to be part of a school's whole-school approach to promoting healthy relationships and preventing abusive behaviour in relationships.

- Relationship abuse is a pattern of abusive and coercive behaviours inflicted by a person who wants power and control over another person.
- Over time abuse in relationships tends to escalate and erode the victim's confidence to such a degree that getting help and getting out can be difficult and dangerous.
- Abuse in relationships and sexual assault occurs in all communities, regardless of their ethnic, socio-economic, geographic, or religious make-up.

Structure

Loves-Me-Not supports student wellbeing. It is based on a student inquiry learning process where ākonga, students, take action – personal action, effective bystander action or community action – to prevent harm from relationship abuse.

Loves-Me-Not includes a one-day workshop for all year 12 and/or year 13 ākonga, in which ākonga discuss abusive behaviour in relationships. The workshop is delivered by facilitation teams to groups of 25 ākonga.

Workshop facilitation teams include school staff, Police staff, and NGO or community sector specialists, with at least one facilitator being male.

This composition is a fundamental principle of the Loves-Me-Not workshop. It brings a combination of approaches to the workshop:

- teachers maintain continuity and offer classroom expertise
- police provide real-life examples and explain about family and sexual violence as crime
- community sector representatives talk about their experience and the support available.

It is strongly recommended that the facilitation team represent the student demographics.

Aims

Loves-Me-Not aims to:

- encourage and empower young people to absolutely reject abuse in relationships
- encourage young people to be safe and active bystanders who take action against unhealthy relationships
- encourage young people to take a stand against myths that perpetuate relationship violence
- help young people know who they can go to in their community to seek advice and support if they need it as victims or bystanders or perpetrators
- encourage young people to contribute to, or create, a wider community response to encourage others to accept only healthy relationships.

Key messages

Having a great relationship is an awesome thing. Relationships are central to our wellbeing. But we all need to recognise and respond when things aren't going right.

- Abuse is never OK in our school or among our ākonga.
- I can recognise signs of healthy and unhealthy relationships.
- As an active bystander I can take action when I recognise signs of an unhealthy relationship.
- Only "yes" means "yes" for consenting to sexual acts.
- It is not OK to ask for consent to sex or sexual acts when the other person is so impaired by alcohol or drugs they cannot meaningfully give consent.
- It's not OK to be abusive in a relationship.
- It's OK to ask for help.

Facilitator role

Facilitators have an important role in modelling respect, integrity, accountability, and responsibility to ākonga, students, in the workshop. They also have a role in encouraging ākonga to take action as a result of the workshop.

Facilitators must:

- complete the facilitator training in full before running a workshop
- use the resource materials in the intended way, and without adding other material, as this can compromise the effectiveness and integrity of Loves-Me-Not
- follow the school's agreed workshop plan
- demonstrate respect, tolerance, and a respect for diversity
- not use personal experiences related to sexual violence to highlight a point – instead, re-frame the point as a question directed back to ākonga
- ensure personal values are not dominant
- use language that embraces healthy relationships in a variety of sexual orientations, not just heterosexual
- avoid gender stereotypes – focus different behaviour traits on masculinity and femininity, rather than on male and female gender
- avoid blame and labeling – perpetrators as well as victims, both actual and potential, may gain a lot out of the day to prevent re-offending and re-victimisation.

Please do not use parts of the Loves-Me-Not workshop in other prevention programmes without consent from Police National Headquarters (email schools@police.govt.nz).

Please do not share the videos used in the programme online.

Facilitators' code of ethics

I will behave in a manner consistent with my position as a professional, and be a positive role model in the Loves-Me-Not workshop.

I will respect young people's differences, including their rights, culture, language, and beliefs.

I will not engage and collude in behaviour that may be disrespectful, degrading, exploitative, intimidating, emotionally damaging or harmful to participants in this workshop.

I will not allow my personal beliefs and world views to influence ākonga.

I will have an open mind to new learning.

I will follow and support the approved school disclosure procedures.

Ensuring a safe classroom during a workshop

Attitudes to relationships and sexuality education differ in and across communities and across generations within families. Young people may be negotiating the space between the views and values of their families and those presented in popular culture and media.

(From [Relationships and Sexuality Education Years 9-13](#), page 44, Ministry of Education)

Learning activities will be effective only when they take place in a safe physical and emotional environment in which all ākonga feel their contributions and experiences are accepted.

Create a safe physical environment

Set up the room:

- for groups of four to six ākonga, or as decided
- with sufficient space for the activities.

Ensure there are few interruptions – clarify expectations with ākonga about the use of mobile phones and other devices.

Give ākonga opportunities to stand up and move around in short breaks between activities. Appendix 2 suggests energisers you can use, if you find you need to inject some energy into the day.

Create a safe emotional environment

Display the guidelines developed in the Whanaungatanga and kaupapa section of the workshop so they can be viewed throughout the day.

Demonstrate to ākonga that the guidelines are important, for example, direct every person who enters the room throughout the day to read the guidelines; acknowledge them being used.

Maintain a safe environment

Ākonga behaviour

- Be sensitive in your handling of disruptive, disrespectful, or difficult behaviours – you don't know the reasons why someone is acting up, and Loves-Me-Not could be a difficult topic for some people.
- Do not embarrass ākonga who act up. Approach them quietly about their behaviour. Direct their attention to guidelines and give them the opportunity to correct themselves or to go to a referral room.

Ākonga views

- Avoid inviting discussion when there is actually only a right and wrong answer to the question. Invite discussion when it is possible for ākonga to make an argument for different views.
- Avoid making negative responses, such as “That's incorrect” or “You're wrong”. Instead try and prompt critical thought with responses like:
 - “Can I get you to think about that in another way?”
 - “Do you think that is fair, reasonable or accurate based on what we have been exploring today?”
 - “If you put yourself in the shoes of someone on the other side of that situation, do you think you'd have the same perspective?”
- Consider and respect all young people's views – the opinions of ākonga with opposing views may increase engagement in an activity.
- Allow the discussion, as young people come to their own learning, but ensure the interactions remain respectful. Help ākonga to think through any differences.

Vocabulary

- Set aside a place to display words that may be new for some ākonga, so they can be explained. Examples of possible new words are: victim, assault, sexual violation, conviction, bystander, escalation, consent, and offender.

Dealing with difficult situations

Here are some situations you may face, with suggestions for dealing with each situation.

Situation 1 – disrespectful classroom behaviour

Ākonga acting inappropriately – being disrespectful towards other ākonga or actively opposing or challenging the intent of the workshop.

We are often unaware of why ākonga show disapproval toward other ākonga and their ideas. Friendship dynamics may be involved.

Possible responses:

- Refer ākonga to the guidelines and the importance of abiding by them.
- Listen actively. Active listening is a technique that ensures that you are not putting your own interpretation on what is being said. Show with nods and brief comments that you are actually hearing what is being said, not interrupting or giving advice, and paraphrase what the speaker is saying in order to clarify your own understanding.
- Find out more about the situation.
- Quietly ask if the person is finding the information difficult, if they are able to contribute their views in a more respectful way, or if they would like to step out for a break and come back a bit later.
- Refer the matter to the guidance counsellor or equivalent.

Situation 2 – personal disclosure

After one of the learning activities, someone approaches you. They want you to promise not to tell anyone what they are going to say.

Possible responses:

- Before they disclose anything, be sure to tell them that you cannot promise not to tell others if someone is at risk of harm.
- Reassure them that you will support them regardless of what happens, if that is what they would like, or that you'll help them find someone else they can talk to.
- If they disclose harm and there is an immediate risk of further harm, follow the school procedures and advise them of your obligation to report immediately – whenever possible, this needs to be done with them as part of the process.

- If they disclose harm and there is no immediate risk of further harm:
 - affirm them by expressing approval, warmth, support and acceptance, both verbally and by using body language. Reassure them that the abuse is not their fault.
 - ensure that they know you must follow some compulsory school procedures about abuse, and let them know you have to refer the case to the appropriate person.
 - explain the steps that will be taken to help them. If you don't know, tell them you are not sure but you will find out and get back to them. Don't make it up.
- If the person is 17 years or older and they do not wish to involve the designated person in the school, for example, the guidance counsellor, their wish will stand. To assist the school to support them through the challenging times ahead, please encourage them by offering to accompany them to the designated person in the school. If they would prefer you to do it, ask them what they would like you to tell the person.

Situation 3 – bystander disclosure

After Loves-Me-Not has been in the school, someone tells you (a school teacher) about a young boy who is the victim of assault from his partner, but won't tell anyone.

Possible responses:

- Advise them that they have done the right thing in telling you.
 - Follow the school's disclosure policy.
-

Useful website

This site supports people affected by sexual violence. It offers information on sexual violence, support available, what's involved in telling the police and what's involved in a court process.

sexualviolence.victimsinfo.govt.nz, Ministry of Justice

Procedure for disclosures

The school should have procedures for dealing with disclosures of relationship abuse. During the Loves-Me-Not training, all facilitators will be:

- made aware of these school procedures
- advised that the school's procedures for disclosures will be discussed with ākonga
- given guidance on how to act when someone discloses and what records to keep.

Read the following advice before the facilitator training.

What to do if someone discloses abuse

Ensure their safety	If the person is in immediate risk of harm or unsafe, act immediately to secure their safety. Do not alert the alleged abuser.
Listen	Do not ask leading questions or put words into the person's mouth. Use "Tell me..... eg what that looked like, felt like, where that was. Allow them to tell you as much as they want.
Believe	Believe what they say, don't criticise.
Say	I'm glad you told me. I'm sorry this happened. It's not your fault. I'll do something to help.
Keep calm	If the person feels you're uncomfortable or anxious, they may not want to share more of their problem.
Document	<p>Listen carefully to what they are saying – is it sexual? physical? Ask the very basics – who? when? Once you have found out the basics, DO NOT question them further.</p> <p>Document what the person has said – include date, time, and who was present. Document any observations of their physical state and behaviour.</p> <p>DO NOT begin your own investigation. That is not your role.</p>
Keep the person safe	... in a safe place.
Follow your school policy	It will have practical procedures for you to follow. Respect confidentiality.
Find support for yourself	You may need to have access to an employee support programme or similar counselling service. It is unwise to talk to other staff because this may affect the integrity of the evidence.

Pre-workshop preparation

Supporting information

Facilitators may find it useful to visit these websites before the workshop to find out more about:

- Police's approach to family harm: police.govt.nz/advice-services/family-violence/family-harm-approach-resources
- NZ government action to stop family violence: areyouok.org.nz
- Netsafe's advice on nude images: netsafe.org.nz/barefacts
- Netsafe's advice on online dating: netsafe.org.nz/online-dating.

Facilitator training

All facilitators – police, school and community sector – need to prepare for and come to the training session. Training is essential for consistency of delivery. Lack of preparation is the most common concern of facilitators reported in evaluations.

Before the training session, the Loves-Me-Not coordinators will send you instructions and materials to view.

At the training you will:

- establish relationships with your co-facilitators
- explore the school and community context
- review the school-specific workshop plan and prepare for your facilitation roles.

This includes confirming the roles for each facilitator in your team:

- ☐ Tailoring the content and activities to the prior knowledge and needs of ākonga in your group
- ☐ Leader for each section of the workshop
- ☐ Supporting roles in each section, for example, recording ideas, handing out resources
- ☐ Keeping the activity to time
- ☐ Perspectives and relevant experiences that can be shared with ākonga.

Workshop structure

Ākonga learn best when they are actively engaged. This means they have the opportunity to talk and think. The workshop has been designed to balance content delivery with time for ākonga to be active participants in the day.

Use the content provided. We recommend you use it in the sequence it is given in the workshop plan. When you need to, you can vary the way in which you do activities to better meet the particular needs of ākonga in front of you.

The workshop plan has a **must / could structure** for the activities.

- **Must:** this is essential content and a suggested activity for eliciting ideas and thinking within the time allocated.
- **Could:** this is optional extension for further coverage of content and ideas if needed.

Each section in the workshop also contains a reflective component to support ākonga to be active participants in the development of personal meaning.

- Make sure ākonga have access to the tools they need to record their reflections: for example, pen and paper or laptops.

Workshop set up

Prior to ākonga arrival on the day, facilitation teams check:

- ☐ rooms are set-up as needed
- ☐ the technology works (slides accessible, projector works, videos have sound)
- ☐ handouts, pens and paper, post-it notes, question box and other resources are ready
- ☐ sufficient whiteboard pens.

NOTE if you are using the Powerpoint version of the presentation

The videos used in the workshop are embedded in the presentation file.

- Powerpoint will give you a message under the menu bar “Security warning References to external media have been blocked”.
- Depending on the computer you are using, you should be able to click “Enable content” to use the embedded videos. If you can’t enable content, you can use the links below the video images on the slides.

	<p><i>this is the process [complete for your situation]...</i></p> <ul style="list-style-type: none"> • <i>Today's workshop will cover the following topics:</i> <ul style="list-style-type: none"> ◦ <i>Understanding consent</i> ◦ <i>Unhealthy relationships</i> ◦ <i>Building positive relationships</i> ◦ <i>Stepping in</i> ◦ <i>Be an agent of change</i> • <i>By the end of the day we hope you feel more prepared for building and sustaining positive relationships – with whānau, friends, and intimate partners – now and in the future. We also want you to have started to think about the changes you can make, in your life or to the lives of others, that will make positive, healthy relationships more likely.</i> 	0.3
Activity	Group ākonga into classes, if you haven't already done this.	
Reflection	<p>This reflective prompt is designed to get ākonga primed to think about how the topic of the day relates to their lives. There is no need for them to record their thoughts.</p> <p>SAY:</p> <ul style="list-style-type: none"> • <i>As you make your way to the classroom, think about a time where you felt challenged in a relationship, and a time when you felt good in one.</i> 	0.4
Timing	15-20 minutes	
Teacher	A school leader should lead this section.	
NGO	Present and ready to move to the classroom with their group.	
Police	Present and ready to move to the classroom with their group.	

Establishing whanaungatanga and kaupapa

Ākonga and facilitators establish a positive, caring relationship with each other, and all have the opportunity to contribute to the kaupapa, guiding values, for the day.

To note	This section is crucial for laying the foundation of emotional safety that is required to engage in the workshop.	Slide
	<ul style="list-style-type: none"> Keep the tone warm, focused on connections and building relationships. Make sure the development of guidelines is an inclusive process. The activity is designed to support this intent. 	
Video	n/a	
Resources	Paper and pen for everyone to write with	
Start with	<p>Welcome ākonga to the room, deal with procedural and administrative information.</p> <p>Remind them what to do if they feel triggered or find things difficult.</p> <p>Each facilitator:</p> <ul style="list-style-type: none"> introduces themselves – with their pepeha or mihi when able explains why they've chosen to facilitate the Loves-Me-Not workshop. 	<p>Title slide</p> <p>0.5</p>
Activity	<p>Part 1 Whakawhanaungatanga</p> <p>This activity has whenua as the foundation for how people connect. (You may want to use another quick game or active activity that gets people moving, thinking and talking.)</p> <p>Where in the world?</p> <ul style="list-style-type: none"> Everyone – ākonga and facilitators – writes on a piece of paper where they are from in the world: country + town/city Challenge: find someone who comes from a place far away from you. Everyone walks around showing their piece of paper so others can read it 	0.6

	<ul style="list-style-type: none"> • Share, chat: tell each other about that place, including as much personal information as possible • Find at least one interesting connection, chat about it. • Pause the chats, and quickly get some of the pairings to share the connection they identified. <p>Part 2 Establishing kaupapa, guiding values, for the day</p> <p>Bring everyone back to their seats.</p> <p>SAY:</p> <ul style="list-style-type: none"> • <i>We are going to be dealing with sensitive topics during this workshop, and people may feel vulnerable during the day. Remember there is a space you can go to if you need to leave at any time [re-state where this is].</i> • <i>To help everyone get the most out of the day we need to be conscious of how we relate to each other. What should our guiding values be? Let's think about the activity we just did and the attitudes and behaviours that made it work well.</i> • Get ākonga to reflect on the activity – silent thinking time – and record their ideas in their book or device. <ul style="list-style-type: none"> ○ What helped me feel good in that activity? ○ What hindered me? ○ If I did it again, what would I keep and what would I change about how I approached it? • Get ākonga to share ideas from the reflection. <ul style="list-style-type: none"> ○ As they share, a facilitator records this somewhere so they can be visible for the day. ○ Another facilitator leads the discussion about those ideas: their value, impact, etc. For example, someone may say that listening helped them make a good connection, so a quick discussion could explore how listening is a valuable and important way to respect someone else. ○ From that sharing session, develop a list of guidelines that will shape how everyone relates to 	0.7
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	<p>each other.</p> <ul style="list-style-type: none"> • Write these ideas down and once settled, have them in a prominent place for the day. 	
Reflection	What I hope to get from the day is ...	0.8
Timing	20-30 minutes	
Teacher	Lead this section (prior connection to ākonga): pepeha/mihi; involved in activity	
NGO	Active participant: pepeha/mihi; involved in activity	
Police	Active participant: pepeha/mihi; involved in activity	

Focus area 1: Understanding consent

Ākonga learn what active sexual consent is, and what damage is caused by sexual assault.

To note	<p>Be aware that this section may strike home for some ākonga if they have been in these sorts of situations before.</p> <ul style="list-style-type: none"> Facilitators must be aware of how to deal with disclosures. <p>Remind ākonga there is support available in the school, and who the main people to approach are.</p> <p>Avoid heteronormative phrases, that is phrases that suggest heterosexuality is the only normal and natural expression of sexuality, for example, “normal sex” when referring to penis and vagina sex.</p>	Slide
Video	The Real Sex Talk – 8:19 mins – https://youtu.be/vnM83Cp0kQ8	
Handouts Resources	<p>Consent scenarios</p> <p>Consent and the law handout</p> <p>Paper and pen for everyone to write with.</p>	
Start with	<p>SAY:</p> <p><i>In this section we will look specifically at consent in the context of sexual relationships. However, it is important to realise that the concept of consent is not limited to just sexual relationships and should be something you are aware of in all your relationships.</i></p> <p><i>Consent is the buzzword of modern sex ed. But what does it mean? And how do you know when someone has given it? What if someone is drunk or high? Does not saying “no” mean “yes”? (Spoiler: no!)</i></p> <p><i>Consent is not just an attitude towards a sexual partner. It is part of the law about relationships. The absence of consent is the defining feature of sexual violence.</i></p>	Title slide
Must Activity	<p>What is consent?</p> <ul style="list-style-type: none"> Distribute the Consent and the law handout. Have students read it. 	

	<ul style="list-style-type: none"> ○ There may be questions, or things that need clarification here. Invite ākonga to ask them and feel free to spend a bit of time dealing with them. 	
	<ul style="list-style-type: none"> ● Show The Real Sex Talk video (8:19) <ul style="list-style-type: none"> ○ Ask students to take notes about how consent is defined, strategies for knowing how to give consent, and know when consent has, or has not, been given. 	1.1
	<ul style="list-style-type: none"> ● Lead a feedback session. Have a facilitator record the responses in a way that ākonga can refer to the ideas in the next activity. <ul style="list-style-type: none"> ○ What is consent? ○ How do we know when consent has been given / not given? ○ What strategies can we use to give / not give consent? <p>Consent scenarios</p>	1.2
	<ul style="list-style-type: none"> ● Arrange ākonga into groups of 3 or 4. ● Make sure everyone can see the notes from the consent discussion. ● Hand out 2 of the scenarios to each group. ● The groups read and discuss each scenario and decide if consent was given, how they know, and what the emotional, physical and legal implications might be (refer them to the consent and the law handout). 	1.3
	<ul style="list-style-type: none"> ● Come back together as a group. Facilitators read each scenario in turn, then ask the group(s) that had it to report back. <ul style="list-style-type: none"> ○ Was consent given? How do you know? ○ What might the emotional, physical, and legal impacts be on the people in this scenario? 	1.4
	<ul style="list-style-type: none"> ● And then open the floor to a discussion of these questions: <ul style="list-style-type: none"> ○ What options does a person who hasn't given consent have? 	1.5

	<ul style="list-style-type: none"> Imagine being the person who didn't ask for consent: what could they do differently? 	
Could Activity	<p>Show the 'Consent and Tea' video.</p> <p>Have the police member of the facilitation team discuss consent and the law with the ākonga, covering:</p> <ul style="list-style-type: none"> legal definition of: <ul style="list-style-type: none"> sex consent sexual assault and rape consequences for the offender impacts for victims: <ul style="list-style-type: none"> short term, for example, loss of face, reputation long term, for example, loss of trust and loss of self-belief leading to difficulty in sustaining long term relationships description of consent for online material, for example, does agreeing to be videoed in a sexual act for a boyfriend or girlfriend mean that they have consent to share it electronically? 	1.6
Reflection	The things I've learned about consent are ...	1.7
Timing	30 - 40 minutes	
Teacher	Lead the consent scenarios feedback.	
NGO	Lead the video feedback session.	
Police	Add in and flesh out any legal implications and impacts.	

Focus area 2: Unhealthy relationships

Ākonga learn about how relationships can become negative when behaviours become increasingly one-sided and controlling, and can recognise the indicators of that happening.

To note	<p>This section may strike home for some ākonga if they have been in these sorts of situations before.</p> <ul style="list-style-type: none"> Facilitators must be aware of how to deal with disclosures. <p>Make sure you have checked the question box and worked out how you will respond.</p> <p>Remind ākonga there is support available in the school, and who the main people to approach are.</p>	Slide
Video	<p>Sophie's story</p> <p>This video is some years old. Ākonga may get distracted by changed fashions and so on. You may need to manage such distractions to make sure the focus is firmly on critical thinking and analysing.</p>	
Handouts Resources	<p>Power and control wheel</p> <p>Cycle of abuse</p> <p>Post-its (if required for how you want to run the activities)</p>	
Start with	<p>SAY:</p> <p><i>We may think of good relationships as being smooth and happy, but in the real world, even in the best relationships, conflicts still happen that are hard to handle. They can range from merely frustrating to seriously threatening.</i></p> <p><i>In this section we will examine the ways in which relationships can become challenging and unhealthy, understand how to recognise the characteristics of them, and start to identify strategies that help us navigate those challenges.</i></p>	Title slide
Must Activity	<p>Explore power and control, the cycle of abuse, and the role of bystanders.</p> <ul style="list-style-type: none"> Distribute the Power and control wheel and the Cycle of 	

	<p>abuse handouts. Quickly run over them. Make sure you acknowledge and emphasise these points:</p> <ul style="list-style-type: none"> ○ All relationships have challenges at some stage ○ It is when one person in the relationship uses their power to control the other person, and / or in an abusive and manipulative way, that leads to a relationship becoming unhealthy. ○ Abusive and controlling behaviours tend to increase over time, with one cycle leading to the next - if nothing interrupts the cycle it continues on and on. <p>SAY:</p> <p><i>We are going to use Sophie's story to look at challenges in unhealthy relationships, including:</i></p> <ul style="list-style-type: none"> ● <i>recognising the presence of power and control</i> ● <i>identifying escalation through the cycle of abuse</i> ● <i>understanding the challenges for bystanders to step in.</i> <p><i>As you watch, make notes when you see things connected to those ideas. We will be discussing them after the video.</i></p> <p><i>Sophie's story shows an actual incident that ended in tragedy. While very few unhealthy relationships end in such tragedy, the warning signs shared in Sophie's story are typical of many that Police and supporting organisations hear about.</i></p> <p><i>Sophie's story may be upsetting. If you feel upset, remember you can go to ...</i></p> <p>Watch video (21 minutes)</p> <p>Debrief Sophie's story</p> <ul style="list-style-type: none"> ● Ask: What word or phrase describes how you feel after watching the film? <ul style="list-style-type: none"> ○ Have ākonga silently consider this, then have them share in a way that is consistent with the guidelines for the day and responsive to ākonga need. ● In groups of 3-4, have the ākonga share their notes and 	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p>
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	<p>thoughts: what did they identify and note down about:</p> <ul style="list-style-type: none"> ○ Power and control behaviours ○ Cycle of abuse ○ Challenges the bystanders faced. <ul style="list-style-type: none"> ● Then, facilitate a whole class discussion that unpacks those ideas. ● Ask: Given the presence of fear in an unhealthy relationship, is it possible for the abused person to give consent? 	2.5
<p>Could</p> <p>Activity</p>	<p>Debrief Sophie's story using role play</p> <ul style="list-style-type: none"> ● Assign one ākonga to the role of the bystander (let them know they can have supporters behind them whispering in their ear if acting alone is too threatening), and place them in the 'hot seat' to be interviewed by other ākonga pretending to be counsellors or police officers, with questions like: <ul style="list-style-type: none"> ○ Are there any clues that you saw in Sophie and Clayton's relationship that could have predicted Clayton harming Sophie so violently? ○ When you recognised that Sophie could have been harmed by Clayton, is there anything you wish you could have done differently to prevent Sophie being murdered? <p>Examine how power and control operate in a relationship</p> <ul style="list-style-type: none"> ● Ask and discuss: <ul style="list-style-type: none"> ○ Does a good relationship mean sucking up bad feelings? Why / why not? ○ What's the difference between a fight and a hard conversation? ○ How do people exert power over others - what sorts of things might they actually do / say? ○ What might the person without power do / say / feel? 	

	<ul style="list-style-type: none"> ○ How / why do some people think they can abuse their power and control others? ○ Why is it that some people get stuck in abusive relationships? ● Collate the ideas that come out of the responses to these questions in a way that suits, for example, ākonga write on post-its and place them on a wall, or a facilitator makes notes on a whiteboard during the discussion. 	
Reflection	What would you have done as a bystander in Sophie's situation?	2.6
Timing	40-50 minutes	
Teacher	Lead discussions	
NGO	Share options for support available to people who find themselves in unhealthy relationships.	
Police	Introduce Sophie's story as the taonga that inspired Loves-Me-Not. Share a story or two of what it's like to respond to abuse (if appropriate).	

Focus area 3: Building positive relationships

Ākonga develop a trusted picture of a healthy relationship, and a sense of their personal journey towards it.

To note		Slide
Video	n/a	
Handouts	Equality wheel	
Start with	<p>SAY:</p> <p><i>Equality, instead of power and control, sits at the centre of positive relationships.</i></p> <p><i>Everyone in this room is capable of having really great, happy relationships that contribute positively to your life and to the lives of the people you love.</i></p> <p><i>In this section we're going to consider what that relationship could look like when it is an intimate one with a romantic / sexual partner.</i></p>	Title slide
<p>Must</p> <p>Activity</p>	<p>Identify the qualities of a healthy relationship</p> <p>SAY:</p> <ul style="list-style-type: none"> • <i>Please close your eyes. [pause] Tune out from this room. [pause]</i> • <i>Imagine you are about 21 years old. It's a normal sort of day. You are sitting on a bench at the park near your work having lunch. Even though things weren't that great at work that morning, you're feeling heaps better now. The sun is shining. You've just finished talking to your partner on the phone about how their day's been going, and you had the chance to share how your own day's been. It was a good conversation; you both could talk honestly knowing you'd be listened to with a sympathetic ear. It was great to get things off your chest. You are looking forward to seeing them after work.</i> • <i>Keeping your eyes closed, please think about this relationship.</i> <ul style="list-style-type: none"> ○ <i>What does it feel like to be in the healthy</i> 	

	<p><i>relationship you imagined?</i> [pause for at least 15 seconds]</p> <ul style="list-style-type: none"> ○ <i>What types of things are said in this healthy relationship?</i> [pause for at least 15 seconds] ○ <i>What types of things are done in this healthy relationship?</i> [pause for at least 15 seconds] <ul style="list-style-type: none"> ● <i>Open your eyes and write down what you felt, and was said and done in the relationship you imagined.</i> <p>Ākonga spend a few minutes recording their ideas.</p> <p>Say: <i>Based on what you have written we are going to explore the qualities of a positive, healthy relationship. While this context is specifically about a romantic / sexual relationship, the qualities are relevant to all relationships you have.</i></p> <ul style="list-style-type: none"> ● Distribute the Equality wheel handout. ● Ask: What are the qualities of a positive, healthy relationship? <ul style="list-style-type: none"> ○ Have ākonga share what they wrote down. (Feel free to tailor the way this is done – for example, a class discussion, students post ideas onto a Y chart, etc). ○ As the ideas come, make links to the Equality wheel – try to classify the comments into the spokes. 	3.1
Could Activity	<p>Develop strategies for a healthy, positive relationship</p> <p>How can we have good relationships?</p> <ul style="list-style-type: none"> ● Ākonga work together to develop a list of strategies that help create good relationships. ● Share ideas (collate them somewhere in the room for reference later in the day) 	
Reflection	<p>To help me have a positive relationship:</p> <p>I have the right to expect these things from others:</p> <p>And I have the responsibility to do these things for others:</p>	3.2
Timing	20 minutes	

Teacher does	Facilitate the discussion, ensuring there are equal opportunities to share ideas.	
NGO does	Read scenario.	
Police does	Make links between the student ideas and the equality wheel.	

Focus area 4: Stepping in

Ākonga learn to appreciate their important role in helping their friends to be aware and safe in their relationships.

To note		Slide
	Facilitators running role-plays can use the appendix of this guide: Role-play for developing social skills	
Video	The Bystanders – 5 mins – youtube.com/watch?v=mz49UnZSj8c	
Handouts Resources	Examples of how to step in Who can help [This handout can be changed to include school-specific, local support organisations.] Post-its – 2 different colours	
Start with	<p>SAY</p> <p><i>In this section we are going to explore strategies for stepping in when we see others in challenging relationships.</i></p> <p><i>Stepping in can be hard! It can mean different things. It might mean:</i></p> <ul style="list-style-type: none"> • <i>personally stepping in – like “getting in their face”</i> • <i>indirectly stepping in – like “distracting them”</i> • <i>getting help, if it isn't safe for you to step in.</i> <p><i>To step in you usually have to:</i></p> <ul style="list-style-type: none"> • accept that someone’s behaviour may harm someone else • accept that something has to happen or someone will be harmed (including emotional / psychological harm) 	Title slide

	<ul style="list-style-type: none"> • be confident that your actions will prevent harm • accept that you have the skill to step in safely. <p><i>Stepping in can be a hard and risky decision. But remember, stepping in need not necessarily mean intervening personally, but rather getting help in some other way.</i></p> <p><i>People who could step in are often referred to as bystanders. It is important you understand that a bystander can either be a passive one – they do nothing – or an active one. An active bystander is someone who steps in and does something about the situation, either directly or indirectly.</i></p> <p><i>If we want to live in a safe community we all have to step in sometimes, somehow and some way.</i></p>	
<p>Must</p> <p>Activity</p>	<p>Being an active bystander</p> <ul style="list-style-type: none"> • Distribute the handouts Examples of how to step in, Who can help • SAY: <i>We will shortly watch a video about being a bystander. As you watch the video, take on the role of the bystanders and decide if and when you would intervene to keep yourself and the target from being abused. To support your ideas, think about these questions:</i> <ul style="list-style-type: none"> ◦ Was consent given? ◦ What legal implications are there for the abuser? (Refer ākonga back to the Consent and the Law handout from Focus area 1 for support.) ◦ What actions did the bystanders take that made them active? • Watch the video (5 mins) • ASK and have a quick discussion about the questions: <ul style="list-style-type: none"> ◦ Was consent given? ◦ What legal implications are there for the abuser? ◦ What actions did the bystanders take that made them active? • Use an AGREE -- DISAGREE continuum to facilitate a discussion on the following statements. Ask each in turn, 	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>

	<p>giving ākonga time to move. Then ask 2-3 ākonga to explain why they have placed themselves where they are.</p> <ul style="list-style-type: none"> ○ The bystanders stepped in at the right time. ○ The bystanders' actions diffused the situation. ○ The bystanders' actions were safe. ○ The bystanders' actions were safe for the person they were helping. <ul style="list-style-type: none"> ● Hand out the post-it notes – if you can, have different colour post-its for challenges and for strategies. ● Have ākonga write down what they have learned about being a bystander. Use these headings to help ākonga frame their thinking. <ul style="list-style-type: none"> ○ Challenges bystanders face. ○ Strategies that bystanders can use to become active. ● Get ākonga to post their responses under the headings somewhere visible in the classroom: for example, on the whiteboard, a wall, or desks. 	
Could Activity	<p>Role-play stepping in</p> <p>[This activity should only be run by the teacher or another facilitator who is skilled in using role-play as a teaching tool.]</p> <ul style="list-style-type: none"> ● Ākonga form into groups of four so they can create their own scenarios. ● They take on roles: <ul style="list-style-type: none"> ○ two ākonga are the partners ○ one ākonga is the bystander ○ one ākonga is the “good fairy”, who figuratively sits on the shoulder of the bystander, and gives advice to the bystander on what to do so that everyone is kept safe. 	
Reflection	<p>The parts of today's workshop that have been relevant to me are ... because ...</p>	4.5

Timing	30-35 minutes	
Teacher	Describe the school's systems for supporting ākonga who disclose an abusive and challenging relationship, or knowing about one.	
NGO	Explain what services your organisation offers to support people in abusive and challenging relationships.	
Police	Share strategies used to step in and diffuse family and relationship violence situations.	

(Lunch)

Focus area 5: Be an agent of change!

Ākonga explore positive actions they can take right now within themselves, and with their schools and communities, to promote healthy relationships.

To note	<p>The purpose of this section is to provide ākonga with time to synthesise their learning and to start to act on it.</p> <ul style="list-style-type: none"> It is not expected that fully formed projects will emerge, so schools should consider how they will support ākonga to go on with what is begun here. <p>Make sure ākonga understand that projects for change can be both public or private in nature.</p> <p>Tell ākonga about the I want to help section of the Are You OK? website, which provides information if they want to help a friend: areyouok.org.nz/i-want-to-help/</p>	Slide
Video	Whole school documentary – 3:40 mins – youtube.com/watch?v=x8-l9YyVpz0	
Handouts Resources	<p>Be an agent of change! [This handout can be changed to use the school's inquiry model.]</p> <p>Something to write on</p>	
Start with	<p>SAY:</p> <p><i>Today we've learned about healthy relationships, and also about what can erode them and make them unhealthy. But how can you turn this knowledge into action, and in doing so become an agent of change?</i></p> <p><i>It's important you understand that action can come on many levels. It may be that you want to make a personal change. It may be that you want to step in and support someone you know. It may be that you want to act to promote change in your community.</i></p> <p><i>In this section you will start to develop ideas of what, as a result of doing Loves-Me-Not, you can do to promote healthy relationships for yourself, your friends and family, and in our community.</i></p>	Title slide

	<ul style="list-style-type: none"> ○ Ask: Do they want to form a group? Y/N ○ Give ākonga a few minutes to make their decision and settle into a space to work in. <p>Begin to work with their idea for change, using the handout</p> <ul style="list-style-type: none"> ● Distribute the Be an agent of change! handout ● Say: <i>This handout gives you the framework to start refining your action. Today you should:</i> <ul style="list-style-type: none"> ○ <i>Identify what stage of the inquiry model you are on</i> ○ <i>Explore potential outcomes</i> ○ <i>Start to consider the evidence there is for this change being important</i> ○ <i>Identify the audience for change: is it personal, interpersonal, or focused on their community?</i> ○ <i>Work out what you need to know, do, and connect with to progress your idea for change.</i> ● Facilitators should listen and engage as appropriate to support ākonga as they develop their ideas for change. 	5.4
Could	Describe examples and opportunities for taking action	
Reflection	In response to today, when I leave this room I am going to ...	5.5
Timing	60 minutes	
Teacher	Describe what the school is changing as a result of the planning process conducted in the preparation for this workshop.	
NGO	Share a story of change that they know of.	
Police	Support students to see how the Police might be able to help their idea for action.	

Wrapping up the day

To note	It is important that the survey is done in the room on the day.	Slide
Video	n/a	
Handouts	Student feedback form	
Start with	Thank ākonga for their engagement in the day. Tell them your hope that it has helped them understand relationships and consent in more detail, and they feel better equipped with strategies to foster healthy relationships or deal with unhealthy ones.	Title slide
Must Activity	Invite ākonga to share their key learning for the day.	6.1
	Gather student feedback	
	<ul style="list-style-type: none"> • Hand out the feedback forms for ākonga to complete • Collect forms 	6.2
	Close the day with a karakia, or other method appropriate to the school.	6.3
Could	n/a	
Reflection	n/a	
Timing	10 minutes	
Teacher	Lead the closing of the day.	
NGO	Invite the sharing of key learnings.	
Police	Thank the group and re-iterate why this day is important to police.	

Appendix: Role-play for developing social skills

by Gillian Tasker

Why use role-play?

Role-play is a highly successful strategy for helping young people to develop social skills. Used effectively, it is safe, controlled, gives confidence and builds self esteem, encourages the exploration of options, allows individuals to be different, increases awareness of the feelings of others and – most importantly – provides opportunities for practice.

Establishing the classroom climate

Since it is essential that role-play is carried out in an atmosphere of support and trust, time will need to be spent establishing a classroom climate in which ākonga feel valued, safe, and relaxed.

Time needs to be spent negotiating with ākonga the ground rules for their behaviour in role-play sessions. Points worth considering include:

- one person speaks at a time
- speak for yourself
- no “put-downs”
- everyone’s ideas are of value
- confidentiality.

A comfortable physical environment also contributes to good interpersonal relations. In setting up the role-play room, consider:

- using a carpeted room if one is available
- arranging the seating in a circle for initial discussion
- ensuring there is adequate ventilation
- having things set up before ākonga arrive.

Suggestions for directors

Identify themes/issues clearly and specifically; define the limits of the role-play.

Be flexible.

Use “open-ended” questions; don’t set up particular responses.

Be aware of, and draw attention to, different value systems.

Care for and respect the participants.

Facilitate rather than control; do not assume participants' roles.

Be prepared to intervene when:

- discussion would be beneficial
- the action becomes stuck
- the energy level of the participants is low
- violence seems likely
- the participants show signs of becoming upset
- the role-play has reached its end.

Anticipate the possibility of sabotage. If there is an element of risk in the activity to be done, discuss possible problems with the class at the start, for example in a role-play where strong feelings could lead to violent actions.

Be conscious of time. Remember that all sessions need to end with a debriefing and summarising time to help integrate the learning from a session.

Sometimes it may be necessary to use an “ice-breaker” or a brief symbolic de-roling activity at the end of a session if a mood change seems desirable before class departs.

Getting into a role

A useful strategy is to place an empty chair in the middle of the group to represent a character.

Encourage the group to build up the character by asking questions such as:

- How old are they?
- What kind of school do they go to?
- How successful are they at their school work?
- What are their hobbies
- What kind of clothes do they wear?
- What is their family situation?
- What is their image of themselves?
- How do their classmates generally view this person?

When the character has been well defined and has begun to seem real, invite a class member to step into the role.

Repeat this process for the other characters in the role-play situation.

Enactment

There are a number of ways in which this stage can be conducted. Here are some suggestions.

Whole class working together

- a. When characters are developed using an empty chair, and class members take on the roles, the director may direct an enactment for the whole class. (Note: this should only be done if the role-players are really warmed up to their roles, and are willing to participate in this way.)
- b. The director may assume one of the roles and ask for perhaps three volunteers to represent the other role (this redresses the power imbalance between director and ākongā). The director then encourages ākongā to “coach” him/her in the chosen option.

Small groups

- a. The role-play is enacted in small groups. If everyone is willing, each group in turn performs their role-play for the whole class.
- b. The role-play is enacted in small groups. The director invites one or two groups to perform their role-play for the whole class.

De-roling

When a role has been quite demanding, or if a player becomes agitated or upset, it can be important to de-role the player to separate them from the character they play.

The director should stand close to the player and say something like: “I am going to take you out of the role now, but before I do, is there anything you would like to say as (the character)?” Allow the player to talk about how things are for the character.

Ask the class if there is anything they wish to say to the character.

Now say: “But you are not (the character). You are (their own name).” Touch the player’s shoulders as you say their real name to anchor them back to their self.

Ask them to identify similarities between themselves and the character they played, then to identify the differences.

Finally, ask them if there is anything they would like to say to the character they have just played. Try to encourage them to say something positive about their role even if they did not identify very closely with it.

Repeat this procedure with all the role-players.

The role-play process

Organisation	Stages	Notes
Whole class	TRIGGER	Generated by an incident from a TV programme, video, newspaper article, story, actual event.
Whole class or small groups	DEFINE ISSUES	Make it relevant to all, for example, "Tell the person next to you about a time this was (or could be) an issue for you."
Whole class	BUILD CHARACTER	See Getting into a role.
Whole class	SET THE SCENE	Identify time, place, event; use available items to recreate the setting symbolically.
Whole class or small groups	BRAINSTORM OPTIONS	Ask questions such as: <ul style="list-style-type: none"> • What could ... do? • When could ... do it? • Who could help?
Whole class chooses one option, or small groups choose different options	CHOOSE OPTIONS	Ask questions such as: <ul style="list-style-type: none"> • What will be the consequences of this option? • Which will be the best for me?
Whole class, or small groups	ENACT	It is often helpful to provide the first line of the scenario, for example, "Let's start from when X says ..."; see Enactment
Whole class	DE-ROLING	Not always necessary – director's judgement needed; see De-roling.
Whole class	SUMMARISE	Ask a question such as: <ul style="list-style-type: none"> • What was difficult? • What do you need to be careful about? • What would you do differently next time?
Small groups, or every individual in turn, in front of whole class	PRACTISE	Recreate the scene; individuals try out the alternative that best suits them.

Appendix 2: Energisers

Soundball

1. Ask players to stand in a circle.
2. **Pretend to hold a ball in your hand.** “Show” this imaginary ball to everyone. **Tell players that they will be throwing this ball around.**
3. Explain that you are going to throw the ball to one of the players. **Before you throw the ball, you will make a special sound.**
4. Instruct everyone to keep their eyes on the ball and get ready to catch it. **Before catching the ball, the player should make the same sound that you made.**
5. Make a sound and “throw” the ball to someone. **Make sure that this player makes the same sound and catches the ball.**
6. **Explain that the catcher can now throw the player to any other player, making a new sound as the ball is thrown.** The receiving player repeats the sound and catches the ball. This player throws the ball to any other player, making a new sound.
7. Once the ball is being thrown around at a fairly brisk pace, **introduce another imaginary ball and start throwing it.** When the group gets proficient at it, you can have three or four balls in play.

Debriefing

Stop the activity when the group gets into a flow and it appears that many of the participants are engaged and having more fun. Conduct a debriefing discussion. Elicit and emphasize these ground rules for creative collaboration:

- Pay attention to the present. Be in the moment. Don't think ahead.
- Build on the ideas of others. Make the next obvious sound.
- Embrace failure. Don't censor your behavior.
- Make your partner look good. Play to team-win.
- If in a brainstorming session: All ideas are ok. Since there are no such things as “good” and “bad” sounds, this is an opportunity to practice “throwing out” ideas or sounds without worrying about whether they are crazy or stupid.

Just the facts!

First define the topic you are going to list facts about, for example, consent.

Have everyone sit in a circle and, going quickly around the circle, each person has to say a fact about the given topic. This starts off easy and then can be surprisingly hard to keep going without repeating facts or introducing opinions or unproven theories – which are not facts!

At any point if someone says something that they don't think is a real fact, group members should challenge it by saying "Just the facts!" and the rest of the group votes to determine if it is really a fact or not. If not, that's a point off for the group. Once you collectively get X points off, you are done. X = the number of people in the group.

Definitions of facts

- a piece of information about circumstances that exist or events that have occurred
- a statement or assertion of verified information about something that is the case or has happened
- an event known to have happened or something known to have existed
- a concept whose truth can be proved.

Snowballs

Ask a question and ask participants to write their responses on a standard piece of paper. Questions should be related to the workshop, and might be things like

- How can consent be defined?
- What are the characteristics of a healthy relationship?
- What strategies can you use to step in?

Form a circle away from tables, furniture, or any obstacles. If the weather is nice, this is a great outdoor activity.

Ask participants to crumple their sheet of paper to make a "snowball". Say "Let's have a snowball fight" and start throwing the snowballs.

Allow 30 seconds for the participants to throw, catch, and throw again as many snowballs as they can.

At the end of 30 seconds, stop the snowball fight.

Ask each participant to pick up a snowball and open it. Ask participants to take turns to read the response written on the paper.

Play several rounds with different questions if you want to review the workshop content.