

YOU, ME AND US

Respectful Relationships Education Program

Training Manual





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Definitions

A **bystander** is a person or persons, not directly involved as a victim or perpetrator, who observes an act of violence, discrimination or other unacceptable behaviour (VicHealth, 2012).

Bystander action is taken by a bystander to speak out about or engage others in responding to specific incidents of sexism, discrimination or violence against women (VicHealth, 2012).

Consent means free agreement of your own free will (Victoria Legal Aid, 2014).

Early intervention (sometimes referred to as secondary prevention) is action targeting individuals or population sub-groups who are showing early signs of violent behaviour (VicHealth, 2007).

Emotional abuse refers to when a person is subjected to certain behaviours or actions that are aimed at preventing or controlling their behaviour with the intent to cause them emotional harm or fear. These behaviours are characterised in nature by their intent to manipulate, control, isolate or intimidate the person at whom they are aimed. They are generally repeated behaviours and include psychological, social, economic and verbal abuse (ABS, 2012).

Intimate partner violence refers to behaviour within an intimate relationship that causes physical, sexual or psychological harm, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours (World Health Organization/London School of Hygiene and Tropical Medicine, 2010).

Gender encompasses the socially constructed norms, roles, responsibilities and expectations that shape our understanding of what it means to be a woman or a man within a given society at a particular time (WHW, 2014).

Gender equality is the realisation of equal and measurable outcomes for women, men and gender-diverse people (WHW, 2014).

Gender equity is the process of being fair to women, men and gender-diverse people with the aim of achieving equal outcomes for all (WHW, 2014).

Gender roles are prescriptive standards applied to women and men in society, which influence everyday actions, expectations and experiences of individuals (WHW, 2014).

Gender stereotypes are generalisations of the traits that all women or men are assumed to possess (WHW, 2014).

Primary prevention refers to initiatives that aim to prevent violence before it occurs by redressing the underlying causes, such as gender inequity (VicHealth, 2007).

Respectful relationships education refers to a broad range of educational programs that cover romantic and/or sexual relationships, peer relationships, the relationships between students and teachers, bullying and homophobia (Fileborn, 2014).

Sex refers to physical characteristics such as hormones, chromosomes and anatomy. People are generally described as male, female or intersex based on these characteristics (WHW, 2014).

Sexual assault is an act of a sexual nature carried out against a person's will through the use of physical force, intimidation or coercion, and includes any attempts to do this (ABS, 2012).

Tertiary response refers to initiatives that aim to reduce the effects of violence once it has occurred and prevent its reoccurrence (VicHealth, 2007).

Victim/survivor is a term used to emphasise the capacity of people who have been sexually assaulted to survive and overcome the impacts of violence in their lives (CASA House, 2007).

Violence against women refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life (United Nations, 1993).

Young people is used throughout this manual to refer to people aged between 10 and 24 years.

Purpose of the manual

About the You, Me and Us manual

The You, Me and Us project uses a peer education model to implement respectful relationship education sessions as a strategy to prevent violence against women. This manual outlines the project approach, provides implementation tools and resources, and includes an evaluation summary.

Who is this manual for?

The manual has been designed for women's and community health and youth services whose work is underpinned by a gender equity approach, and who are committed to implementing a peer education respectful relationships project to help prevent violence against women. The manual can also be used by professionals working with young people in primary schools, universities, TAFEs, youth organisations and sports clubs.

How is this manual to be used?

The manual can be used by organisations who want to implement the entire You, Me and Us project, or components of it. The organisation should have, or partner with an organisation that has, an understanding of the feminist frameworks underpinning You, Me and Us and its approach to preventing violence against women.

The manual details the steps required for effective project start-up, implementation and evaluation. The manual's tools and resources can be adapted for different contexts. For example, session plans for 10 to 13 year olds and 18 to 24 year olds can be easily adapted to other settings and programs. Similarly, the evaluation tools can be modified and used in community settings to measure attitudinal change for various initiatives seeking to prevent violence against women. The detailed peer education strategy and training tools can also be adapted for similar programs.

Context

Women's Health West – An overview

Women's Health West's vision is 'equity and justice for women in the west'. We aim to achieve this through our mission of 'working together for change – by supporting women and their children to lead safe and healthy lives, and changing the conditions that cause and maintain inequity and injustice'.

Since 1988, Women's Health West has actively contributed to the health, safety and wellbeing of women in Melbourne's western region through a combination of direct service delivery, research, health promotion, community development, capacity building, group work and advocacy. Since 1994, Women's Health West has delivered family violence services for women and children ranging from crisis outreach and court support, to housing establishment and crisis accommodation options, to counselling and group programs.

Women's Health West's health promotion, research and development arm offers programs and projects targeted at prevention and early intervention strategies to improve outcomes for women's health, safety and wellbeing. Women's Health West is a leader in the development of regional strategies, seeing partnership within and outside the health sector as crucial for bringing about effective and sustainable outcomes for women and children.

Women's Health West's three health promotion priority areas — prevention of violence against women, sexual and reproductive health, and mental health and wellbeing — are strategically aligned and leverage off federal, state and local policy frameworks. This approach ensures that our integrated health promotion plan supports the current policy agenda, and that our program is tailored to the unique characteristics and demographics of Melbourne's west.

You, Me and Us – An overview

In 2012, Women's Health West was successful in round three of the Gender Equality for Women's Program's respectful relationships education initiative. The Australian Government Department of Social Services (formerly the Department of Families, Housing, Community Services and Indigenous Affairs) provided funding. You, Me and Us aligns directly with the national and state violence against women and children plans, with the intended outcome to redress the drivers of violence against women by promoting equal and respectful relationships between young women and men (Commonwealth of Australia, 2011).

You, Me and Us is a multi-faceted project that sits under Women's Health West's health promotion priority area of prevention of violence against women. It is underpinned by the conceptual frameworks of human rights, health promotion, community development and gender equity. The project trains and supports culturally and linguistically diverse young women aged between 18 to 24 years to become 'youth ambassadors' in the primary prevention of violence against women. The peer educators then co-deliver respectful relationships education sessions with a Women's Health West health promotion worker in higher educational institutions, sporting clubs, youth organisations and primary schools in Melbourne's west.

Target groups for the education sessions are post-secondary school aged young people (18 to 24 years) and senior primary school students (10 to 13 years). To support the sustainability of the project, professional development training is provided to adults from participating schools and organisations.

You, Me and Us is underpinned by a rigorous evaluation framework. Women's Health West contracted Dr. Sue Dyson, an expert in evaluating gender equitable respectful relationship programs, to develop the project's evaluation framework and tools (see the evaluation toolkit for further information and reproducible tools). The University of Queensland also conducted an independent evaluation of the project on behalf of the Australian Government Department of Social Services.

Summary of the evidence informing You, Me and Us

A respectful relationships project



Summary of the evidence informing You, Me and Us: a respectful relationships project

This manual is informed by a comprehensive literature review of respectful relationships education in Australian and international contexts. This section summarises the theoretical and practical implications for respectful relationship education programs arising from the review, which include:

- Exploring 'good practice'
- Respectful relationship education for 10-13 year olds and 18-24 year olds
- Peer education models in respectful relationship education
- Approaches to professional development in respectful relationship education programs.

The literature review written by Dr. Bianca Fileborn is available from the Women's Health West website. The following section has been adapted from the literature review.

The primary prevention of violence against women and their children is a core focus of *Time for action: The National Council's plan for Australia to reduce violence against women and their children*, as well as being a focus of a number of state and territory policies (DEECD, 2014; Evans, 2010; Flood, Fergus and Heenan, 2009; National Council to Reduce Violence against Women and their Children, 2009).

Primary prevention refers 'to efforts to prevent violence from occurring in the first place' (Flood, Fergus and Heenan, 2009: 7), and achieves this by seeking to redress the underlying causative factors of violence against women and children. Having all children take part in respectful relationships education is a key primary prevention strategy identified in *Time for action* (National Council to Reduce Violence Against Women and their Children, 2009).

Effective implementation of respectful relationships education represents a core mechanism for the primary prevention of violence against women and children. That is, it is targeted at preventing the formation of violence-promoting attitudes, beliefs, and cultural values, and thus works towards stopping violence against women and children before it occurs. As Flood, Fergus and Heenan (2009: 4) note, 'early interventions with children and young people can have a lasting effect on their relationships in the future' (see also Dyson and Flood, 2008). Subsequently, it is unsurprising that considerable efforts have been directed towards implementing respectful relationships education across school, community, higher education and sports settings throughout Australia. Accompanying this is a growing body of research that explores and defines the components of effective respectful relationships education.

However, the development and implementation of respectful relationships education is still in its infancy (Carmody et al., 2009), and there is much conceptual thinking, research, and evaluation required in order to ensure the ongoing effectiveness of these programs.

This literature review provides an overview of the current state of research and practice in relation to respectful relationships education both within Australia and internationally. These are considered across the settings of upper primary schools, secondary schools, sports, communities, TAFEs and universities. The review forms a component of the You, Me and Us respectful relationships education program run by Women's Health West, with the settings selected on the basis that they reflect those that this program were implemented in.

Exploring 'good practice'

Although further work and evidence is required to consolidate our understanding of good practice in respectful relationships education, a number of core components have been identified from the evidence acquired so far (Flood, Fergus and Heenan, 2009). The Department of Education and Early Childhood Development (DEECD) (2014) identify the key components of effective respectful relationships education and, ultimately, the effective prevention of violence against women and children, as including:

- A whole-of-school approach
- A common framework for understanding and responding to respectful relationships
- Effective curriculum delivery
- Relevant, inclusive and culturally sensitive practice and reflection
- Evaluation of the impact of strategies on the whole-school community.

These components also reflect and incorporate the *National standards for effective sexual assault prevention education* developed by Carmody and colleagues (2009). However, as Flood and colleagues (2009) remind us, achieving good practice is an ongoing, iterative task, and the 'markers' of good practice evolve over time (Fergus, 2006). Ongoing reflexivity and attention must also be paid to the context in which a program is delivered (see also Carmody et al., 2009). Schools should aim towards achieving these components; however, they should not be viewed in an overly prescriptive or rigid manner. The following discussion further explores each of these components of good practice.

A whole-of-school approach

It is now well recognised that in order for respectful relationships education to be successful, a whole-of-school approach is necessary (Carmody et al., 2009; DEECD, 2008, 2010, 2014; Ellis, 2008; Flood, Fergus and Heenan, 2009; Hyde et al., 2011; Imbesi, 2008). 'One-off' programs and initiatives might be used to complement a whole-of-school model, but they are not sufficient in and of themselves to provide effective respectful relationships education (DEECD, 2008, 2011; Dyson, 2009; Flood, 2006; Flood, Fergus and Heenan, 2009).

The use of one-off programs has the tendency to result in 'patchy and variable provision' of respectful relationships education (DEECD, 2008: 17), and subsequently does not provide clear and consistent messages to young people about respectful relationships. One-off sessions can even be counterproductive, resulting in a backlash in attitudes or the reinforcement of problematic stereotypes (Imbesi, 2008). Hyde and colleagues (2011) also suggest that a one-off approach is inconsistent with a feminist model of primary prevention, although they do not elaborate on why this is the case.

Adopting a whole-of-school approach ensures that key messages are reinforced to students across their schooling, in different contexts, and by different teachers, staff and peers (Flood, Fergus and Heenan, 2009). However, as Carmody et al. (2009) note, a lack of program evaluation means that there is currently a lack of clarity in regards to how long respectful relationships education needs to run for in order to generate significant outcomes.

A whole-of-school approach involves a comprehensive, multi-layered and multi-faceted strategy for implementing respectful relationships education, although 'emphasis should be placed on the learning, teaching, assessment and reporting for all students' (DEECD, 2011: 16). According to the Department of Education and Early Childhood Development (2014), the core elements of a whole-of-school approach are:

- School culture and environment
- School leadership and commitment
- Professional learning strategy

- Support for staff and students
- Community partnerships
- Teaching and learning.

It is important to allow for a degree of flexibility in the application of these elements in practice (Kerig et al., 2010). This recognises that schools will often come to respectful relationships education from a diverse range of starting points, and will thus have different levels of initial capability in applying these elements (DEECD, 2014; Wright and Carmody, 2012). Wright and Carmody (2012) indicate that it is vital for a school's level of awareness and readiness for implementing respectful relationships education to be determined prior to initiating a program. This is necessary to determine what steps will need to be taken before a respectful relationships education program can be efficiently and effectively implemented. Emphasis is also placed on forming strong community partnerships, and for some schools this might involve engaging specialist services, such as women's health services or sexual assault organisations, to assist in delivering respectful relationships education or to provide specialist counselling and assistance to students in need (Flood, Fergus and Heenan, 2009: 32).

A whole-of-school approach positions the responsibility to teach respectful relationships education with the broader school community (DEECD, 2014). Subsequently, formal curriculum forms only one component of respectful relationships education. Significant emphasis is also placed on what the Department of Education and Early Childhood Development (2014) term 'informal curriculum'. That is, schools must also develop an 'ethos and culture that models respectful practices and is consistent in dealing with incidents of...violence' against women and children (DEECD, 2014: 8). However, the ethos and culture of a school are not static (DEECD, 2008). Ongoing evaluation of the ways in which respectful relationships education is incorporated into a school's culture is necessary to achieve ongoing success in implementing a whole-of-school approach to respectful relationships education. The values and ethical approaches communicated in respectful relationships education should be reflected and reinforced across school policy, curriculum, culture, community partnerships, and the attitudes and behaviour of staff (DEECD, 2008).

Providing a 'safe space' is required for conducting respectful relationships education programs and discussions on violence against women and children. A safe space is one in which 'students and teachers can share their ideas and opinions without fear of judgment or silencing; the focus is maintained on learning and education' and allows for the expression and respect of diverse points of view (DEECD, 2014: 11). Respectful relationships education can also result in students disclosing sensitive information to school staff, such as experiences of sexual abuse or disclosing their sexual orientation or gender identity. Staff should be informed as to how to appropriately respond and be able to connect the student with relevant support services (DEECD, 2014: 12; Ellis, 2008; Flood, Fergus and Heenan, 2009). However, the creation of a safe space can be difficult to achieve in practice and requires highly skilled program leaders or facilitators (Fox, Hale and Gadd, 2014: 30).

Common framework

An appropriate theoretical framework should underpin the understandings of violence used in respectful relationships education programs (Carmody et al., 2009). Programs should also 'incorporate a theory of change' to explain how the program will lead to the proposed outcomes (Flood, Fergus and Heenan, 2009: 33; see also Carmody et al., 2009). Utilising a theory of change requires those developing and implementing a respectful relationships education program to have a clear idea of the intended program impacts, how the program will achieve those impacts, and a strategy for evaluating whether the desired impact has occurred (Flood, Fergus and Heenan, 2009: 35). Failure to draw on a clear theoretical framework can result in 'confused objectives, alienating certain populations and a lack of coherence between intended outcomes and the reality of the program' (Carmody et al., 2009: 33).

For respectful relationships education to effectively prevent violence against women and children, it is vital that educational efforts clearly address the links between gendered power relations and the occurrence of violence against women (DEECD, 2014; Flood, Fergus and Heenan, 2009; Hyde et al., 2011; Maxwell, forthcoming). Flood, Fergus and Heenan (2009: 33; see also, Flood, 2006; Hyde et al., 2011) propose that this theoretical account of violence should be inclusive of:

- Feminist research on the relationships between gender, power and violence
- An examination of constructions of gender and sexuality which are violence-supportive
- A fostering of equal gender relations.

Developing respectful relationships education that is theoretically informed ensures that programs are based in a firm understanding of the underlying causes of violence and provides a clear framework for generating change (Flood, Fergus and Heenan, 2009). However, in practice, many respectful relationships education programs lack a clear theoretical framework and schools can be reluctant to draw on explicitly feminist frameworks, hence the value of partnering with feminist women's health services who have the expertise to deliver respectful relationships education programs (Flood, Fergus and Heenan, 2009; Hyde et al., 2011; Mulroney, 2003). Feminist frameworks are a fundamental component of best practice in respectful relationships education. Indeed, it is important that those running respectful relationships education programs are strategic in how they present feminist-informed content to avoid unintended or counterproductive consequences, such as perceptions that such a program will alienate young men. One strategy for circumventing this is to focus on developing a positive role for men and boys in violence prevention, rather than emphasising what they should not do (Carmody, 2013; Evans, Krogh and Carmody, 2009; Flood, 2006: 29).

Effective curriculum delivery

Ensuring that effective means of curriculum delivery are used is also vital to garnering maximum program effectiveness. However, as Flood and colleagues (2009) note, the components of effective curriculum delivery are currently poorly understood in relation to respectful relationships education. They identify a range of factors that come together to influence effective curriculum delivery (2009: 35):

- Curriculum content
- Teaching methods and pedagogy
- Curriculum structure (including duration and intensity, timing and group composition)
- Curriculum teachers and educators.

As noted earlier, curriculum content should be informed by feminist theory and research on violence against women. Programs should redress a broad range of violent and abusive behaviours, as opposed to focusing specifically on sexual assault or domestic violence alone (Ellis, 2008; Flood, Fergus and Heenan, 2009: 36). This is based on the premise that different forms of violence, abuse and discrimination are interlinked, but also that the skills required in negotiating ethical and respectful relationships support 'the development of non-violence relating across all spheres of relationships' (Cameron-Lewis and Allen, 2013: 125). Best practice in respectful relationships education requires all forms of violence (including physical, sexual, emotional, psychological and economic violence and abuse) to be covered, an exploration of these kinds of violence across a range of relationship contexts, and a consideration of how these forms of violence intersect with other abusive behaviours, such as bullying and homophobic abuse (Ellis, 2008; Flood, Fergus and Heenan, 2009: 36).

Cameron-Lewis and Allen (2013: 123) argue that preventative sexual assault education should be incorporated into a pleasure-based sexuality education curriculum, as segregating these topics might 'disallow recognition and exploration of the interrelatedness of pleasure and danger in sexual intimacy'.

In doing so, such education does not reflect the complexity of young people's lived experiences. Others, such as Hyde and colleagues (2011), have contested this point, arguing that respectful relationships education should be focused on the primary prevention of violence against women to be effective. Curriculum should target the attitudes underlying violence at an individual, broader community and structural level, as well as seeking to change behaviours (Flood, Fergus and Heenan, 2009). Curriculum content should also be matched to suit the particular developmental stage of students. However, what this actually 'looks like' in practice is not currently well articulated in respectful relationships education programs and research (Kerig et al., 2010). It should also be noted that this 'developmental' approach to curriculum development has been critiqued on the basis that it perpetuates 'discourses of childhood innocence' and withholds information about sex and relationships to children and young people (Robinson, 2013).

Good practice in curriculum delivery involves some additional features identified by Flood and colleagues (2009: 40):

1. The use of quality teaching materials
2. Being interactive and participatory
3. Addressing cognitive, affective and behavioural domains
4. Giving attention to the development of skills
5. Being matched to the developmental stage of the student
6. Responding in an appropriate and supportive way to disclosures of victimisation

It is currently less clear whether a single-sex or co-ed environment is more conducive to effective respectful relationships education, although the available evidence tends to support delivery to single-sex groups (Carmody, 2013; Carmody et al., 2009; Flood 2006; Flood, Fergus and Heenan, 2009; Kerig et al., 2010). The Department of Education and Early Childhood Development (2014) advocates for schools to adopt an approach best suited to students' needs and the unique culture of the school. For example, the beliefs and norms of some cultural groups might require that respectful relationships education be delivered in a single-sex environment. Cultural and social diversity should be recognised and incorporated into respectful relationships education, including in relation to diverse gender and sexual orientation, disability, cultural beliefs and religion (DEECD, 2011: 18).

In line with the need to draw on a clear theoretical framework, Flood, Fergus and Heenan (2009: 44) suggest that the decision to use either a single- or mixed-sex group should be based on a clear rationale. A different approach might also be required for different elements of respectful relationships education. For instance, Dyson and Flood (2008: 25) note that sexual assault prevention education is most effectively delivered in single-sex groups, while Fox and colleagues (2014) suggest that boys and girls can have different learning needs and desires (see also Flood, 2006). Kerig and colleagues (2010) argue that the use of single-sex groups creates a more comfortable and safe space for young people to share their beliefs, experiences and feelings. However, a point of caution against using same-sex groups is that they can reinforce and perpetuate problematic gender norms, for example 'that boys and girls are 'naturally' different, that romantic relationships are always heterosexual, and that boys and girls cannot learn important relationship lessons from each other' (Noonan and Charles, 2009: 1101).

Likewise, there is a general lack of consensus as to who should deliver respectful relationships education. That is, it is unclear whether teachers, peer educators or community educators (or a mix of these groups) most effectively deliver respectful relationships education (Carmody, forthcoming). Fox and colleagues (2014) suggest that there are advantages and disadvantages to using either teachers or external facilitators to deliver respectful relationships education content. For instance, external facilitators are often more comfortable discussing sensitive topics such as sexual or domestic violence, but can sometimes lack the appropriate training and experience to deliver content effectively, while the reverse of this can be true for teaching staff (Carmody, forthcoming; Fox et al., 2014). This suggests that those responsible for delivering

respectful relationships education require training in both teaching techniques and the program content areas to be effective. The use of peer educators in respectful relationships education delivery is discussed in detail later in this review.

There is also a lack of consistent evidence relating to whether those delivering content should be of the same sex as students. There is consensus that whoever delivers respectful relationships education should be competent in doing so and given adequate and ongoing support in training and resources (Flood, Fergus and Heenan, 2009: 50-53). Flood (2006) argues that it is imperative for men to be involved in violence prevention work if it is to be successful, suggesting that men should be involved in delivering respectful relationships education. Flood (2006: 30) presents five key reasons why men should deliver respectful relationships education to boys or other men:

1. Men's attitudes and actions are strongly influenced by their male peers, and this can be used to achieve positive outcomes in respectful relationships education
2. Single-sex groups provide a safer space for men to talk openly
3. It allows men to act as role models for each other
4. Male participants often view male teachers as more credible and persuasive
5. Using single-sex groups avoids the gendered interactions that tend to take place in mixed-gender groups, which have the possibility to counteract the messages of respectful relationships education.

Participants in Johnson's (2012: 15) research on the issues faced by teachers teaching sexuality and relationships education reported that this aspect of the curriculum could be viewed as 'women's business'. Thus, school gender politics can also dictate which teachers are responsible for delivering this content. Additionally, it can be difficult to engage men in teaching or delivering respectful relationships education, which may make it difficult to find men to deliver programs in practice.

Relevant, inclusive and culturally sensitive practice

Ensuring that the content of respectful relationships education is inclusive of a broad range of groups means program content is likely to be relevant to students and can help prevent students from disengaging with the key messages (Carmody et al., 2009; Flood, Fergus and Heenan, 2009: 56). Different cultural groups have different norms in relation to 'appropriate' expressions of gender, as well as dating and relationship norms (Kerig et al., 2010). Such differences need to be taken into account in providing relevant respectful relationships education. Some forms of diversity, such as the religious affiliation or cultural background of students, might be more readily known by schools, while other facets of identity, such as sexual orientation or gender identity, can be less visible. It is therefore important that schools do not make assumptions about their students. There is also great variation and diversity within as well as between different demographic groups, and a 'one-size fits all' approach should be avoided (Carmody, 2009; Kerig et al., 2010; Wright and Carmody, 2012). Being responsive to diversity also requires recognition of the fact that not all young people attend school. Respectful relationships education therefore needs to occur across other community-based locations, particularly in order to reach disadvantaged youths (Keel, 2005).

Existing research found that teachers can find it particularly challenging to identify, name and redress 'the inherent heteronormativity of schools and sex and relationships programs', as well as 'dealing with cultural and religious diversity in sexual matters' (Johnson, 2012: 1). Australian states and territories currently vary greatly in terms of educational policies directly responding to sexual diversity and homophobia, while some states exempt religious schools from adherence to anti-discrimination policy and legislation (Jones and Hillier, 2012). This suggests that implementing inclusive and culturally sensitive practice can be difficult to achieve in practice and that teachers and school staff often require additional support and resources in this area (Evans, 2010; Johnson, 2012). That said, for some teachers in Johnson's (2012) research, having students from varying cultural backgrounds presented an opportunity to discuss the diversity of beliefs and

attitudes towards sexual relationships, and could be used as a tool to reinforce some of the key respectful relationships education messages regarding diversity.

There is relatively little attention paid to the specific needs of different cultural groups in existing respectful relationships education literature, research and programs (Kerig et al., 2010). For example, while Flood, Fergus and Heenan (2009: 50) note that 'Indigenous, immigrant, refugee and disadvantaged young people' might have additional needs or culturally specific requirements, and can require a tailored approach to respectful relationships education, they do not articulate what this would look like in practice. Haggis and Mulholland (2014) argue that 'difference' in terms of religion, culture or sexual plurality tends to be treated as an 'add-on' in sexuality education research and practice. Effectively, this leaves 'the normative unchallenged, confirming the hegemony of the heteronormative, unraced subject' (Haggis and Mulholland, 2014: 57). While there is no systematic evaluation of this aspect of respectful relationships education research and curriculum within Australia, this is plausibly also the case for respectful relationships education.

Wright and Carmody (2012) provide comprehensive guidelines for delivering Carmody's Sex and Ethics program to Indigenous young people. They suggest that at the consultation or pre-implementation stage of a respectful relationships education program, consultation should occur with a range of families and community members and should include Indigenous elders who can inform on topics such as:

- The political dynamics of the region
- How men's business and women's business are divided in the region
- The particular services available to the Indigenous community (2012: 23).

Tensions can also arise if the cultural values and attitudes of community groups are at odds with the core messages and values underpinning respectful relationships education. It may be necessary to adopt respectful relationships education programs to suit the needs of different groups, though this should not occur at the expense of program effectiveness (Hyde et al., 2011).

Evaluation

To ensure that a program is one of 'good practice', it is imperative for evaluation to occur (Carmody et al., 2009). Evaluation involves the 'systematic review and assessment of the features of an initiative and its effect, in order to produce information that can be used to test and improve the project's workings and effectiveness' (Flood, Fergus and Heenan, 2009: 57). Ideally, evaluation should occur prior to a program being implemented (for example, to gather baseline data on behaviours and attitudes or to explore the respectful relationships education needs of a community), and during and after (ideally in both the short and long-term) a project has been run (Flood, Fergus and Heenan, 2009: 57). According to Flood (2006: 29) these evaluations should be 'based on standardised measures of both attitudes and behaviour'. Ellis, however, critiques this method of program evaluation, suggesting that reducing respectful relationships education learning to a 'set of standardised test scores obscures the contentious aspects of empirical research...and limits recognition of what is most valued about programs' (2008: 125). Ellis promotes the use of qualitative evaluations, such as focus group discussions, to explore participants' experiences of respectful relationships education in detail.

Good program evaluation rarely occurs in practice (Carmody et al., 2009; Mulroney, 2003) and this is also the case with many international respectful relationships education and primary prevention programs (Casey and Lindhorst, 2009; Fox, Hale and Gadd, 2014). Schools or other organisations face significant barriers in conducting such systematic and rigorous evaluations, not least of all the time, resources and skill required in their undertaking (Carmody, 2009; Evans, Krogh and Carmody, 2009). Additionally, Imbesi (2009: 32) draws our attention to the difficulty of measuring large-scale shifts in social norms, community

attitudes and behaviour (see also Child Safety Commissioner, 2010; Dyson and Fox, 2006). It is difficult to assess whether a particular individual was likely to engage in violent behaviour prior to the running of a prevention program, and this can cause difficulty in determining whether violence has been prevented or if it would not have occurred in the first place (Albury et al., 2011). There is also currently a lack of consensus as to what 'significant' or 'meaningful' change in relation to violence prevention might look like, making an assessment of program 'success' challenging (Meyer and Stein, 2004). Walsh and Peters (2011) also highlight the difficulties in having students take part in rigorous evaluation, with many students unable or unwilling to complete long evaluation forms.

Respectful relationship education target populations

Current research into the delivery of respectful relationships education: 10 to 13 years old

There is surprisingly little research into delivering respectful relationships education to this age group. This is particularly concerning given the widespread recognition that respectful relationships education should begin prior to young people entering romantic relationships, and given research indicating that adolescents have already begun to form violence-supportive attitudes (Carmody, 2009). American research by Noonan and Charles (2009) explored the attitudes of 11 to 14 year olds in regards to dating violence and healthy relationships, with important implications for the content and delivery of respectful relationships education. Participants in Noonan and Charles' study were not supportive of dating violence and particularly sexual and physical violence. On account of this, Noonan and Charles argue that respectful relationships education should 'include strength-based programs to build and support attitudes that reject violence' and to encourage young people to act as bystanders (2009: 1098).

In line with the need for respectful relationships education to be culturally inclusive and responsive to diversity, Noonan and Charles (2009) also found a need to tailor respectful relationships education towards different groups, particularly according to factors such as age, race, ethnicity, and gender. For example, younger participants in this study had minimal, if any, dating experience, so it might be more fruitful to deliver material that develops generic conflict resolution and communication skills, rather than focusing specifically on dating relationships (Noonan and Charles, 2009). Participants also reported reluctance in seeking advice and information from adult sources, such as teachers, school staff, or parents, instead turning to their peers and siblings. On this basis, Noonan and Charles (2009) suggest that peer educators might be the most effective deliverers of advice and information for this age group.

Current research into the delivery of respectful relationships education: 18 to 24 years old

While the 'best practice' principles of respectful relationships education were explored earlier in this review, there are also more specific measures of 'best practice' in relation to adult education. It is worth briefly exploring these elements of best practice here. Dyson and Flood (2008: 15) summarise some of the key facets of best practice in adult education as including:

- Self-directed learning to reflect the autonomy adults enjoy
- Connecting the life experiences and knowledge of adults with the current educational content
- Approaches to learning should be goal-oriented and relevant
- Content should be relevant
- Educational content should be delivered in a respectful manner that acknowledges the past experience of adults.

Dyson and Flood (2008) also highlight the need to draw on appropriate models for generating attitudinal and behavioural change in adults, although due to the limited scope of this review these will not be discussed here. As with respectful relationships education at the primary and secondary school levels, respectful relationships education programs targeted at adults should undergo extensive evaluation, although, again, this rarely happens adequately in practice (Dyson and Flood, 2008). Many of the other key principles of respectful relationships education discussed earlier are still of relevance to adult educational settings, such as recognising diversity, and providing content that reflects the level of knowledge that participants currently have (Dyson and Flood, 2008: 28). Program content should also adopt a positive approach by focusing on what participants can do, rather than what they should not do. This is particularly important when working with adult men, as programs that adopt a negative approach can elicit a defensive response from participants (Dyson and Flood, 2008: 29).

Peer education models in respectful relationships education

Prevalence, use and experiences of peer educators in respectful relationships education

It is useful to briefly discuss and define what peer education involves. Flood (2006: 29) argues that 'best practice' in the prevention of violence against women and children should incorporate 'peer-related variables, use peers in leadership roles and emphasise the relationship of sexual assault to other issues'. This suggests that further work is required around the use of peer educators in respectful relationships education. Evans and colleagues (2009: 17) also identified a range of challenges with peer education models, including: 'peer educators being ill-prepared to facilitate programs, peer educators being overzealous in their self-disclosure, and...minimal support and preparation for peer educators'.

However, Dyson and Flood (2008) also note that peer education models are considerably more established in the broader area of health education and work with younger people. Drawing on this body of literature, they define peer educators as educators who 'are usually of a similar group to those they are educating, that is, individuals from similar ages, contexts and cultures to the participants' (2008: 24). They argue that peer education models can be especially useful in undertaking primary prevention work with men 'given the evidence that peer variables are an important influence on men's tolerance for and perpetration of violence against women' (2008: 24). Given the relative lack of training and professional development that young people are likely to have had, Carmody et al. (2009) note that ongoing training and support for peer educators is vital. For successful peer educator programs, Mulroney (2003) argues that debriefing and support provided to educators needs to be of high quality and occur regularly. Weisz and Black (2010) suggest that the length of training provided should correlate with the complexity of skills peer educators are supposed to teach (2010: 645). Peer educators should be used on the basis of a strong rationale and availability of resources, not because they are 'seen as a cheaper' option that excludes a coordinated approach to prevention' (Carmody et al., 2009: 51).

Professional development

Support for 'drivers' or 'champions' of respectful relationships education

There is currently relatively little support or training within Australia for adults involved in the development and delivery of respectful relationships education (Carmody, forthcoming; Flood, Fergus and Heenan, 2009), and research and robust theoretical models are also lacking in this area (Carmody, forthcoming; Carmody et al., 2009). That said, professional development is an increasingly common component of

respectful relationships education programs, especially given the mounting evidence that suggests a whole-of-school approach is most effective in delivering respectful relationships education. Training and professional development for educators is also a fundamental component of good practice in respectful relationships education (Carmody et al., 2009; Evans, Krogh and Carmody, 2009). The training currently delivered tends to be done on an ad hoc basis, and with minimal accountability for training standards (Carmody, forthcoming).

Getting started



Getting started

You, Me and Us is a multi-faceted program that requires a promotional and communications strategy to ensure engagement and participation from numerous target audiences. The communications strategy provided direction as to how Women's Health West advertised the project to young people, schools and organisations from the target settings, the respectful relationships education sector, the media and the broader community to recruit, inform and gain support and commitment. The communications strategy also outlined the use of social media to communicate with and support peer educators through the project.

Situation analysis

Women's Health West required a comprehensive and far-reaching communications strategy to ensure the project targets were met. This included adverts and correspondence in print media, emails, letters, phone calls, online blog posts, face-to-face communication, social media and information on our organisation's website. The communication strategy primarily aimed to engage young people. Using social media and modern media forms was therefore essential in promoting the project and its core respectful relationships education messages. It was also necessary that our communication strategy was accessible to adults in the target settings.

Communications strategy – key steps

Determine the primary communication objectives

Five key communication objectives were vital to the success of You, Me and Us:

- Engage young people and convey the project's relevance to them
- Advertise the project to adults in schools and organisations and gain their commitment to the project
- Advertise and successfully recruit peer educators
- Communicate and support peer educators throughout their involvement in the project
- Bring broader community awareness of the project and the value of respectful relationships education in creating a safe, inclusive and gender-equitable community.

Be aware of your target audiences

To ensure the communication objectives were successfully met, You, Me and Us designed a strategy for both its primary and secondary audiences. Effective communication with the primary target audience determines the overall success of the strategy and project. Communication with the secondary target audience fulfilled reporting requirements and information sharing opportunities with various sectors with a commitment to respectful relationships education to add to the shared knowledge and evidence base.

The primary target audiences included adults in target settings, such as teachers, principals, school welfare officers, sport coaches, university lecturers and youth workers. Also included were project participants, that is, young people who received respectful relationships education sessions who are aged 10 to 13 years and 18 to 24 years. Peer educators who were culturally and linguistically diverse women aged 18 to 24 years were also a primary target audience. The secondary target audiences included the Australian Government Department of Social Services who funded the project. It also included the respectful relationships education sector and broader community, such as the Partners in Prevention

network, respectful relationship educators, sexual and reproductive health workers, prevention of violence against women workers, local councils, youth organisations and families.

Key messages that enable the objectives to be achieved

You, Me and Us used various key messages to attract peer educators, encourage schools and organisations to book sessions, and promote the project more broadly. The following key messages were used to inform all advertising and promotional materials.

Key message	Target audience
You, Me and Us is a multi-faceted program that aims to redress the drivers of violence against women by promoting equal and respectful relationships between young men and women. It uses a peer education model to train and support culturally and linguistically diverse young women (aged 18 to 24 years) to become 'youth ambassadors' in the primary prevention of violence against women. Once trained, peer educators will participate in delivering respectful relationships education to higher educational institutions, youth organisations, sporting clubs and primary schools in Melbourne's western region. The target groups for the education program are post-secondary school aged young people (18 to 24 years) and senior primary school students (10 to 12 years). To support the efficacy and sustainability of the education program, professional development is provided to adult leaders in the target settings.	Broader respectful relationship sector, internal use at Women's Health West
You, Me and Us is a Women's Health West project funded by the Australian Government Department of Social Services.	Broader respectful relationship sector, target settings that include primary schools, youth organisations, sporting clubs, schools, TAFEs, universities
<ul style="list-style-type: none"> You can become a youth ambassador for gender-equitable, respectful relationships and contribute to your community if you join the project. Your personal growth and wellbeing is important. 	Peer educators
<ul style="list-style-type: none"> Booking a You, Me and Us session will help your school or organisation become a safer, more inclusive space. Booking a You, Me and Us session can provide your young people with awareness 	Target settings include primary schools, youth services, TAFEs, universities and sports clubs
Your young people will greatly benefit from receiving training in leadership and facilitation skills as well as respectful relationships, if you can recruit peer educators for the project.	Target settings include primary schools, youth organisations, sporting clubs, TAFEs and universities

Decide how to evaluate the communications strategy

You, Me and Us engaged a number of methods to evaluate the effectiveness of its communications and promotional strategy. Questions were embedded into surveys for workers and into peer educator application forms, asking how they had heard about the project. Quantitative data gathered via the Women's Health West website analytics and data system noted increases in session bookings and peer

educator applications during times of targeted communications releases. This process evaluation informed promotional work throughout the project.

Prepare a communications strategy for the duration of the project

Project staff developed a detailed work plan that outlined what had been completed, who was responsible, and future deadlines and release dates for all project promotion. This created a seamless process for communications staff, project workers and managers. A communications plan needs to include writing design briefs for project logos and illustrations, and planning blog posts, media releases and social media networking, such as twitter posts. Women's Health West also set up a Facebook page as a communication mechanism to support peer educators, which proved highly effective.

Design a webpage and comprehensive session booking system

You, Me and Us had a webpage on the Women's Health West website. The webpage contained important project information, frequently asked questions, a calendar with available session dates, and a link to the session booking system. The session booking system, specifically developed for the project, sent all bookings directly to the project worker's email account for follow up.

The information gathered through the session booking system is necessary for the project worker's preparation. More importantly, it assists schools and organisations to assess the need for respectful relationships education, as well as their organisation's commitment to such work. A session booking system needs to include:

- Basic details such as organisation's contact information, number of session participants and preferred session times
- School or organisational level of commitment to respectful relationships education
- Leadership sign off, e.g. the principal having approved the project
- Information to inform the evaluation of the communication strategy, e.g. where they heard about the project
- Questions for a preliminary needs assessment:
 1. What difficulties are young people in your school, organisation or club experiencing with respectful relationships?
 2. Why would you like to have You, Me and Us delivered in your school, organisation or club?

Project promotion

Project promotion for You, Me and Us used various communication methods. Using diverse communication tools is essential due to the myriad of target audiences and project objectives. An important project promotion consideration is to establish interest from schools and organisations' leadership groups to ensure that there is opportunity for ongoing primary prevention work. To ensure this support, initial contact was made with principals, heads of departments, state sporting representatives and youth service coordinators, and their sign off on participation was required.

Promotional pathways

Existing partnerships

Women's Health West has formal partnerships and working relationships with a range of organisations

committed to respectful relationships education. This includes health and community services, the secondary school nurse program and student welfare coordinators, and local government youth services. Partnerships are vital for the successful recruitment of participants, the delivery of sessions and training, and project sustainability.

Email correspondence

Emails were sent as a first point of contact to government schools in Melbourne's west, with significant attention paid to engaging disadvantaged schools to ensure marginalised young people are given the opportunity to participate in respectful relationships education. Emails were also sent to higher educational institutions, youth organisations and networks, and sporting associations and local clubs. Emails are a good first point of contact, which usually require follow up calls and advertising.

Online promotion

A strong online presence through the Women's Health West website and targeted blog posts was an effective method of disseminating information about respectful relationships education sessions and recruitment of peer educators. Another highly successful method of recruiting peer educators was advertising on employment websites through universities and online classifieds.

Advertising material

Print advertising material was adapted for the various settings and target audiences. The main messages around respectful relationships education sessions and key design features remained the same, but relatable language and illustrations differed according to the target settings.

Presentations

Women's Health West project staff promoted the project at forums and conferences on primary prevention, young people and respectful relationships education. Presentations were also delivered to state sporting associations as a means to reach local sporting clubs.

Network meetings

Promoting the project in council, community and respectful relationship education network meetings shares the project strengths and opportunities directly with workers, allowing them to ask questions and seek clarification about the relevance and importance of respectful relationships education for young people they work with.

Promotion to specific settings

Promoting respectful relationships education to different sectors requires tailored promotion and communication strategies. The following key lessons were learnt about effective communication with each of the project's target settings.

- **Higher educational institutions** have countless different departments, many of which operate in silos. Departments often need to be contacted individually and the language used in promotional material tailored to each department and its students.

- **Primary schools** require the principal's support and a key staff member (e.g. a welfare officer or school nurse) who can support the coordination and delivery of the project for successful respectful relationships education delivery. Schools are more likely to engage if promotional materials clearly articulate how the project relates to the Australian school curriculum, AusVELS (see appendix 1 for an example of the You, Me and Us flyer), and can further support student wellbeing and engagement.
- **Local sporting clubs** are best engaged by connecting with and garnering interest from state sporting associations, who have the connections and authority to contact teams and endorse projects. Using sports-appropriate language is important, as is emphasising how the project can promote an inclusive, respectful team culture and increase club participation and membership.
- **Youth organisations** run numerous programs to meet the diverse needs of young people of different ages and backgrounds. Promoting how You, Me and Us supports youth service program initiatives and meets the diverse and often complex needs of young people who access their service is essential. Presenting at youth services network meetings, speaking with workers and offering flexibility with session times and content will result in session bookings.

Expertise needed to support project establishment and delivery

You, Me and Us was supported by an internal and external steering committee, made up of workers with diverse skills and expertise. Expertise needed for a respectful relationships education project advisory group includes respectful relationships education, prevention of violence against women, youth engagement and participation, peer education, program management and knowledge of the different settings the project will be delivered in.

Internal steering committee

The internal steering committee consisted of Women's Health West staff with expertise in working with culturally and linguistically diverse communities, young women's leadership programs, and capacity building initiatives that prevent violence against women. The committee met monthly and was integral in establishing the project, developing the session and training content, and throughout the delivery of You, Me and Us.

Expert advisory group

The expert advisory group, convened by Women's Health West, met bi-monthly. The group provided expertise in research and evaluation, prevention of violence against women, peer education approaches to working with young people, and local knowledge of the key settings for action, such as sporting clubs and primary schools.

Member agencies included the Western Young People's Independent Network, Reclink Victoria, Partners in Prevention Network, the University of Melbourne, Centre for Multicultural Youth, the Victorian Department of Education and Early Childhood Development, and Wyndham and Maribyrnong City Council's youth services.

Reflecting on their participation in You, Me and Us, advisory committee members reported that the diverse knowledge and expertise of workers was important to the group's success. Members also reported benefits from the diverse membership as it 'enabled good discussion and input' and 'learning about what's happening in different sectors'.

Important considerations when establishing and maintaining a respectful relationships education expert advisory group include:

- Acknowledge the strengths and expertise within your organisation and identify the external knowledge, expertise and partnerships that are needed for successful project implementation — approach key people within relevant organisations accordingly
- Send out letters of invitation and terms of reference that detail the project timelines, key responsibilities of the expert advisory group and time commitment for them to consider and review (see appendix 2)
- Canvas members regarding their availability and establish a yearly meeting schedule
- Ensure agendas and minutes are sent out in a timely manner
- Ensure meetings are well chaired, timely, action-oriented and have tangible outcomes
- The chair should ensure that all members are heard and participation is respectful, equitable and shapes the project's direction
- Project staff undertake work between meetings so members are able to contribute to new work each time they meet
- Project managers and workers are open to critique and take on advice and feedback
- Members receive constructive feedback regarding their contributions
- Project manager attends meetings to demonstrate the importance of the project to their organisation
- Review the terms of reference annually and conduct evaluation to ensure the group is meeting the project and participant needs

Group facilitation and training principles



Group facilitation and training principles

Women's Health West has extensive experience in group facilitation with diverse communities and in various settings and contexts. The key principles informing the You, Me and Us session and training delivery are detailed in this section of the manual.

Creating a safe space

Creating a safe group dynamic is important to establish an environment where participants feel free and supported to discuss sensitive topics and provide alternate points of view. To establish a safe group dynamic for participants aged 10 to 13 years, the Women's Health West facilitators asked participants to describe what they understood a safe space to be and what the group could do to support this. Pre-prepared group rules were also developed by the project worker for circumstances where students weren't able to generate these ideas for themselves.

The core principles for creating a safe, respectful group dynamic include:

- [Listening to one another](#)
- [Respecting one another's comments, opinions and beliefs](#)
- [Supporting each other and working together.](#)

It was important to ask that participants only share their own opinion and not other people's personal experiences or stories. It is also important to clearly state that if participants have a personal experience they want to discuss further, a teacher, staff member or counsellor is available after the session. Group rules for creating a safe space are also included in the respectful relationships education session for 18 to 24 year olds. It is important for facilitators to be non-judgemental and appreciate participants' diverse experiences and opinions.

Active participation

Sessions designed for 10 to 13 year olds were interactive and focused on participation, drawing on a range of facilitation styles meeting different learning needs. Sessions promoted young people's active participation through group discussion, role-play and interactive songs and videos. This approach to curricular delivery is consistent with the *National Standards for the Primary Prevention of Sexual Assault through Education*, which emphasise that projects should include 'interactive exercises, cooperative learning, discussions, role play, behavioural rehearsal, skills and opportunities for reflection' (Carmody et al., 2009: 45).

Role play proved useful for supporting young people with practical tools and ideas to respond to challenging situations in a safe and supported space. If participants are struggling with the role play, a useful technique is to ask participants to freeze and ask the audience for suggestions on how the performance can end. This ensures active participation from all participants and ensures that selected actors are not relied on to relay key respectful relationships education messages.

The 18 to 24 year old session material was developed in consultation with peer educators from this age cohort. The session content and activities were piloted with peer educators and modified based on their feedback. To support different learning styles, the session integrates a number of different tools, including

interactive activities, case studies, a video, self-reflection and small group activities. Informed by adult learning principles, this session needs to be structured and facilitated in a way that promotes self-directed learning and acknowledges the experiences of adult participants (Dyson and Flood, 2008).

Language

During the respectful relationships education session for 10 to 13 year olds, facilitators needed to speak clearly, using short statements and simple language. Facilitators need a good understanding of the material content and need to be prepared for how to articulate complex concepts relating to gender and assertive behaviour using brief and simple statements.

For the 18 to 24 year olds session, facilitators need to be mindful to use language inclusive of diversity. When delivering in different settings, from universities to sports clubs, it is particularly useful to present with a peer educator who has an understanding of the setting and the specific terminology that is used within it.

Active listening

The facilitator needs to give their full attention to the group, be an active listener, and be aware of, and where necessary respond to, people's verbal and non-verbal communication cues. This helps the facilitator gauge the comfort level of participants during the discussion of sensitive topics. Instead of simply relaying information, the facilitator needs to encourage open discussion that prompts questions and conversation that is directed by participants while highlighting the key session messages. In the 18 to 24 year session, for example, prior to providing the definition of sexual consent, facilitators need to ask participants how they would define consent. Facilitators can then add to this definition if key points are missed.

Facilitating with a peer educator

The level of support needed by a peer educator to effectively prepare and deliver a respectful relationships education session will vary based on their personal experience, skills and whether they have previously delivered sessions. Before the session, take time to plan and discuss with the peer educator how you can best work together and which activities you will each lead. Ideally, session delivery is divided between the peer educator and project worker. It can be useful to discuss with the peer educator the key points they plan to make in the discussion-based activities, to ensure you each are clear on key questions to ask participants. It can also be helpful to develop an agreed signal that you or the peer educator can use if they feel stuck and want your assistance.

Referral and responding to young people's disclosure

Women's Health West's project workers met with staff in schools and organisations prior to session delivery to discuss who would be available to respond to young people who seek further assistance or support during or following the session. At the beginning of each session, it is important to articulate who participants should access if they require further support (e.g. student welfare coordinator). It is vital that contact details and referral pathways of support services are provided to young people.

If a participant discloses during a session, the facilitator should protectively interrupt and ensure the participant is followed up with after the session. Before the session, the project worker, peer educator and staff from the delivery location need to clarify how any disclosures will be followed up. In schools it was important to always notify and follow up with appropriate staff regarding student disclosures.

Please refer to appendix four for a referral sheet and how to respond to young people's disclosure. This worksheet was provided to workers and other adults where You, Me and Us was delivered. A shorter version was provided to young people in the 18 to 24 year old session (please refer to the 18 to 24 year old session outline). This worksheet needs to be amended to reference the local support services and referral pathways in the area where the project is delivered.

Peer educators



Peer educators

The You, Me and Us peer education model is informed by research that suggests young people are more likely to identify their peers as shaping and influencing their choices, beliefs and actions, and therefore young people play an important role in respectful relationships education (Imbesi, 2008). The project is also designed to have a significant and lasting community impact through supporting and mentoring peer educators to become respectful relationship youth ambassadors contributing to the prevention of violence against women. Previous Women's Health West leadership programs with young culturally and linguistically diverse women had shown that they gained skills in facilitation, respectful relationships, and went on to further leadership roles within their own communities. You, Me and Us demonstrated that, through the use of best practice principles for peer education, young women involved in the project became confident facilitators of respectful relationships education, youth ambassadors for gender-equitable respectful relationships and youth leaders within their communities. Some young women also reported that the project supported them to further their education, training and career pathways.

Recruitment

The You, Me and Us peer educator recruitment strategy was developed shortly after the project commenced and had significant input from the internal steering committee and expert advisory group. Women's Health West began the recruitment process by inviting young women who had previously participated in its health promotion projects. Women's Health West's extensive network and strong partnerships with youth and community organisations also provided the project with access to a large pool of young women who were engaged in community activities and projects. The project was also widely advertised (as detailed under project promotion). The project had a total of 56 applicants, of which 47 were trained as peer educators.

Interview and screening process

Each applicant received a peer educator application kit that contained project information, job description, clear information about the application process, interview questions and the application form (see appendix 3). Providing this kit ensured applicants knew exactly what the project required of them and what it could offer in return. It also gave young women the opportunity to discuss their potential involvement in the project with their families and caregivers, which is important practice when working with culturally and linguistically diverse communities.

Once young women applied, they were asked to come into Women's Health West for an interview. The interview was framed as a relaxed conversation so the project workers and applicant could get to know each other. This process allowed young women to ask questions and seek clarification of what would be expected of them. The project worker also had an opportunity to assess the applicant's suitability, according to the following criteria:

- An ability to commit to the requirements of the program, such as participation in training and session delivery
- A moderate level of English proficiency
- Supportive of women's equality and gender-equitable respectful relationships.

You, Me and Us received applications from a diverse group of young women, including newly arrived young women and university students completing PhDs. The project worker used the interview process to

streamline young women into a peer educator training with other applicants who had similar backgrounds and experience. This proved a useful strategy in minimising young women feeling intimidated by their peers and supported young women to excel.

Peer educator training

The project delivered four peer educator trainings over the year. The recruitment and training of peer educators was staggered to ensure there was always a pool of trained peer educators to co-facilitate sessions and engage with the project.

Peer educator training spread over four half-days. The decision to deliver training over four days was influenced by the subject of violence against women being an overwhelming and emotionally difficult one. Peer educators also then had time to process the training content, do homework and prepare for the next training session.

Training was scheduled after hours on weekends and during the week to ensure accessibility for a range of young women. One training program was delivered over a weekend to meet the needs of young women on university placement and working full-time. The project evaluation showed young women were more likely to retain information if the training occurred over four days.

Group facilitation

Peer educator training had a maximum group size of 12 participants. This group size allows for effective small group activities while still being workable for larger group discussions. Due to the training content, a larger group would have made it difficult for the project worker to maintain a safe and productive environment.

The first three peer educator trainings were conducted by the You, Me and Us project worker and another Women's Health West worker who works within the prevention of violence against women portfolio. The You, Me and Us project worker and a peer educator facilitated the final peer educator training. This collaboration proved highly successful, as the peer educator was confident in public speaking, working with her peers and had previous experience conducting respectful relationships education sessions. The peer educator was also able to speak about her experience with the project, which was helpful for the new recruits.

Both models of facilitation worked well, but facilitating with a peer educator involves slightly more work, as the project worker needs to adequately support them and be attentive to the content they deliver. It is strongly recommended that the You, Me and Us peer educator and professional development training is delivered by two facilitators. This ensures someone is available to speak with participants who might need additional support, while the other facilitator can continue delivering training.

Support and supervision

Facilitating respectful relationships education sessions with young people can be challenging and emotionally demanding. Support and supervision is therefore essential to ensure ongoing project success and to retain peer educators. Support and supervision can take many forms. Some are carefully designed and implemented, while others are less formal. The You, Me and Us project used a range of support and supervisory techniques, including guided discussions, appropriate support in co-facilitation, pre-session preparation, targeted debriefing, network meetings and general upskilling of peer educators.

Project workers

Project workers need strong interpersonal skills to effectively relate to and engage with peer educators. The project's peer educators consistently referenced the relaxed and positive manner of the project worker as key traits that enabled them to feel comfortable, confident and connected to the project. Clear communication, plenty of preparation time and good organisational skills also assisted peer educators to be successful facilitators.

Respectful relationships education session facilitation

You, Me and Us chose to have the Women's Health West project worker and a peer educator co-facilitate every session to ensure the integrity of the project content and to provide close support and supervision for each peer educator. This approach recognises that certain skills, such as facilitating a discussion, are not easily learned and need to be refined through experience.

Prior to a peer educator's first session delivery, the project worker and peer educator need to spend time dividing up responsibilities and practising co-facilitating the session. This process is important to evaluate the confidence of the peer educator and to make sure the session flows. The more sessions peer educators co-facilitate, the more their confidence grows, and they can be allotted a larger number of activities and facilitate more difficult, discussion-based activities. Throughout the delivery of sessions, the project worker needs to be conscious of any difficulties the peer educator might experience. Having a pre-assigned signal to request the worker to take over facilitation is a useful technique.

Peer educator session debriefing

Supportive discussions

An important peer educator support mechanism is post-session discussion, which allows peer educators to share their experiences in delivering the session. Project workers need to plan debriefing discussions that maintain a relaxed conversational approach. Discussions do not need to follow a prescribed list of questions, but allow peer educators to talk about their challenges, their achievements and participants' responses. The project worker needs to provide the peer educator with constructive feedback and end the conversation by highlighting their positive achievements.

Debriefing tool

You, Me and Us peer educators were sent, via email, a debriefing tool to complete after their session delivery (see evaluation toolkit). The debriefing tool is due back one week after their session delivery. This allows the peer educators time to reflect on their facilitation experience and the session outcomes.

Peer educator network meetings

You, Me and Us facilitated peer educator network meetings once a month, which were booked in from the beginning of the project. The meeting times and dates were decided in collaboration with the first trained group of peer educators.

Clear and regular communication is crucial for maintaining attendance rates. Provide peer educators with a list of meeting times until the end of the project and send reminder emails the week and the day before each meeting.

Network meeting content is designed to align with the current needs of the project and peer educators. Meetings involved evaluation and reflective processes, session and facilitation debriefing, developing

respectful relationships education content, guest speakers presenting on topics highlighted by peer educators, and celebrations of project achievements (see appendix five for an example of network meeting content).

Reciprocal benefits

Peer educator support and supervision is vital to the success of You, Me and Us. Intensive mentoring and support provided benefits to peer educators beyond the life of the project and in other areas of their lives, such as educational and training pathways and career opportunities. Project workers supported peer educators by providing references, informing them of job openings, notifying them of upcoming professional development opportunities and providing referrals to services as requested. More specifically, the project provided peer educators with additional opportunities to speak at events and professional development training, to sit on panel discussions and to co-facilitate future peer educator trainings.

Peer educators were also financially compensated for their work and involvement in the project (see appendix three: peer educator application kit for further details).

Peer educator training session outline

Session 1

Session objectives

- Create strong interpersonal relationships between the peer educators
- Prepare the young women to speak in public

Resources

Pre-evaluation survey for peer educator training
Registration form
Peer educator kits
Pens
Butcher's paper
Bingo cards
St Luke's 'strength cards for kids'
St Luke's 'ups and downs' cards
Ball of wool
Morning or afternoon tea: juice, tea, coffee, food
Whiteboard and whiteboard markers
Laptop and projector
Pack of playing cards
Story: 'Eric' by Shaun Tan or alternative story
'I am eleven' trailer
Gift
USB with PowerPoint presentation

Time needed to complete the session

4 hours

Gift

Journal and pen as a gift to support peer educators' personal reflections

Homework

Write a story about a positive and meaningful relationship that you have witnessed or experienced to share with the group. Ask young women to ensure that the story is no longer than five minutes.

Homework objective

Practice public speaking in a less confronting way by engaging with a topic you know intimately

Time	Objectives	Topics	Activity	Resources
15 mins prior to session	Registration	Registration	Peer educators sign in for training	Registration form Peer educator kits
15 mins	Evaluate participants' awareness and skills in respectful relationships and gender equity	Pre-evaluation survey	Participants complete the evaluation survey	Evaluation surveys, pens
25 mins	Welcome and introduce participants to the You, Me and Us project and their particular role in the program	Introduction to You, Me and Us		St Luke's innovative resources: ups and downs cards
10 mins	For participants to get to know one another	Icebreaker: get to know each other	Game: People bingo	Bingo cards, pens
15 mins	Begin exploring participants' thoughts about topics related to violence against women and continue getting to know each other	The question web	Game: Question web	Ball of wool List of questions
20 mins	Set ground rules for group interactions	Group agreement		Butcher's paper Pens
20 mins	Recognise and develop participants' individual strengths and see how these strengths can contribute to their role within a team and as a peer educator	Strengths exercise	Find and share your strengths	Strengths cards
15 mins	Have a break, some refreshments and an opportunity to talk with each other informally	Afternoon tea		Juice, coffee, tea, milk, sugar, food
20 mins	Teach participants to constructively critique each other and receive feedback	How to give feedback	Activity: Praise, question, polish	PowerPoint presentation
30 mins	Teach the basics of communication and public speaking	Public speaking presentation: Physical and verbal presentation	Game: One minute please! Role play - the physical and verbal presentation	Whiteboard Markers Role plays prepared Pack of playing cards
20 mins	Provide a foundation for participants to be able to write and share their personal stories with the group	Preparing your story: the power of storytelling and how to write your story	How to write your story Start work on their personal stories	Whiteboard Markers 'Eric' by Shaun Tan or other story
15 mins	Train the peer educators in adolescent development for ages 10 to 13 so they understand the learning needs of middle years adolescents	Adolescent development	Video Input Discussion	Projector, laptop, 'I am eleven' trailer, whiteboard, markers
30 mins	For participants to explore learning and experiences from the day to lead to a new understanding of themselves	Personal reflection: What did you learn about yourself today?	Journaling	Journals Pens PowerPoint presentation
5 mins	Finish	Remind about homework		

Pre-evaluation

Objective

Evaluate participants' awareness and skills in respectful relationships and gender equity

Time required

15 minutes

Resources

Evaluation surveys

Pens

Instructions for facilitator

Explain the purpose of the evaluation, which is to assess how effective the project has been meeting its goal and objectives. The training evaluation also informs changes that are needed for future iterations of the project.

Give participants 15 minutes to complete the evaluation survey.

Activity 1: Introduction to You, Me and Us

Objective

Welcome and introduce participants to You, Me and Us and their role and contribution to the project

Time required

25 minutes

Resources

St Luke's innovative resources: 'ups and downs' cards

Peer educator kits

Preparation

Hand out training booklets

Spread out 'ups and downs' cards on a table ready for participants to select

Instructions for facilitator

As participants enter the room, ask them to sign in for the day, provide their payment details and sign the peer educator agreement with a facilitator.

Ask participants to read through the consent forms and sign them.

Introduce the project workers and their role in the project. Explain the work of Women's Health West and the overall goal and objectives of the You, Me and Us project.

Ask each participant to pick an 'ups and downs' card that matches how they are feeling about participating in the training. The facilitators should also pick a card and take part in the activity.

Ask participants to introduce themselves with their name, what they are currently doing (for work, study or fun), one of their interests and why they chose that card.

One of the facilitators then needs to run through the entire training outline briefly. A copy of session breakdown is in the booklet for them to read in their own time.

Activity 2: Get to know each other

Objective

For participants to get to know each other and recognise their commonalities

Time required

10 minutes

Resources

Bingo cards

Pens

Activity overview

Activity one

Each participant takes a bingo card and pen. Participants need to walk around, talk to each other and find a person that has completed an activity on their bingo card. If they find someone who is a match, participants need to ask that person to sign their name in the relevant box. The first person to acquire a signature in all nine boxes wins the game. When the activity is finished, review some of the interesting facts the group has discovered about one another.

Activity two

Divide the group into pairs. Ask participants to take three minutes to interview each other. Each interviewer has to find out three interesting facts about their partner. Bring everyone back to together and ask for volunteers to share with the group the three facts they discovered about their partner. Ask if anyone found common interests. It is important to ensure this activity is well facilitated to keep to time.

Instructions for facilitator

Complete activity one or two

Example of a bingo sheet

Has been to more than two foreign countries	Has read three books this year	Has gone on a hike this year
Loves cooking	Has more than two siblings	Has been involved in environmental activism
Is wearing blue	Plays a musical instrument	Has volunteered with at least two organisations

Activity 3: The question web

Objectives

- Begin to explore participants' understanding about topics related to violence against women
- For participants to continue to get to know one another

Time required

15 minutes

Resources

Ball of wool

List of questions

Instructions for facilitator

Ask the participants to stand or sit in a circle.

Hold on to the end of the string and throw the ball of wool to one of the participants to catch. They then choose a number from 1 to 20.

Refer to your list of 20 questions that are detailed below, and ask participants the question that corresponds to that number. Ask them to answer the question.

Holding the string they then throw it to another member of the group and the process is repeated.

Eventually this creates a web and the group learns more interesting facts about one another.

At the end of the game, the facilitator can summarise by saying that each person played a part in creating the unique web, and if one person was gone it would look different. In the same way, it's important that we all take part to make the group what it is — diverse and unique, as everyone has something different to contribute.

List of questions

1. What makes you angry?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try and save?
4. If you could talk to any person now living, who would it be and why?
5. If you had to give up one of your senses, which would it be and why?
6. What is the scariest thing about speaking in public?
7. If you were an animal, what would you be and why?
8. Do you have a pet? If not, what sort of pet would you like?
9. What's one thing you appreciate about a member of your family?
10. Name one thing you really like about yourself?
11. What's your favourite thing to do in the summer?
12. Who is your favourite cartoon character and why?
13. Does your name have a special origin or meaning, or were you named after someone special?
14. What is the hardest thing you have ever done?
15. If you were at a friend's or relative's house for dinner and you found a dead insect in your salad, what would you do?
16. What was the best thing that happened to you this past week?

17. If you had this week over again what would you do differently?
18. Tell us about a time when you felt you were treated unfairly because you are a woman
19. If you had a time machine that would work only once, what point in the future or in history would you visit?
20. What is one of your favourite memories?

Activity 4: Group agreement

Objective

Set ground rules for positive group interactions

Time required

20 minutes

Resources

Butcher's paper

Pens

Preparation

Pin up a sheet of butcher's paper to write down the group rules

Instructions for facilitator

Explain why a group agreement is important. Reiterate that it is important for maintaining a safe and respectful space for everyone.

Divide participants into two or three groups. Each group has butcher's paper and needs to come up with ideas for five guidelines that are important for the group to maintain a safe and respectful space. Clarify that these ideas will be discussed and renegotiated in the larger group. Give each group five minutes to complete this activity.

Discuss and collate the final list with the larger group. Write the group agreement up on a piece of paper.

The facilitator can prompt some extra points that might have been missed, such as punctuality to the training, mobile phones being switched off, listening to one another, confidentiality, and interacting with one another in a non-judgmental way.

Display the group agreement in an area of the room that can be seen by everyone. Ask everyone if they agree and adhere to the group agreement. Discuss what should happen if someone does not abide by the group agreement. Discuss the importance of safety within the group and how best to respond to disclosures.

Talk about the importance of everyone's contribution. The facilitator can also say that all participants are the experts in their own lives and have an enormous amount to contribute to this youth-led project.

Facilitator notes

Group agreement

If a participant does not abide by the group agreement they can be safely challenged by other participants within the group setting. If it cannot be resolved, the facilitator will need to speak with them after the session or on a separate occasion.

Safety and disclosures

If a participant needs to debrief they can see a facilitator after the session. Participants are advised to stay emotionally safe within a group dynamic.

Activity 5: Strengths exercise

Objective

Recognise and develop participants' individual strengths and see how these strengths can contribute to their role within a team and as a peer educator

Time required

20 minutes

Resources

St Luke's 'strengths cards' resource

Preparation

Spread cards on a table or on the floor for participants to select

Instructions for facilitator

Ask each participant to select three cards that they believe are strengths they possess. Explain that participants will be asked to share their strengths with the group and will need to give examples of ways they believe that they display these strengths. Participants can share cards if they want the same one.

The facilitator can go around the room and ask each participant to share all three of their strengths or alternatively ask participants to share one strength at a time.

The facilitator might want to go first and explain the strengths they chose to model how the activity works and support others to confidently share their strengths.

The facilitator can comment on the diversity of strengths or similarities. If there is time, the facilitator might want to ask further questions, such as how these strengths might support young women in their role as a You, Me and Us peer educator.

For example:

- How can you use your strengths within the You, Me and Us project?
- Do you have more opportunity to use one of your strengths over the others?
- Would you like to further develop any of these strengths or develop another?

Afternoon tea break

Break for afternoon tea

Activity 6: How to give feedback

Objective

Teach participants how to constructively critique one another and receive constructive feedback

Time required

20 minutes, including 10 minutes to explore feedback and 10 minutes to share personal stories and receive feedback in pairs

Resources

PowerPoint presentation

Instructions for facilitator

Explain that often feedback can be vague and unhelpful rather than encouraging and useful in supporting change. It is always important to balance constructive and critical feedback with positive feedback.

Some examples of feedback include:

Vague and unhelpful comment	Specific and encouraging comment
I liked your story. I think you should add a little more detail and you should change the end two sentences so it will sound better.	Your story was really engaging. You explained what it was like to move to Australia really well, but I was wondering why you had to move here? Perhaps you could include a few sentences about why you had to move here.

Using the 'praise – question – polish' formula is a useful way that we can provide constructive feedback.

- Praise: What was good about the story? Give specific examples
- Question: Write one question you have about the story or something you didn't understand
- Polish: Write a specific example of something they could improve (Neubert and McNelis, 1986)

For example:

When the facilitator undertakes the role plays in the public speaking activity, ask participants to give feedback incorporating praise, question and polish statements.

Divide participants into pairs and get them to practice telling their stories to each other. Encourage the pairs to give each other feedback.

Advise that not everyone will have a chance to tell their story at the next session, but participants will be chosen at random so everyone needs to be prepared.

Activity 7: Public speaking presentation

Objective

Teach the basics of good public speaking and presentation

Time required

30 minutes

Resources

Whiteboard
Whiteboard markers

Role plays prepared

Pack of playing cards

Preparation

Prepare role plays between facilitators

Activity overview

Game: One minute please!

The aim of the game is to talk for one minute on a given subject. List the topics they can choose from on a whiteboard or prepared PowerPoint slide.

Topic suggestions

- Ten things you can do with potatoes
- Your earliest memory
- Women in the media
- Your greatest phobia/fear
- A person I admire
- My most embarrassing moment
- Women in sport

Participants pick a playing card from a pack and whoever has the lowest card number has to speak for one minute on their chosen topic. The activity concludes once each participant has completed their minute. Time each person to see if they can make it to a minute.

Instructions for facilitator

Ask the participants what opportunities they have had with public speaking and explore what they thought worked and what didn't work in their previous experiences.

One of the facilitators can role play a speech with poor verbal but good physical presentation. The second facilitator then role plays a speech with poor physical but good verbal presentation.

Ask participants to share with the group what they noticed about the facilitators' presentations. Ask the group to make lists of what makes for good verbal communication and physical presentation (see facilitator notes for prompts).

Then play the game 'one minute please!'.

Facilitator notes

Many people are more fearful of public speaking than spiders, flying and even death.

Preparation

- Know your subject well
- Know how you're going to present it and be prepared

Physical presentation

- Appear confident and be positive and enthusiastic about your topic
- Posture is important, stand up straight but look natural
- Ensure your facial expressions match the content of the speech
- Eye contact with the audience
- Appropriate movement and hand gestures. Ensure you are not fiddling. Try to avoid nervous habits and making ridiculous gestures

Verbal presentation

- Pitch and volume: speak loudly and clearly enough for everyone to hear
- The power of the pause: allow time for information to sink in or for the audience to respond to questions you ask
- Pace: don't speak too quickly or too slowly

Activity 8: Preparing your story

Objective

Provide a foundation for participants to be able to write and share their personal stories with the group

Time required

20 minutes, including 10 minutes for the storytelling activity and 10 minutes to start working on their story

Resources

Whiteboard

Whiteboard markers

Story: 'Eric' by Shaun Tan

Instructions for facilitator

Reiterate the importance of good verbal communication and presentation, especially when reading out your stories. Explain that in the session, facilitators will read a story to the participants and they need to be engaged. Go around the circle and have every participant read a paragraph out loud from the story 'Eric' by Shaun Tan.

Discuss the power of the story

Discuss how to prepare and practise their stories (see facilitator's notes).

Explain the homework and give 10 minutes to start preparing stories.

Story ideas

- An important relationship with a teacher or mentor
- Your favourite family member
- How a relationship has changed you
- Your parents' relationship
- Why relationships are important

Facilitator notes

Storytelling can be incredibly powerful because it conveys information, emotion and experiences, can motivate an audience towards your goal, and is a tool for recording history and building a sense of community. Each person's story is unique. People often relate more strongly to stories than they do to factual information.

How to prepare your story

Brainstorm:

- Come up with a topic or choose a story idea from above
- Write down three or four main points about the story that you want to convey

Organise:

- Put the points in order of the way you want to speak about them
- Think of ways these points link together and order them in a logical sequence

Prepare

- Write out your story in full
- Read your story out loud to see if it makes sense
- Practise it a couple of times in the mirror and memorise as much of it as possible
- Make a flashcard to hold during your speech with your main points so that you won't be tempted to simply read out your story word for word.

Practice presentation

- Focus on ensuring your physical presence and non-verbal communication is engaging. Don't fidget and think about how some hand gestures would help you tell your story well
- Focus on your verbal communication. No ums! Don't tell your story too fast. Make sure you speak clearly and at a good rate
- Be enthusiastic about your story and remember that everyone's story is interesting and unique
- Practise it in front of a supportive friend or family member and ask them if it flows well, makes sense and if they have any feedback.

Activity 9: Adolescent development

Objective

Train the peer educators in adolescent development for ages 10 to 13 to ensure they understand the learning needs of early adolescents

Time required

15 minutes

Resources

Projector
Laptop
'I am eleven' trailer

Instructions for facilitator

Ask participants to think back to when they were 11, and discuss in groups of three:

- What were the three things you were most concerned about at that time?
- What do you wish you knew at that age?
- What did you want to be when you became an adult?

Share some of the answers with the larger group.

Watch the 'I am eleven' trailer, which is available at:

<https://www.youtube.com/watch?v=X65P6UWtAco>

Talk through the PowerPoint slides on adolescent development. Encourage participants to connect and share their memories and experiences relating to the areas that you have covered.

Write up a list of words and concepts and asks participants if they think a 10 to 13 year old would understand them. For the words that peer educators do not believe a 10 to 13 year would understand, ask them to come up with an alternative word or a clear definition.

For example, a 10 to 13 year old is likely to understand the words 'pressured', 'depressed', 'sexist' and 'aggressive'. They might have difficulty with 'conflicted', 'gender stereotypes' and 'prejudice'.

Facilitator notes

Adolescence is defined as the period in human growth and development that occurs after childhood and before adulthood from ages 10 to 19. Adolescence is a time of physical, emotional, social and cognitive development.

The World Health Organization (2014: 1) states that the 'process of adolescence is a period of preparation for adulthood during which time several key developmental experiences occur. Besides physical and sexual maturation, these experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risk during which social contexts exert powerful influences. Adolescents depend on their families, their communities, schools, health services and their workplaces to learn a wide range of important skills that can help them to cope with the pressures they face and make the transition from childhood to adulthood successfully'.

Activity 10: Personal reflection

Objective

- Teach participants how to engage in reflection through journaling
- Explore learning and experiences from the session and how this might lead to a new or better understanding of themselves

Time required

30 minutes

Resources

Journals

Pens

Questions on PowerPoint slide

Preparation

Hand out gifts of journals and pens

Provide comfortable spaces for participants to write in their journals

Instructions for facilitator

Explain the purpose and benefits of reflective journaling.

Explain that at the end of each training session they will have time to write a personal reflection about the training session in their journals. There will also be one or more prompt questions to which they are asked to respond.

Explain that each person's journal is confidential, but they will be asked if they feel comfortable sharing thoughts from their journals at times throughout the training.

Prompt questions for journal responses:

- What did you learn about yourself?
- What did you learn about other people today?

Facilitator notes

Purpose and benefits of reflection

Reflection helps us to consider, problem solve, explore and challenge ourselves among other things.

'Looking back' is an important process to learn, grow and develop from our experiences.

Journaling

Journaling is one way to reflect that leaves a permanent reminder of change that has occurred. Journals work best when entries are regular, written shortly after the experience, and are reflective as opposed to just a description of everything that happened.

Reflective journaling is useful in providing insight into self-awareness of your behaviours, values, assumptions, aspirations and emotions. Journaling can expose contradictions, misconceptions, and conflict that you might be experiencing. In short, it helps you turn every incident into a new potential learning experience (Northeastern University, 2014).

Potential questions to stimulate reflective thinking

- What did you learn?
- What challenged you?
- What inspired you?
- What did you find difficult?
- What would you like to learn more about?
- Is there something you would like to do as a result of the training?

Finish

Explain to participants that their homework activity is to:

- Write a story about a positive and meaningful relationship that you have witnessed or experienced to share with the group.

Ask young women to ensure that the story no longer than 5 minutes.

Thank them for their participation during the session.

Peer educator training session outline

Session 2

Session objective

Increase knowledge and skills in respectful relationships and violence against women

Resources

List of questions for speed dating (activity one)
Timekeeping device
Whiteboard
Whiteboard markers
Role play scenarios
Posters/ butcher's paper
Pens
Computer
Projector
Love Control video
PowerPoint slides
Statistics cards
Attitude and myth statements
Craft resources (toilet paper, face paint, paper plates, glue, clay etc.)

Time needed to complete the session

4 hours

Homework

Prepare an activity from the 10 to 13 year old session to deliver to the group tomorrow

Homework objectives

- Practice delivering activities and components from the 10 to 13 year old session curriculum
- Trial and experience the session delivered in its entirety to be able to reflect on what works well and what might need to change

Time	Objectives	Topics	Activity	Resources
15 mins	Get to know other peer educators	Icebreaker: Get to know each other	Speed dating	List of questions, timekeeping device, whiteboard, whiteboard marker
1 hour	Practice public speaking Group participants learn more about one another	Homework from session one: sharing your story	6 young women share stories and other participants provide feedback	Timekeeping device
30 mins	Examine what constitutes a healthy relationship and develop personal skills in creating and maintaining healthy relationships	Healthy relationships Aggressive, submissive and assertive responses	Brainstorm Role plays Practice assertive statements	Whiteboard, whiteboard markers, role play scenarios
5 mins	Examine what constitutes an unhealthy relationship	Unhealthy relationships	Brainstorm	Whiteboard, whiteboard markers
25 mins	Understand and recognise forms of violence against women	Forms of violence against women	<i>Love Control</i> video PowerPoint presentation and discussions	<i>Love Control</i> video, PowerPoint presentation, whiteboard, whiteboard markers
15 mins	Have a break, some refreshments and an opportunity to talk with other participants informally	Afternoon tea		Juice, coffee, tea, milk, sugar, food
15 mins	Recognise and explore what constitutes violence against women	What is violence against women?	Definition brainstorm/ examples	Whiteboard, whiteboard markers
15 mins	Provide a foundation, context and understanding for the prevalence of violence against women in Australia	Violence against women statistics	Game: non-trivial pursuit	Statistics and sentences laminated
15 mins	Analyse and dispel attitudes and myths that are commonly held by the public Challenge participants' own contradictory beliefs about violence against women Give participants an opportunity to learn how to respond to challenging statements	Attitudes and myths regarding violence against women	Responding to myths in the classroom	Attitude and myth statements
30 mins	Understand the impacts of violence against women on health and wellbeing including: feelings, thinking, behaviour and relationships for women	The impact of violence against women	Create an art piece	Craft supplies: glue, clay, toilet paper, feathers, eggs
20 mins	Explore and reflect upon the learning and experiences from the day	Personal reflection Three new ideas you learned today	Journaling	Pens, journals
5 mins	Finish	Homework		

Activity 1: Get to know each other

Objective

Get to know other peer educators

Time required

15 minutes

Resources

List of questions
Timekeeping device
Whiteboard
Whiteboard marker

Preparation

Source as many chairs as there are peer educators. Set up half the chairs in a circle facing inwards. Inside that circle, set up the remaining chairs in another circle facing outwards so that chairs are facing each other.

Activity overview

Write the questions up on the whiteboard. Participants have one minute to ask each other questions. The facilitator will provide a list of questions, though participants can ask their own questions if they want to. When one minute is up the facilitator rings a bell and the participants sitting in the outer circle must move one chair to the right.

Instructions for facilitator

Ask the participants to sit on a chair and show them the questions and explain the activity. When the activity is finished, ask young women what interesting things they found out about one another.

Facilitator notes

Questions:

- What's your favourite book? Or a book you've read recently?
- What's been one of your greatest achievements?
- Tell me about your family
- What is one of the best things someone has done for you?
- What do you do in your spare time outside of work or study?
- What is your favourite thing to do for exercise?
- What is your favourite food?
- What is one thing you've never done but really want to do?
- Have you ever travelled overseas? If so, what's been your favourite country and why?

Activity 2: Storytelling – sharing your story

Objectives

- Practice public speaking
- For group participants to learn more about one another

Time required

1 hour

Resources

Timekeeping device

Instructions for facilitator

The facilitator needs to choose between six and nine participants to tell their stories depending on the time available. Participants can either be chosen randomly, volunteer or the facilitator can ask certain participants to share their stories.

Peer educators can tell their story for up to five minutes. The facilitator needs to let young women know when their five minutes are up in case they go overtime.

All participants in the audience must prepare feedback using the praise–question–polish method that they learnt during session one. At the end of their story, the storyteller needs to pick one person from the audience to share their feedback.

Facilitators need to ensure there is an encouraging and positive atmosphere and support young women to provide constructive feedback to their peers.

Activity 3: Healthy relationships

Objective

Examine what constitutes a healthy relationship and develop personal skills in creating and maintaining healthy relationships

Time required

30 minutes

Resources

Whiteboard

Whiteboard markers

Role plays

Activity overview

Participants need to get into groups of three or four. Provide each group with a role play. The groups need to brainstorm how the victim/survivor might feel and then devise an aggressive, passive and assertive response to their role play. Each group will have a chance to present to the larger group. Ask one person in the group to explain how the victim/survivor might feel in the situation. Then ask another

two participants to act out the role play with one of them responding to the situation in an aggressive, passive and finally an assertive response.

Instructions for facilitator

Prompt questions for discussion:

- What have we learnt about healthy relationships from listening to the role plays?
- What other aspects of healthy relationships have we not discussed?

Write up the brainstorm about what constitutes a healthy relationship in one column on the whiteboard.

Explain to the peer educators that this is an example of a modified activity from the 10 to 13 year old curriculum. It is designed to teach young people empathy and skills in effective communication and assertive responses.

Facilitator notes

In a healthy respectful relationship, both people feel able to express themselves, make their own decisions and when an argument occurs neither person feels afraid. A healthy relationship is when:

- You have fun together
- You both feel like you can be yourself
- You can have different opinions and interests
- You listen to each other
- You can both compromise, say sorry and talk arguments through
- You don't have to spend all of your spare time together
- You can spend time on your own and with your own friends and family

Role plays

Example one:

You are on a date and having a robust conversation about social media with the person you are dating. You state your considered opinion about the topic and your date says it is a very silly idea and that you are obviously thinking with your emotions, as opposed to responding logically about the situation. How do you respond?

Example two:

You are heavily pregnant and sitting outside a café waiting for your food. The person next to you is blowing smoke directly in your face and it is making you feel sick. How do you respond?

Example three:

You are picking up your doona from the dry cleaner. You notice that your once pristine white doona is now a light shade of yellow. You point it out to the drycleaner who states that it was always like that. How do you respond?

Example four:

You always lend your housemate your clothes but are getting tired of it as you often find small holes in your clothes or they are returned unwashed. She asks to borrow a top that you have only worn once. How do you respond?

Activity 4: Unhealthy relationships

Objective

Examine what constitutes an unhealthy relationship

Time required

5 minutes

Resources

Whiteboard

Whiteboard markers

Instructions for facilitator

On the whiteboard, next to the column where participants have brainstormed what constitutes a healthy relationship, ask the group to brainstorm what are the behaviours or signs of an unhealthy relationship.

Discussion

- What's the difference between an argument and violence?
- When can you tell a relationship is abusive?

Facilitator notes

Signs of an unhealthy or abusive relationship:

- You feel nervous around the person and scared to disagree with them
- You are careful to control your behaviour to avoid the other person's anger
- You feel pressured by them to have sex
- They criticise you or humiliate you in front of other people
- They always check up or question you about what you do when you are without them
- They accuse you of seeing or flirting with other people
- They tell you that if you changed they wouldn't abuse you
- Their jealousy stops you from seeing friends or family
- They make you feel like you are wrong, stupid, crazy or inadequate
- They have scared you with violence or threatening behaviour
- They prevent you from going out or doing things you want to do
- They say they will kill or hurt themselves if you break up with them

In a healthy respectful relationship, when a couple has an argument both people feel safe to give their opinion and feel their opinion is being heard. Each party can take responsibility for working things out. Positive conflict can build trust in relationships.

In an unhealthy relationship, arguments turn violent when one person feels unsafe, unheard and disrespected. If one person makes all the decisions, doesn't acknowledge the other person's point of view, and if the other person feels afraid to give their opinion, the relationship has become abusive. A relationship is abusive when one person exerts power and control over the other person and that other person is afraid.

Activity 5: Forms of violence against women

Objective

Understand and recognise forms of violence against women

Time required

25 minutes

Resources

Love Control video
PowerPoint presentation
Whiteboard
Whiteboard markers

Instructions for facilitator

Introduce the topic (see facilitator notes). Brainstorm with the group forms of violence and categorise unhealthy relationship qualities.

Watch the *Love Control* video produced by Women's Health in the North, which is available at https://www.youtube.com/watch?v=DP_MuGJIAjA

Pause the video at key points and discuss the different forms of violence that are being depicted.

Explain and discuss the power and control wheel.

Facilitator notes

Research shows that most women who experience violence experience it at the hands of men they know, such as an intimate partner, ex-partner or family member. It's important to recognise that intimate partner violence is a gendered crime, as evidence shows most victims are women and it is a matter of power and control. Intimate partner violence is a crime and violence is a choice made by the perpetrator.

Examples of different forms of violence include:

- Physical violence — hitting, punching, kicking, slapping, choking, throwing things at you, dangerous driving, pulling hair and the use of weapons
- Sexual violence — rape, incest, non-consensual sexting, forcing you to watch sexual acts, unwanted or pressured sexual acts and sexual put downs
- Verbal abuse — name calling, abusive language, put downs, derogatory comments about your age, culture, ability or appearance
- Emotional and psychological abuse — manipulation, threatening suicide, ignoring and withdrawing emotional connection and humiliation
- Social abuse and isolation — isolation from friends and family, being rude to your friends so they don't want to hang out with you anymore, checking up on you all the time, hiding keys, locking you in the house and contacting your friends and starting rumours
- Financial and economic abuse — stealing, controlling all the finances and not giving enough money to buy things, withholding money and preventing you from having a job
- Harassment and stalking — ringing you repeatedly, following you, cyber stalking, sending you unwanted letters or texts constantly and hanging around where you live and work.

Afternoon tea

Break for afternoon tea



Activity 6: What is violence against women?

Objective

Recognise and explore what constitutes violence against women

Time required

15 minutes

Resources

Whiteboard

Whiteboard markers

Preparation

Write headings on posters

Instructions for facilitator

Let participants know that this session has information about violence against women, which can be distressing. It is therefore important that they take care of themselves. Remind them that they are welcome to take extra breaks and speak with the facilitators during or after the session if they feel uncomfortable or upset in any way.

Brainstorm a definition of violence as a large group and consider the following questions:

- What happens in our world that affects only women or predominantly affects women that harms them or limits their freedom?

Think about all the life stages of a woman: babies, girls, adolescence, middle age and the elderly. Write these ideas on a whiteboard.

Examples of violence against women:

Incest, child prostitution and pornography, forced prostitution and pornography, trafficking, intimate partner violence, sexual abuse, assault and harassment, dowry related violence, abuse of women with disabilities, forced pregnancy, economically coerced sex

Activity 7: Violence against women statistics

Objective

Provide a foundation, context and understanding of the prevalence of violence against women in Australia

Time required

15 minutes

Resources

Cards with the statistics of violence against women

Cards with corresponding statements

Preparation

Spread the cards out on a table or on the floor

Activity overview

The non-trivial pursuit game involves matching statistics with the corresponding answers that are spread out on the floor. The participants work as a team to match the correct statistics to the correct statements.

Instructions for facilitator

Play the non-trivial pursuit game. If the group is large, such as more than ten participants, you can have multiple sets of cards and split participants into groups.

Discuss the statistics and add information about other statistics (see facilitator notes) informed by the following prompt questions:

- Did you already know any of these statistics?
- Which statistics surprised you the most?
- Do you think these statistics are commonly known in our community? Why or why not?
- Were there any statistics that were lower than what you thought they would be?

Facilitator notes

Statistics and corresponding statements

- One in three Australian women have experienced physical violence at least once since the age of 15 (ABS, 2012)
- One in five Australian women have experienced sexual violence at least once since the age of 15 (ABS, 2012)
- One in five Australian women have been stalked (ABS, 2012)
- One quarter of women have experienced unwanted sexual touching (ABS, 2012)
- One in two women who report experiencing violence from their partner have experienced more than one incident of violence (ABS, 2012)
- One in four children in Australia have witnessed violence against their mother or stepmother (Flood and Fergus, 2008)
- One in five female homicides are caused by a male intimate partner (ABS, 2006)
- One in three women have experienced inappropriate comments about their body or sex life (ABS, 2006)
- One in five women have experienced intimate partner violence at least once in their adult lives (ABS, 2012)
- One in seven young men agreed that 'it's ok for a boy to make a girl have sex with him if she has flirted with him or led him on' (National Crime Prevention survey, 2001).

Other statistics

- In 2009, it is estimated the cost of domestic violence in Australia was \$13.6 billion (National Council to Reduce Violence Against Women and their Children, 2009)
- Domestic violence has a clear and negative impact on children's and young people's behavioural, cognitive and emotional functioning and social development. Children's and young people's education and later employment prospects are harmed by domestic violence (Flood and Fergus, 2008)
- Violence is the leading contributor to death, disability and illness of Victorian women aged 15 to 44 years (VicHealth, 2004)

Cut up the statistics in the table to form cards for the non-trivial pursuit activity

One in five	Female homicides are caused by a male intimate partner
One in seven	Young men agreed that 'it's okay for a boy to make a girl have sex with him if she has flirted with him or led him on'
One in three	Australian women have experienced physical violence at least once since the age of 15
One in five	Australian women have experienced sexual violence at least once since the age of 15
One in five	Australian women have been stalked

One quarter of	Australian women have experienced unwanted sexual touching
One in two	Australian women who report experiencing violence from their partner have experienced more than one incident of violence
One in four	Children in Australia have witnessed violence against their mother or stepmother

Activity 8: Attitudes and myths regarding violence against women

Objectives

- Analyse and dispel attitudes and myths commonly held by the general community
- Challenge participants' beliefs about violence against women
- Give participants an opportunity to learn how to respond to challenging behaviours and attitudes

Time required

15 minutes

Resources

Attitude and myth statements

Envelopes

Balloons

Activity instructions

Split participants into groups of three or four and provide each group with an envelope that has a myth written on a card. Inside the envelope is also a balloon that contains an answer to the myth.

Each group has 3 minutes to discuss their answer to the myth and then they can blow up their balloon and burst it and compare what their answer to what is written on the card in the balloon.

Instructions for facilitator

Run the activity. Discuss the answers in the large group. Ask participants if doing this activity has challenged any beliefs or myths that they might have held.

Ask the group the following prompt question:

- What do you think it takes to shift people's attitudes from those that support violence towards attitudes that do not tolerate violence?

Facilitator notes

Myths and attitudes and the answers for facilitators to put in the envelopes and balloons:

Violence against women is not common in Australia.

Answer: Violence against women is extremely common in Australia. One in three women have experienced violence at least once in their lives (ABS, 2012).

If a woman wears revealing clothes, she is 'asking for it' or 'she deserves it'.

Answer: Rape or sexual assault is not caused by a woman choosing to wear certain clothes. It happens because the perpetrator chooses to commit a crime. No one asks to be raped and no one deserves it.

Alcohol and drugs caused the violence.

Answer: Violence is a choice. Alcohol and drugs are often used by perpetrators as an excuse for their behaviour. Almost equal numbers of perpetrators are drunk or sober.

Men are naturally violent and sometimes just lose their temper and can't control it.

Answer: Violence is a choice. Being angry is an emotion, but people choose whether or not to be violent. Men are not naturally violent. They are conditioned by our society to believe that violence is normal and acceptable. Often perpetrators are not violent towards other men or people in positions of power. Perpetrators choose to use violence to gain power and control.

Sexual assault occurs because men can't control their need for sex.

Answer: Violence is a choice. Men can make choices not to assault someone. Perpetrators usually use sex to gain power and control, not to just 'have' sex.

A woman is contributing to the problem if she doesn't leave the violent relationship. It is her own fault if she stays. Things can't be that bad if she hasn't left.

Answer: There are many reasons that women don't leave a violent relationship, such as lack of finances, isolation and lack of support, social stigma, fear that violence will escalate, commitment and concern for the children. Abusive partners often go to great lengths to make it hard for a victim to leave a relationship, such as social isolation, economic deprivation, threats of violence, controlling and demanding to know the person's whereabouts at all times.

It is a man's right to have sex within a marriage or relationship.

Answer: Rape is rape. Sex in marriage and relationships should always be consensual and never forced.

Violence against women only occurs in certain groups.

Answer: Violence against women occurs at every level in every community.

Violence against women is mostly committed by strangers.

Answer: More than two-thirds of women who have experienced violence have known the person who committed the violence.

Some people deserve to be beaten because they provoke the violence.

Answer: No one deserves to be beaten. The responsibility rests solely with the perpetrator. There is no excuse for violence. Some women will defend themselves in an abusive relationship, but there is a difference between abusing someone and defending yourself from being abused further.

Activity 9: Impacts of violence against women

Objective

Understand the impacts of violence on women's health and wellbeing

Time required

30 minutes, including 5 minutes to discuss in group, 15 minutes to create, and 10 minutes to discuss art pieces and expand on impacts of violence

Resources

Craft resources such as toilet paper, face paint, paper plates, glue, clay and feathers

Activity overview

Create an art piece or a living sculpture with another peer educator that represents the impacts of violence on women's health and wellbeing.

Instructions for facilitator

Divide participants into groups of four and divide the craft resources among groups.

Explain the activity and give the participants some suggestions about the impacts of violence on women's health and wellbeing, including physical, psychological, emotional and relational impacts.

Give participants warning when there is only five minutes left in the activity, and then discuss art pieces and explore what they are trying to convey through their art piece.

Brainstorm any other health impacts participants were unable to convey in their art pieces.

Help draw out other possibilities by asking questions such as:

- If you were constantly afraid of someone, how would you respond and how would this make you feel?

Summarise the activity by explaining the burden of disease associated with violence against women, drawing on research from organisations such as the World Health Organization and VicHealth.

Activity 10: Personal reflection

Objective

Explore and reflect upon the learning and experiences from the day

Time required

20 minutes

Resources

Pens

Preparation

Ensure the question (see instructions for facilitator) is written on the whiteboard or projected on a PowerPoint slide.

Instructions for facilitator

Make sure there is space in the room for the peer educators to journal comfortably. Ask participants to spend 15 minutes personally reflecting on the session and then to answer the following question:

- Write about three new ideas you learnt today?

Finish

Explain to young women that their homework activity is to:

- Prepare an activity from the 10 to 13 year old session outline to present next session.

Ensure that all peer educators have been allocated an activity.

Thank them for their participation during the session.

Peer educator training session outline

Session 3

Session objectives

- Provide a rationale for the You, Me and Us project
- Provide knowledge and skills in respectful, gender-equitable relationships

Resources

Laptop
Projector
Cup
Coin
Whiteboard
Whiteboard markers
Posters/ butcher's paper
Pens
Flash cards
Blu-Tack
Coloured stickers
PowerPoint slides
Myth statements
Pens

Time needed to complete the session

4 hours

Homework

Prepare an activity from the 18 to 24 year old session outline to present next session. The facilitator will assign activities to participants to make sure every activity is covered.

Homework objectives

- Practice delivering activities and components from the session curriculum
- Trial and experience the session delivered in its entirety to reflect on what works well and what might need to change

Time	Objectives	Topics	Activity	Resources
20 mins	Build teamwork among the participants	Icebreaker	Game: Pulse	Cup, coin
30 mins	Analyse and begin to understand the determinants of violence against women Focus on analysing and understanding gender	Why does violence occur? Exploring gender What are the determinants of violence against women?	Investigating gender in our society	Whiteboard, whiteboard markers, poster, pens
15 mins	Explore power and control as it relates to violence against women	Power and control	What is power? Feeling powerful versus feeling powerless	Whiteboard, whiteboard markers, PowerPoint presentation
15 mins	Provide a basic understanding of primary prevention and to clarify the potential impacts of the You, Me and Us project	What is primary prevention? Is violence preventable? How does that link to this program? What are the causes of violence against women?	Discussion	Discussion PowerPoint slides with picture of river and causes of violence table
30 mins	Provide knowledge and skills in facilitation with a particular focus on adolescents	Facilitation skills Fears and worries about facilitation	Role plays	Whiteboard, whiteboard markers, flashcards, Blu-Tack, coloured stickers
15 mins	Have a break, some refreshments and an opportunity to talk with one another informally	Afternoon tea		Juice, coffee, tea, milk, sugar, food
1.5 hours	Practice delivering the 10 to 13 year old session in its entirety Discuss current session outline and make changes where needed	Deliver prepared homework activities What works and what might need to change?	Two groups of 6–8 Each person delivers different activity Discussion and brainstorm possible changes	All resources needed to deliver 10–13 year old session Butcher's paper
20 mins	Explore the learning and experiences from the session Encourage recognition of personal feelings in regards to violence against women	Personal reflection What are you passionate about seeing changed in regards to women?	Journaling	Pens
5 mins	Finish	Homework		

Activity 1: Icebreaker

Objective

Build teamwork and communication among the young women

Time required

20 minutes

Resources

Cup

Coin

Instructions for facilitator

Divide participants into two groups and have participants sit in two rows facing each other.

Have a cup at one end of the rows, placed at arm's length equally between the two participants on the end.

All participants must hold hands and close their eyes. The two participants at the other end from the cup do not close their eyes. Participants are not allowed to make any noise.

Facilitator sits near the two participants with their eyes open and flips a coin.

If it's heads the participants do nothing. If it's tails the participants must send a signal down their row by squeezing hands.

Once the last person in the row feels their hand being squeezed they open their eyes and grab the cup. The first row to grab the cup wins.

Activity 2: Why does violence against women occur? Exploring gender

Objectives

- Analyse and begin to understand the determinants of violence against women
- Focus on analysing and understanding gender

Time required

30 minutes

Resources

Whiteboard

Whiteboard markers

Posters

Pens

Activity overview

Divide participants into four groups. Give each group posters with a heading of workplace, media, family home and sports.

Ask them to write down examples of how they think women and men are unequal or treated differently in these contexts.

After five minutes of brainstorming, ask each group to share their ideas with the larger group.

Instructions for facilitator

Explore with participants the difference between sex and gender. Discuss how gender is socially constructed, while sex refers to the biological differences between women and men.

Questions to prompt discussion include:

- What characteristics that are attributed to women and men are valued as positive or negative by our society?
- How do different social expectations about how men and women should act affect people's daily life and relationships?
- How do the media influence our ideas of how women and men should look and behave?
- How do our friends or families influence our ideas of what is normal for women and men?
- How can we challenge the inequitable ways that women are treated?

Write answers to brainstorming and further discussion on the whiteboard and keep them there for the next activity.

Activity 3: Power and control

Objective

Explore power and control as it relates to violence against women

Time required

15 minutes

Resources

Whiteboard

Whiteboard markers

PowerPoint slides with power and control wheels for adults and teens

Projector

Instructions for facilitator

Lead a brainstorm:

- What is power?
- What makes a person powerful?

Write answers on the whiteboard.

Ask participants to think of a time when they felt powerful and a time when they felt powerless and to share the scenarios in pairs. Ask participants to share what it feels like to be powerful and powerless in those scenarios.

Brainstorm with the group the definitions for the following terms:

- Power over
- Power for
- Power with
- Inner power

Ask the participants to share one of their scenarios that might relate to one of the four defined types of power, or to share something that they observe or experience with their family, friends or communities that relates to these types of power.

Discussion questions

- From the list of characteristics for men and women that we came up with in the last activity, which characteristics or roles would bring more power and social resources in Australia?
- Where can we see the potential for men to have power over women?
- How can we use collective power to challenge the inequitable ways that women are treated?

Facilitator notes

What is power?

Power is socially constructed and exists in relation to other people. Power can be positive and expressed as 'power for', 'power with' and 'inner power'. Misuse of power involves a person using their influence and control to dominate another person or group of people, which is known as 'power over'.

What makes a person powerful?

Money, education and knowledge, skills, their social position, access to resources, aggression, language skills, gender, race, culture, ability, and sexuality — among other factors that differ between groups, communities and nationalities.

Different types of power

- Power over: Having control over someone or something that suppresses the other person's rights and freedoms
- Power for: The ability to influence your own life and to access resources that enable positive change for ourselves and others
- Power with: Collective power where people come together to achieve common goals and positive social change
- Inner power: Self-belief and affirmation and one's ability to express and defend personal rights

Activity 4: What is primary prevention?

Objective

Provide a basic understanding of primary prevention in order to clarify the potential impacts of the program

Time required

15 minutes

Resources

PowerPoint slide with picture of a river
PowerPoint slide with causes of violence table
Projector

Activity overview

Show the slide of the river and read out the following story:

'There I am standing by the shore of a swiftly flowing river and I hear the cry of a drowning woman. So I jump into the river, put my arms around her, pull her to shore and apply artificial respiration. Just when she begins to breathe there is another cry for help. So I jump into the river, reach her, pull her to shore, apply artificial respiration, and then just as she begins to breathe, another cry for help. So back in the river again, without end, goes the sequence. You know I am so busy jumping in, pulling them to shore, applying artificial respiration, that I have no time to see who the hell is upstream pushing them all in' (McKinlay, 1979: 25).

Instructions for facilitator

Explain prevention versus response using the river analogy (see facilitator notes).

Explain that the You, Me and Us project is a prevention strategy. You might also like to prompt discussion of this question:

- What are some other examples of prevention programs?

Discuss the causes of violence (see facilitator notes) and whether violence is preventable. Ask the group:

- How does respectful relationships education work to prevent violence against women? (see facilitator notes)

Facilitator notes

Prevention and response are clearer terms for primary prevention and tertiary prevention. Try to avoid jargon.

Prevention is undertaking activities before violence occurs to prevent victimisation and perpetration. It looks at the larger social picture of why violence is occurring.

Violence response is dealing with the consequences of violence and attempting to minimise its impact. It's aimed at a more individual level.

Reiterate that research shows that violence is preventable (VicHealth, 2007).

Causes of violence	Prevention focus
<ul style="list-style-type: none"> • Unequal power relations between men and women 	Promoting equal and respectful relationships between men and women
<ul style="list-style-type: none"> • Adherence to gender stereotypes 	(VicHealth, 2007)

Examples

1. Women represent only 5.3 per cent of the Cabinet (Inner Ministry) in the 44th Parliament (McCann and Wilson, 2014).
2. Women spend almost triple the amount of hours per week caring for children when compared with men (Australian Bureau of Statistics, 2008).

3. Australian women on average earn 18 per cent less than men in similar positions, which is equivalent to 82 cents to every dollar. The average amount of superannuation savings for men aged 25 to 64 years was \$69,050 compared to \$35,520 for women (Australian Bureau of Statistics, 2010).

Respectful relationships

You, Me and Us is a respectful relationships education project that is a youth-focused strategy for the prevention of violence against women. This project aims to redress the determinants of violence against women, which are gender stereotypes, rigid forms of masculinity and femininity and the unequal distribution of power and resources between men and women (VicHealth, 2007).

You, Me and Us aims to build young people's capacity and skills to:

- Identify behaviours associated with healthy and unhealthy relationships
- Identify attitudes and behaviours that underpin and perpetuate gender inequity
- Understand their legal rights and responsibilities
- Access help and support if they or someone they know is experiencing an unhealthy or violent relationship.

Respectful relationships education projects are often delivered in high schools with the support of community organisations but, importantly, should also be delivered in non-school settings such as youth services to young people who are not engaged in school. Work with young people is particularly important because they are often starting their first intimate relationships and have rigid understandings of gender stereotypes (VicHealth, 2007).

Activity 5: Facilitation skills

Objective

Provide knowledge and skills in facilitation with a particular focus on adolescents

Time required

30 minutes

Resources

Whiteboard
Whiteboard markers
Flashcards
Blu-Tack
Coloured stickers

Activity overview

Divide participants into three or four groups. Give each group the list of challenging situations (see facilitator notes). Ask each group to prepare a role play incorporating at least two of the challenging situations and how they would respond as a facilitator, keeping in mind the roles and responsibilities that are outlined in their booklets. Give each group ten minutes to work on this and then ask them to act it out in front of the larger group.

Instructions for facilitator

Brainstorm with the group

- What is facilitation? (see facilitator notes)

Give everyone a flash card and marker and ask them to write down one fear or worry they have about being a peer educator and facilitating sessions. Ask participants to use Blu-Tack to put their fears and worries on the wall. Participants are then given two coloured stickers and must stick them on two fears that they have about facilitation. They can stick them on two of other people's fears or stick one on their own and one on someone else's. Then discuss as a group the fears and worries with the most coloured stickers on them.

Refer to the 'attitudes and myths' activity, particularly their ability to respond to challenging statements. Complete activity one.

Facilitator notes

What is facilitation?

Good facilitation is about encouraging individuals to join in group activities and to cooperate in achieving the group's agreed objectives. At the same time, a facilitator must maintain certain boundaries. Agreed by the group, it might be about keeping time, sticking to certain topics or reaching set objectives. Encouraging individuals and setting boundaries is a core principle of equality. Facilitation, by definition, should promote equality. If a facilitator fails to recognise the institutional and personal barriers to genuine participation (and therefore equality), then it will be difficult to generate a climate of respect within a group. This requires a level of self, community and social awareness on the part of the facilitator, so they can bring this knowledge into sessions (Prendiville, 2008).

Challenging situations to discuss

- When someone is angry in a group
- If one person dominates and is talking too much or over other people
- When there is disagreement in the group
- If someone disagrees with what the facilitator said
- When a pair or group of participants might need to be split up
- When there is resistance to getting the task done
- If people are not talking to each other in a group
- When someone brings up inappropriate content or material
- If someone hasn't done what they committed or have been asked to do
- If the group agreement is broken

Roles and responsibilities of a facilitator

Interpersonal skills

Good facilitators will be friendly and welcoming to participants. They also need to be open-minded and non-judgmental of diversity and of different opinions. It is essential that participants feel they can approach a peer educator if they have a question or problem.

Good communication

Verbal and physical presentation skills are essential for good communication, as discussed in the public speaking activity in session one. Using simple language that can be easily understood by participants from a variety of cultural backgrounds is also important. Avoid using jargon as it can limit and prevent people's engagement and participation.

Active listening skills are crucial for good communication. Active listening is not just hearing what the speaker is saying but actively trying to understand what they are saying. This can be achieved by:

- Paying attention and listening carefully — look at the speaker, pay attention to their body language, make sure your body language shows that you are listening carefully and be aware of what is not said in the group
- Clarify with individuals about what they said — check with participants about what you think you heard and sort out competing or conflicting views (Women's Health West, 2012). Clarifying can also make sure that the rest of the participants have heard the question and responses from others
- Summarising — at key points it can help to summarise what has been said to make sure all participants understand or are 'on the same page' and to reinforce learning
- Validating — validating people's views can help create a positive environment and enables participants to feel respected and valued even if you disagree with their opinion. Asking questions is also vital for good communication. Open-ended questions encourage people to talk rather than just answering yes or no. For example, instead of asking, 'are hippopotamuses grey?' ask, 'what do you think are some of the reasons that hippopotamuses are grey?'

Encouraging and facilitating participation

Managing group involvement processes

Make sure people are comfortable and feel that they are in a safe space to share their thoughts and feelings. Be sensitive to diversity and avoid using language that alienates people. It may be important to challenge behaviours and attitudes that inhibit participation. This can be achieved by processes such as changing pairs or groups that work together, asking for quiet, referring back to group agreements and asking everyone for an answer to a question rather than letting one person dominate.

Generate enthusiasm

Generating enthusiasm in a session makes a large impact on whether participants will be motivated to take part. Maintain a positive attitude even when there are external (lack of resources) or internal (young people) difficulties with the session. Enthusiasm can be generated through your physical and verbal presentation, such as facial expressions, tone of voice and verbal encouragement.

Practical considerations

Arrive at sessions early to make sure everything is set up properly and that you know how equipment, particularly technology, works. Preparing spaces can change and enliven the session. Think about the setup of the room including:

- Is the furniture set up in a way that promotes participation and interaction?
- Is there anything overly distracting in the space?
- Does your voice travel well in the room or do you need a microphone?

Leadership skills

Boundaries

Leaders need to put in place appropriate boundaries. A boundary is a limit, imposed and upheld by the facilitator. The facilitator focuses on the overall objective and ensures that all activity moves towards it and is not side-tracked (Prendiville, 2008). Good boundaries also ensure emotional safety for the participants. It is important to use techniques such as protective interrupting and post-session debriefing to ensure a healthy and safe environment. It is also helpful to ask questions that participants can answer in the third person to diminish the possibility of self-disclosure. Protective interrupting is interrupting participants when they begin to disclose private and sensitive information (Prendiville, 2008). For example, 'this sounds like a really important and personal issue for you, why don't we discuss it further after the session?'

Role model

Good leaders show their competence by being a role model. Peer educators need to role model the appropriate and correct behaviours they are educating others about. Role models lead by example and have high integrity, meaning that their outward actions are integrated with their inner values.

Content knowledge

It is important that peer educators are prepared and have a good understanding of the content to be able to:

- Answer questions
- Share relevant knowledge with participants
- Challenge unacceptable views
- Comfortably and confidently facilitate group discussions and activities
- Share relevant stories and experiences to connect the facts with real life and enhance credibility.

Afternoon tea break

Break for afternoon tea

Activity 6: Deliver prepared homework activities

Objectives

- Practice delivering the 10 to 13 year old session in its entirety
- Discuss current session outline and discuss any changes that might need to occur

Time required

1.5 hours, including 1 hour to deliver the session and 30 minutes to discuss necessary changes

Resources

All resources needed to deliver the session (see 10 to 13 year old respectful relationships education session outline)

Instructions for facilitator

The facilitator needs to choose which participants will facilitate which activities. Some participants might have to prepare and deliver the same activity if there are more participants than activities.

Participants run their activities in the session sequence for the group, to demonstrate the content and sequence of the respectful relationships education session.

Facilitate a group discussion about what worked and what might need to be changed or delivered differently. Brainstorm and write up new activities to replace the ones that won't or didn't work well.

The facilitator needs to communicate to the peer educators the rationale for why all the activities have been included and highlight that some activities might not work because of the delivery, as opposed to the activity simply not working. It is important that any content changes are informed by evidence, a rationale for why they are likely to be effective, and then piloted and evaluated with participants.

Prompt questions for participants who delivered the activity:

- What was it like to deliver the activity?

- What was difficult about delivering the activity?
- What was enjoyable about delivering the activity?

Prompt questions for participants who were the audience:

- What worked well?
- What didn't you enjoy and why?

Activity 7: Personal reflection

Objectives

- Explore the learning and experiences from the session
- Encourage recognition and reflection of personal feelings in regards to violence against women

Time required

20 minutes

Resources

Pens

Preparation

Write the session question on a whiteboard or show it as a PowerPoint slide.

Instructions for facilitator

Advise participants to spend time personally reflecting on the session and then to answer the session question.

Session question

- What are you passionate about seeing changed in regards to women?

Finish

Explain to young women that their homework activity is to:

- Prepare an activity from the 18 to 24 year old session outline to present next session

Ensure that all peer educators have been allocated an activity. Thank them for their participation during the session.

Peer educator training session outline

Session 4

Session objectives

- Transfer ownership of the You, Me and Us project to the young women by planning and making changes to the respectful relationships session outline
- Increase participants' confidence to respond to victims/survivors of violence by providing clear information about the law and appropriate referral pathways
- Maximise the benefit of new knowledge participants' have learnt from the training via extensive reflection

Resources

Laptop
Projector
Whiteboard
Whiteboard markers
Peer educators quality cards
Butcher's paper
Pens
PowerPoint presentation
Memory game cards
Beach ball
Pens

All resources needed for the 18 to 24 year old session

Post evaluation training survey

Time needed to complete this session

4 hours

Gift

Certificate of completion

Homework

Write a discussion post on the You, Me and Us Facebook wall

Homework objective

Encourage ongoing interaction with other peer educators

Time	Objectives	Topics	Activity	Resources
10 mins	Energise the group	Icebreaker	Game: Boom chicka	
1.5 hours	Practice delivering the 18 to 24 year old session in its entirety Discuss current session outline and make changes where needed	Session delivery preparation	Two groups of six Each person delivers different activity to group of six Discuss and brainstorm possible changes	All resources needed for the 18 to 24 year old session Butcher's paper
15 mins	Explain future mechanisms for training and communication	Future training and communicating Network meetings and communication via Facebook		Laptop and internet access
15 mins	Help participants understand why this program engages peer educators, roles and responsibilities of a peer educator, and how to be an effective role model	Roles and responsibilities of a peer educator	Brainstorm	Whiteboard, markers, peer educator quality cards
15 mins	Have a break and some refreshments	Afternoon tea		Juice, coffee, tea, milk, sugar, food
15 mins	Understand Victorian laws relating to family violence, sexual assault, consent and sexual decision making	Victorian laws	Memory game	Memory game cards
30 mins	Learn how to respond to disclosures of violence in ways that are supportive of the victim/survivor and assist the peer educator to care for themselves afterwards	Responding to disclosures Resources, referral pathways Confidentiality and duty of care Boundaries	Explain how to respond Case studies	Case studies in PowerPoint presentation Whiteboard, markers
20 mins	Examine the importance of self care and personal ways of maintaining self-care	Self-care Relaxation activity	Relaxation activity	Whiteboard, markers, handouts in peer educator booklet
15 mins	Explore learning and experiences from the training sessions and think about how to turn that into future action	Personal reflection	Journaling	Pens
15 mins	Give the young women an opportunity to hear others' reflections on the training	Group reflection	Beach ball toss	Beach ball with questions

15 mins	Evaluate peer educators awareness and skills in respectful relationships, gender equity and peer education	Training evaluation	Conduct post training evaluation survey	Post-training evaluation surveys and pens
5 mins	Finish	Give gifts and homework		Gifts – certificates of completion

Activity 1: Icebreaker

Objectives

- Energise the group
- Get them to engage in embarrassing activities that 18 to 24 year olds would enjoy

Time required

10 minutes

Resources

None required

Activity overview

Ask participants to stand in a circle and repeat what the facilitator says. The facilitator needs to change the style and tone of their voice (e.g. singing like an opera singer, whispering, speaking really fast)

Instructions for facilitator

Phrase to say:

- I said a boom chicka (group to repeat)
- I said a boom chicka boom (group to repeat)
- I said a boom chicka rocka chicka rocka chicka boom (group to repeat)

Activity 2: Session delivery preparation

Objective

- Practice delivering the 18 to 24 year old session in its entirety
- Discuss current session outline and make changes where needed

Time required

1.5 hours, including 1 hour to deliver the session and 30 minutes to discuss potential changes

Resources

All resources needed to deliver the session (see the 18 to 24 year old respectful relationships education session outline)

Butcher's paper

Instructions for facilitator

The facilitator needs to choose participants to facilitate each activity outlined in the 18 to 24 year old session outline. Some participants may have to prepare the same activity as there are more participants than activities.

Participants need to run their activity in the session sequence for the group to see the content and sequence of the respectful relationships education session.

Facilitate a group discussion about what worked and what might need to be changed or delivered differently. Brainstorm and write up new activities to replace the ones that won't or didn't work well. The facilitator needs to communicate to the peer educators the rationale for why all the activities have been included and highlight that some activities might not work because of the delivery, as opposed to the activity simply not working. It is important that any content changes are informed by evidence, a rationale for why they are likely to be effective, and then piloted and evaluated with participants.

Prompt questions for participants who delivered activity:

- What was it like to deliver the activity?
- What was difficult about delivering the activity?
- What was enjoyable about delivering the activity?

Prompt questions for participants who were the audience:

- What worked well?
- What didn't you enjoy and why?

Activity 3: Future training and communication

Objective

Explain future mechanisms for training and communication

Time required

15 minutes

Resources

Set up a Facebook group on the laptop to look at with participants

Instructions for facilitator

Talk about the purpose of the network meetings and organise monthly dates for the peer educators to meet for the next year.

Talk about the purpose of the Facebook group. Show the participants the Facebook page and, if necessary, demonstrate how to use it.

Give the participants their homework, which is to write a discussion post on the You, Me and Us Facebook page.

Facilitator notes

Purpose of network meetings

To ensure a regular meeting time with project staff and other peer educators as a mechanism to learn and discuss topics relating to the project, and where necessary, develop other resources and tools such as session curriculum.

Purpose of Facebook page

To create a safe space for peer educators to communicate and discuss matters relating to the You, Me and Us project, respectful relationships and the prevention of violence against women. Project workers will write centralised posts about upcoming meetings and events so that peer educators are regularly informed about the status of the project.

Activity 4: Roles and responsibilities of a peer educator

Objective

Help the young women understand why this project engages peer educators, the roles and responsibilities of a peer educator and how to be an effective role model

Time required

15 minutes

Resources

Whiteboard

Whiteboard markers

'Peer educator qualities' cards

Instructions for facilitator

The facilitator leads a brainstorm informed by the following discussion questions:

- What is a peer educator?
- Why are peer educators important to the You, Me and Us project?
- What can be achieved by peer educators that might not be achievable without their participation?

Give each participant two or three cards with different peer educator qualities written on them. Ask participants to explain why these qualities are important.

Facilitator notes

What is a peer educator?

A peer educator is a peer of the person they are educating, and assists in the development of that person's knowledge, skills and behaviour. The term 'peer' generally refers to people of a similar age, but can also mean people of a similar socioeconomic status, developmental stage, sex, sexuality or occupation. Peer education initiatives are often used to promote and educate the community about matters relating to public health and wellbeing.

Why use peer educators?

Research shows that young people are more likely to identify their peers as shaping and influencing their choices, beliefs and actions, and therefore young people play an important role in leading cultural change in attitudes around respectful relationships and violence against women (Imbesi, 2008). A peer education model allows young people to deliver education to their peers, thereby ensuring that projects are relevant to other young people.

Qualities of a good peer educator include the ability to be:

- Friendly
- Open to diversity of experience and opinion
- Supportive
- Non-judgmental
- Comfortable talking with a group and leading discussions and activities
- Respectful of confidentiality
- Interested in learning and sharing information
- Able to ask for help
- Honest and fair
- Consistent in actions
- Able to respond to difficult questions
- Willing to challenge unacceptable views and opinions
- An active listener
- Approachable
- Flexible
- Assertive
- Enthusiastic
- Dedicated and focused

Afternoon tea break

Break for afternoon tea

Activity 5: Victorian laws

Objective

Understand Victorian laws relating to family violence, sexual assault, consent and sexual decision making

Time required

15 minutes

Resources

Memory game cards

Activity overview

Spread out memory game cards face down in a square or rectangular shape. Each person takes their turn flipping over two cards. If the cards don't match they have to turn them over again and it's the next

person's turn. If the cards match they get to keep the pair of cards and have to answer the true or false question. Discuss the answer with the group. Keep playing the activity until all pairs of cards have been found and matched.

Instructions for facilitator

Play the memory game. Spend time discussing the different laws and their implications. The facilitator should know the laws that apply (see facilitator notes).

Facilitator notes

Statement written on the card	Answer
A woman can get an abortion whatever her age without the permission of her parents or guardians — true or false?	True Women of any age can access abortion in Victoria. If you are under the age of 18 you do not require your parents' or guardian's consent if a medical practitioner determines you can give informed consent. In Victoria, abortions are safe and legal and can be accessed at The Women's Hospital and other private clinics throughout Melbourne.
If you are under 12 years old you can have sex with someone as long as you have consented to it — true or false?	False If you are under the age of 12, you cannot have sex with anyone, even if you agree. The Victorian law says that having sex with a person under the age of 12 is child abuse.
You cannot have sex with someone who is caring for you or supervising you if you are under 18 — true or false?	True Even though the age of consent is 16 years old in Victoria, it is still illegal if that person is caring for you or supervising
Family violence is a health, communication or relationship breakdown. It is not a crime. True or false?	False Family violence is a crime. Intervention orders are available to protect people.
If you are between 12 and 15 years old, the law says you cannot have sex with someone if they are more than two years older than you, even if you agree — true or false?	True If you are 12 to 15, a person can't have sex with you, touch you sexually or perform a sexual act in front of you if they are more than two years older than you, even if you agree.
Rape within marriage is a crime —true or false?	True In Australia, rape within marriage is a crime like any other sexual assault. Unfortunately, many women do not report rape within marriage and it can be difficult to convict the perpetrator.
Sexting someone if you are under 18 is a crime — true or false?	True Sexting is sending nude and/or sexual images via your mobile phone and other social media. If a person is under 18 years old, the person receiving or taking the images can be charged with child pornography, even if that person receiving the images is also under 18.
Having sex with your cousin is legal — true or false?	False Having sex with anyone in your family (brother, sister, father, uncle, grandfather, stepfather) is illegal and is called incest.

Activity 6: Responding to disclosures

Objective

Learn how to respond to disclosures of violence in ways that support the victim/ survivor and assist the peer educator to care for themselves

Time required

30 minutes

Resources

Whiteboard

Whiteboard markers

Case studies

Instructions for facilitator

Brainstorm with the group how they would want someone to react if they disclosed that they had been a victim/survivor of intimate partner violence or another form of violence. Then brainstorm with the group how they would not want someone to react.

Divide the participants into three or four groups, depending on the size of the group. Give each group a case study and ask them to write down (on butcher's paper) how they would respond and what they think is an ideal referral pathway (e.g. how to ensure that a young person is referred to appropriate support services).

Ask each group to report back and then discuss each case study with the larger group (see facilitator notes).

Facilitator notes

Case study one

Harriet is 18 years old and has a child with her current partner. She attends a young mums group run by her local council. You are delivering a respectful relationships education session with Harriet's young mums group. After the session, Harriet approaches you and states that one of her friends is in an abusive relationship and she would like to ask you some questions to be able to help her friend. Harriet seems nervous and withdrawn. She begins to tell you about her friend's abusive relationship and it seems Harriet knows a lot about her friend's situation. You suspect the person in the violent relationship is actually Harriet and not her friend.

Case study two

Lily is 13 years old and is in a respectful relationships education session you are delivering at her school. During the session she states that she has seen her dad hit her mum. You ask her to stay and talk with you after the session. When you begin to talk with her she tells you that it often happens and her mum has to wear makeup to cover the bruises. She doesn't want to get her mum in trouble so she doesn't tell anyone everything, but she thought people hitting one another sometimes was normal and okay.

Case study three

One of your friends that you hang out with regularly has a new boyfriend. She seems ecstatic and over the moon about the new 'love of her life'. You are so happy for her and agree to go out to dinner with

them. Your friend's boyfriend is charming and warm when you meet him. Throughout the dinner, you notice some things that don't feel right to you. For example, usually your friend is happy and chatty in social situations, but her boyfriend seems to command most of the conversation while she sits back and stares at him adoringly. You put this down to the 'honeymoon stage' of a relationship. Once or twice you notice he puts her down verbally by commenting on how stupid she is when she does certain things. Your friend laughs it off. He also orders your friend to get him water and at the end of the meal he tells her to go and pay for their meals.

Case study four

One of your cousins, Saskia, knows you are educating young people about respectful relationships and asks you to describe what it's all about. You explain that it's about preventing violence against women. You start sharing statistics about the number of women who experience intimate partner violence. Your cousin starts to look a bit teary-eyed. You ask her what's wrong and she says her partner has been violent towards her. The other day it got so bad that he punched her in the stomach. Saskia says she thinks it won't get worse, but he has been very controlling and sometimes pushes and shoves her in front of their children.

How to respond

- Ask at a time and place that is confidential and appropriate
- Listen non-judgmentally
- Communicate belief
- Validate feelings
- Respect her strength as a victim/survivor and respect her right to confidentiality
- Emphasise that violence is always unacceptable and tell her it is not her fault
- Assist her to seek help and support. Give her information so she can make informed choices about her options
- Enquire about her safety. Victims/survivors are often the best people to determine their level of safety.

Unhelpful responses

- Talking down to the person
- Ordering them to take action
- Judging their situation and choices
- Not believing the person
- Minimising or playing down the severity of the situation
- Being uncaring, not understanding or sympathising with the person perpetrating violence
- Talking about your problems or experiences.

Referral pathways for women and children experiencing violence

Please refer to appendix 4 for full details and handout.

Activity 7: Self care

Objective

Examine the importance of self-care and ways of maintaining self-care

Time required

20 minutes

Resources

Whiteboard
Whiteboard markers
Booklets

Preparation

Prepare comfortable spaces for participants to lie down for muscle relaxation activity.

Activity overview

Muscle relaxation

Lie on your back, legs uncrossed, arms relaxed at your sides, eyes open or closed. Focus on your breathing and allow your stomach to rise as you inhale and fall as you exhale. Breathe deeply for about two minutes until you start to feel comfortable and relaxed.

Turn your focus to the toes of your right foot. Notice any sensations you feel while continuing to also focus on your breathing. Imagine each deep breath flowing to your toes. Remain focused on this area for one to two minutes.

Move your focus to the sole of your right foot. Tune in to any sensations you feel in that part of your body and imagine each breath flowing from the sole of your foot. After one or two minutes, move your focus to your right ankle and repeat. Move to your calf, knee, thigh, hip, and then repeat the sequence for your left leg. From there, move up the torso, through the lower back and abdomen, the upper back and chest, and the shoulders. Pay close attention to any area of the body that causes you pain or discomfort.

Move your focus to the fingers on your right hand and then move up to the wrist, forearm, elbow, upper arm, and shoulder. Repeat for your left arm. Then move through the neck and throat, and finally all the regions of your face, the back of the head, and the top of the head. Pay close attention to your jaw, chin, lips, tongue, nose, cheeks, eyes, forehead, temples and scalp. When you reach the very top of your head, let your breath reach out beyond your body and imagine yourself hovering above yourself.

After completing the whole body scan, relax for a while in silence and be still, noting how your body feels. Then open your eyes slowly. Take a moment to stretch, if necessary.

Instructions for facilitator

Discuss why self-care is important. Brainstorm the effects of lack of self-care as a large group.

Ask each person to share one or two things they do or could do to care for themselves.

Facilitate the muscle relaxation activity.

Facilitator notes

Why is self-care important?

Self-care is purposely and actively doing something that rejuvenates and energises you. Individuals will be more effective personally and professionally if they take care of themselves. When peer educators focus too much on caring for others without caring for themselves, it can impact negatively on their health, education, work and relationships. Individuals who don't practice self-care can experience burn-out, apathy, depression, anxiety, irritability and other poor health and wellbeing outcomes.

Self-care ideas

- Transition from a difficult activity or job to home (e.g. change clothes, listen to music in the car)

- Take good physical care of yourself (e.g. exercise, eat well, get lots of sleep)
- Take time out for yourself (e.g. journaling, dancing, bird watching)
- Spend time with people (e.g. people who encourage, support and energise you)
- Ask for and accept help (e.g. from a counsellor, family member, friends)
- Explore and learn (e.g. take time out to learn a new skill or activity).

Activity 8: Personal reflection

Objective

Explore learning and experiences from the training sessions and how to turn this into future action

Time required

15 minutes

Resources

Pens

Preparation

Provide comfortable spaces for participants to write in their journals.

Instructions for facilitator

Write the session questions on the whiteboard or present them on a PowerPoint slide.

Prompt questions:

- What has been the most enjoyable part of the project?
- What has been the best thing you've learnt from the project?
- What action do you want to take to promote the message of respectful relationships?

Allow participants time to move to a comfortable space. Give them time to personally reflect in their journals and respond to the session questions.

Activity 9: Group reflection

Objective

Give the young women an opportunity to hear one another's reflections and experiences of the training

Time required

15 minutes

Resources

Beach ball

Preparation

Write numbers on the beach ball

Instructions for facilitator

The beach ball has numbers written on it.

Ask participants to choose a number when they catch the ball and then to answer the corresponding question, which is read out by the facilitator.

The participant then throws the ball to another person in the group.

The other group facilitator needs to record answers to the following questions:

1. What's one thing you've learnt about yourself by being involved in this project?
2. Is there anything you want to change about the way you live your life since being in this project?
3. What's one thing you've learned since being involved in this project?
4. What aspect of this training did you most enjoy thinking and/or learning about?

Activity 10: Training evaluation

Objective

Evaluate awareness and skills in respectful relationships, gender equity and peer education

Time required

15 minutes

Resources

Post-training evaluation surveys

Pens

Instructions for facilitator

Hand out the surveys and ask participants to complete them. Collect the surveys when participants are finished.

Finish

To conclude the peer educator training it is important to:

- Thank participants for attending the training
- Hand out certificates of completion
- Remind them about the homework activity (posting on Facebook)
- Thank them for their participation during the session
- Remind them about the further training and communication methods associated with the project that support their ongoing learning and development as peer educators and respectful relationship youth ambassadors.

Session delivery

Age groups and settings



Session delivery – age groups and settings

The You, Me and Us project delivered 158 sessions to 3,571 participants through schools (upper primary and lower secondary), youth organisations, universities, TAFEs and sports groups. Specifically, 113 sessions were delivered to 10 to 13 year olds in predominately upper primary and some lower secondary classes. Nineteen sessions were delivered through universities, with five of these sessions delivered at college residences and 14 delivered to students with English as a second language. Seventeen sessions were delivered across youth organisations and their programs, including programs for newly arrived young women, young mothers groups and within youth hubs. Nine sessions were delivered to sports groups, including community-based sports groups as well as Cycling Victoria.

All session plans were developed in consultation with the peer educators, the Women's Health West expert advisory group, and the internal advisory committee. Sessions were tailored to meet participants' diverse and unique needs within each setting. Content was particularly mindful of the diverse cultural demographics of Melbourne's west. This section of the manual details the process of engaging in different settings and adapting session delivery approaches.

Engaging primary schools to ensure session success

Engaging schools

You, Me and Us drew on Women Health West's extensive previous experience delivering whole-of-school sexuality education in secondary schools to engage primary schools. This included ensuring that curriculum aligned with AusVELS and clearly communicating this in You, Me and Us promotional material (see 'getting started' for the communication strategy and promotional material).

Pre-session preparation

An introduction letter was sent to schools to ensure they were clear about the role of the You, Me and Us facilitators and what support was required of them. It was important to highlight that facilitators were not teachers and it was expected that teachers would interrupt if student behaviour was problematic or disruptive, and that schools would support any students with additional learning needs. The letter also detailed the specific classroom set up and equipment needed for the session.

Before the session, schools were sent a referral sheet that lists services and advice on how to respond to students who disclose experiences of violence. Schools were also asked to provide the name of their counsellor or student welfare officer, so facilitators could remind students of this resource at the beginning of the session. On arrival, the referral sheet was handed to teachers and facilitators highlighted who students could speak to (e.g. a teacher, welfare officer, councillor, school nurse) if anything uncomfortable came up for them during the session. Schools were sent a session outline so they had a clear understanding of what would be presented. In some cases, teachers had already started discussing many of the content areas in the lead up to the session. This was particularly helpful as students already had a basic understanding of content areas, allowing for respectful relationship education messages to be reinforced and discussed in more detail.

Session structure

Initial sessions were facilitated in a number of different set-ups, with students at their desks, students on the floor and students in shared classrooms with different levels of teacher participation. Having students, teachers and facilitators all sitting in a circle of chairs (leaving some space at one end for the projector screen) seemed to be the best structure to keep student attention and facilitate discussion. All activities were then conducted within the space in the middle of the circle. This set-up also provides for greater equality between facilitators and students, and shows respect to young people by recognising them as senior students within their school.

In the classroom, the most successful sessions (defined by active participant engagement in activities and discussions and knowledge retention after the session) were when teachers were engaged in the session through active participation, engaging in discussion, and positive behaviour support. Sessions were also more successful where teachers had an existing understanding of gender equality to support student discussions before, during and following session delivery.

Session delivery

Depending on group dynamics, it can sometimes be challenging to get through all the session material. Students often actively participated in discussions on a number of topics and facilitators were mindful to allow time for these discussions; however, this sometimes came at the expense of getting through all the session activities.

Engaging non-school settings to ensure session success

Engaging settings

Groups outside of school settings are often diverse, so session content, structure and facilitation style need to be adapted. This can be a challenge when working with peer educators who are required to deliver slightly different content to various organisations and community groups. Most of these sessions (except for English as a second language sessions) were delivered in non classroom settings. For this reason, it was important that the session can run without using a computer and projector. Using discussion-based activities, as opposed to a presentation format, creates an informal, open and safe space and seemed to be the most effective method for delivering respectful relationship education in non-school settings.

Pre-session preparation

The following steps should be undertaken prior to session delivery:

- Send the session outline to the contact and discuss content (where possible, speak with the person who will be at the You, Me and Us session). Highlight that sex and consent will be covered as a topic for the 18 to 24 year old group. Negotiate any required changes for that specific setting
- Confirm the key referral person within the organisation, university or club (e.g. program coordinator, counsellor or welfare support) who can be mentioned as someone to speak with if participants require follow-up support
- Provide the setting contact with the service referral hand-out and information on how to respond to young people disclosing violence
- Ask the following information about the participants:
 - o Approximate number
 - o Cultural backgrounds and language needs, including access to interpreters

- o If there will be both young women and men participating in the session

- o Ages

- Allow for additional time (e.g. one hour) prior to session delivery to discuss with the peer educator any content changes and the specific setting context.

Setting-specific pre-session requirements

- For young people who speak English as a second language: Ensure a teacher will be present during the session
- Youth settings: Is there any specific information or are there specific concerns of which facilitators should be aware? This is specifically relevant when delivering at youth organisations with at-risk young people. Also agree on the best staff support person to attend the session
- Residential colleges: Ask about and research specific college culture (e.g. is it a religious college? All girls?). It might be preferable that lecturers and the school dean do not attend, as students can feel uncomfortable to discuss topics relating to sex and consent in front of college staff.

Engaging youth organisations

Session participants in youth organisations varied greatly in terms of their ethnicity, gender, age and the number who attended the sessions. Youth organisations can often not predict the number of participants that will attend, so flexibility with session content and format is necessary. Sessions are more likely to be successful if they occur with young people who are linked into an existing project that has a youth facilitator, as opposed to being delivered in isolation of existing programs. This ensures that You, Me and Us staff can be informed by the project facilitator of participants' ages and backgrounds, as well as any specific concerns that might require the session to be adjusted. Youth organisation staff are also in a better position to follow up with participants who require further support after the session.

Session structure

You, Me and Us adapted and delivered sessions for 14 to 17 year olds, as youth organisations often work with this age demographic. Sessions were also adapted for young people who speak English as a second language. Session content was age appropriate and informed by young people's cultural backgrounds and whether they were mixed or sex-disaggregated groups. Sessions were delivered both with and without youth organisation staff. The anonymous nature of sessions delivered only by Women's Health West facilitators assisted to create a non-judgmental space where young people could talk freely about sensitive topics. Overall, however, it proved more beneficial to have youth organisation staff present (for the reasons outlined above).

Session delivery

Session content was adjusted depending on the specific session and the different groups of young people, for example newly arrived migrants and refugees, young mothers groups, and sessions at youth centres not linked to specific programs.

Sessions for newly arrived participants needed to ensure cultural sensitivity. An activity on sex and the Victorian law was often included within this session. Exact content was negotiated with the program coordinator on a session-by-session basis and it was clearly explained that sensitive topics would be discussed. Please see appendix 6 for ideas on delivering content to a culturally diverse group with English as their second language.

The young mums' sessions were delivered in one hour blocks, and onsite child minding was made available for the session. Many participants had previously experienced violence, so it was important to have support staff available and clear service referral pathways.

It was often difficult to know the age and how many participants would attend open sessions provided at youth centres. Women's Health West project staff would bring various resources and activities and often adapt the session to suit the needs of participants on arrival. This can be challenging for peer educators who are less familiar with session material and more reliant on set session plans.

Evaluating sessions in youth organisations can also be challenging. Sessions were often shorter, as participants found it difficult to engage for extended periods of time, and many had low literacy levels and required further support and more time to complete the evaluations. A more participatory approach to evaluation should be considered for these settings (see the evaluation toolkit section of the manual for examples).

Engaging universities' residential colleges

You, Me and Us primarily delivered sessions in residential university colleges, which was found to be the most successful strategy to engage students outside of their scheduled tutorials. Student leaders proved to be an effective contact to organise sessions and encourage student attendance.

Session structure

It was explained to staff that topics relating to sex and consent would be discussed. Students generally felt more comfortable to discuss these subjects without staff members present. Discussion- and activity-based sessions proved most effective.

Session delivery

A recurring theme among college students was the need to represent diverse sexualities, such as the inclusion of asexuality. When talking about sex and consent, it is essential to discuss diverse sexualities, including the negotiation of when and if to have sex.

University students also often raised the question of violence against men. At the beginning of each session, facilitators therefore highlighted that violence against men does occur. However, research shows that men predominantly experience violence in the public domain, perpetrated by other men who are often strangers, whereas violence against women is more prevalent and is perpetrated by men known to the victim/survivor. Acknowledging that violence occurs in same-sex relationships is also important; however, the focus of the session is men's violence against women (please refer to the facilitator notes in the 18 to 24 year old session outline for further information).

Engaging young people in universities and TAFEs who speak English as a second language

Women's Health West drew on existing relationships with universities and TAFEs and on previous experiences delivering sexuality education to English as a second language (ESL) classes to deliver respectful relationships education in this setting.

Session structure

For sessions delivered with newly arrived migrant and refugee young people, it proved most effective to have sex-disaggregated sessions due gendered and cultural sensitivities relating to discussing sex and sexuality. Teachers were a great support with interpreters, ensuring English comprehension and advising Women's Health West facilitators when the use of alternative language was needed to ensure young people understood the content.

Session delivery

Sessions were delivered to ESL levels one, two and three, and were modified to ensure content was relevant and respectful in a cross-cultural setting. At the beginning of each session, facilitators acknowledged that the content is informed by an Australian context and its laws, which might differ from participants' country of origin. Questions arose from participants in regards to some cultures being more accepting of male dominance and power. It is important for facilitators to respond to questions in a culturally respectful and non-judgmental manner. A useful way to respond to this point can be to question the impact of unequal power on women and children, particularly in a disrespectful relationship. The body mapping activity (please refer to the ESL session plan in appendix 6) was developed specifically for ESL classes as a way for students to present their own experiences of gender and gendered expectations.

Engaging sports clubs and organisations

You, Me and Us delivered a number of sessions in sports settings, including with Cycling Victoria, a community football team, a YMCA basketball team and with the Victorian Scouts. Sports clubs are made up of young people from various age groups, and therefore sessions were tailored and delivered to 10 to 14 year olds, 13 to 16 year olds, and 17 to 24 year olds. Most of these sessions had more young male participants.

Each sporting code and also each community club has its own culture and structure, which ideally session content and delivery can be tailored to meet. Recruiting peer educators from various sporting codes and clubs to support session development and delivery is an effective way to ensure the project is relevant and to support sustainability. Strategies used by You, Me and Us to engage sports clubs and organisations include:

- Targeting sports codes that are committed to the participation and inclusion of women and girls
- Adapting sessions for young people aged 14 to 17 years old
- Sessions offered on weekends and after hours
- Male co-facilitators available on request
- Adapting session content to ensure relevance for each sports code
- Highlighting the benefit of project participation for club membership and participation
- Offering tailored professional development training for sports club staff, coaches and volunteers after hours
- Offering to deliver sessions at sports camps if preferable.

Session structure

Community sports groups generally require shorter sessions as time available is often limited to 45 minutes or an hour. As most clubs are not keen on missing training, young people are generally required to arrive early to training or stay late to participate in the You, Me and Us session. Delivering respectful relationships education sessions at sports camps or over two consecutive training sessions is an effective alternative to ensure all the session content is delivered.

Session delivery

A number of sports groups consisted of all or mostly male participants. Sports organisations were offered the option of having a male facilitator, as literature suggests that in male dominated settings, a male facilitator can have a strong impact on participants' attitudes and behaviours, has insider knowledge on dominant masculinities and can draw attention to the need for men to take responsibility for preventing violence against women (Flood, 2006). None of the clubs You, Me and Us worked with chose to take up this opinion.

For sports sessions that were either predominately male or male only, having female facilitators did not seem to hinder the session. Facilitators were non-judgmental, respectful and were therefore able to create a space where male participants were able to openly discuss topics raised. Male participants also seemed appreciative of having access to female facilitator of whom they could ask direct questions. Male staff were often present, which proved useful in modelling respectful behaviours and for any necessary follow-up with participants after the session.

Respectful relationships education session 10 to 13 year olds session outline

Session objectives

Build young people's capacity and skills to:

- Identify behaviours associated with healthy and unhealthy relationships
- Identify attitudes and behaviours that underpin and perpetuate gender inequity
- Understand their legal rights and responsibilities
- Access help and support if they or someone they know is experiencing an unhealthy or violent relationship

Resources

String/wool
Evaluation surveys (pre and post)
Pens
Blu-Tack
Dress ups
Respectful and disrespectful signs
Respectful and disrespectful behaviour cards
Paper shoes
'Keep calm' worksheets
Whiteboard
Whiteboard markers
Badges
Laptop
Projector
USB with PowerPoint presentation

Time needed to complete the session

2 hours

Facilitator notes

For the session, it can be helpful to ask participants to sit in a circle. If chairs are available this is preferred to show respect to senior primary participants. A circle set-up allows for greater discussion than the formal seating arrangement of a normal classroom.

Time	Objectives	Topics	Activity	Resources
10 mins	Evaluate knowledge and skills in respectful and gender-equitable relationships	Pre-evaluation	Fill out surveys	Surveys
5 mins	Introduce presenters and program	Introduction	Introduction Group agreement	PowerPoint presentation
5 mins	Energise participants and encourage them to give their personal opinions about topics	Icebreaker	Game: Hot or not	String, list of topics
10 mins	Identify behaviours associated with healthy relationships	Respectful relationships	Brainstorm: • What is a relationship? • What types of relationships are there? Each group has respectful and disrespectful relational qualities on cards. Young people use Blu-Tack to put them under the correct corresponding sign	Signs, behaviour cards, Blu-Tack
10 mins	Identify behaviours associated with unhealthy relationships	Disrespectful and abusive relationships	'Cyber bullying – Keep it tame' video Step into another person's shoes (literally have shoes that they can step into) and talk about how the victim/survivor might feel in each scenario/story	Video, shoes, scenarios on PowerPoint slides
25 mins	Equip young people with skills to create and maintain respectful relationships	Communication skills and assertive response	What are aggressive (angry), passive (avoidant) and assertive statements? Use same scenarios/stories as above in 'disrespectful relationships' Role play three different responses for each scenario	Scenarios on PowerPoint slides
25 mins	Explore how culture shapes our ideas of gender and to challenge gender stereotypes Identify attitudes and behaviours that underpin and perpetuate gender inequity	Gender	Dressing up in stereotypes of what a boy or girl is supposed to look like Sexist comments scenario	Dress ups Scenario on PowerPoint slides
10 mins	Teach participants about bystander intervention	Bystander intervention	Show 'Caught in the crowd' video clip	'Caught in the crowd' video

10 mins	Assist participants to remember what they have learned during the session	Reflection activity	Make 'Keep calm' posters to remind the group about something they've learnt in the session	'Keep calm' posters with blank spaces
8 mins	Evaluate knowledge and skills in respectful and gender-equitable relationships, post education	Evaluation	Fill out post-session evaluation surveys And/or write an online status and thumbs up/thumbs down activity (Women's Health West evaluation)	Surveys Facebook status posters
2 mins	Provide the participants with a tool to encourage ongoing discussions	Finish and badges	Thank the group Explain and hand out badges	Badges

Pre evaluation

Objective

Evaluate knowledge and skills in respectful and gender-equitable relationships

Time required

10 minutes

Resources

Evaluation surveys

Pens

Instructions for facilitator

- Handout surveys and ask participants to fill them out
- Explain that there are no right or wrong answers — we are just interested to see what they think
- Collect surveys when participants are finished

Introduction

Objective

Introduce presenters and program

Time required

5 minutes

Instructions for facilitator

- Introduce yourself and the peer educator. Introduce the You, Me and Us project and explain that we are exploring respectful relationships in the next hour and a half

- Explain that because we are talking about respectful relationships, we first need to make sure that the next hour and a half is a safe and respectful space for everyone. Show the group agreement to the participants, read through the three points and ask participants if there is anything they would like to add. Then ask the group if they can agree to abide by the group agreement.

Group Agreement

- Listen to each other
- Respect each other's comments and opinions
- Support each other and work together

Activity 1: Icebreaker

Objective

Energise participants and encourage them to give their personal opinions about topics

Time required

5 minutes

Resources

String

List of categories

Preparation

Lay string on the floor in middle of room. Make sure there is enough room on either side of the string for participants to stand.

Activity overview

This game is called 'hot or not'. The string divides the room. On one side of the string the room is considered 'hot', while the opposite side of the string is the 'not' side. When the facilitator calls out a word, participants need to decide if they think it is 'hot' or 'not' and move to that side of the string. If they are unsure, they can stand on the string.

Instructions for facilitator

Play the game (see activity overview).

Remind participants that you want them to make their own decisions, not simply follow the group, and that no one is right or wrong.

Facilitator notes

Write a list of culturally relevant bands, movies, games or things to do to read out to participants. For example, One Direction, Star Wars, showers, Lego, cats, musicals, Taylor Swift, football, sleeping and school.

Activity 2: Respectful relationships

Objective

Identify behaviours associated with healthy relationships

Time required

10 minutes

Resources

Multiple sets of 'respectful and disrespectful behaviours' cards

Two signs: one says 'respectful relationships', the other says 'disrespectful relationships'

Activity overview

Use Blu-Tack to put the two signs on opposing walls. Hand out 'behaviours' cards. Each participant should have at least one card. Ask participants to use Blu-Tack to stick their card under the correct corresponding sign.

Instructions for facilitator

Brainstorm and discuss:

- What is a relationship?

(Not just types of relationships, but how we define a relationship, recognising that relationships can be positive and negative)

Think about your relationship with a parent or a best friend.

- What is good about that relationship?
- What are similarities and differences in those relationships?

Complete activity. Activity should only take 5 minutes.

The facilitator and peer educator should move to one sign each and facilitate a discussion about the 'behaviours' posted under the sign.

Start with respectful relationships and then move onto disrespectful relationships. Firstly run through the correct behaviours they have posted so they can hear what behaviours sit under that category. Then comment on any 'behaviours' that are wrongly posted under the sign and ask why the person posted it there. Discuss with the larger group where they think the 'behaviour' should be posted and why they think that. Then discuss two of the 'behaviours' that are correct in an attempt to get the participants to explain why they believe that behaviour is part of a respectful relationship.

One example of a behaviour might be 'you can have different interests'.

A following up prompt question from the facilitator to the group might be:

- Don't friends normally have the same interests?
- Why is having a different interest respectful or important to a friendship?

Other questions that can be discussed:

- Can you argue in a respectful relationship?
- Do you have to think the same and always be together?

Facilitator notes (and behavioural cards when printed and cut out)

Disrespectful relationships	Disrespectful relationships
• You have fun together	• You don't feel free to share your opinions
• You both feel like you can be yourself	• You have to be like them to be accepted
• You talk to each other	• You can't be yourself around that person
• You support each other	• You feel unhappy around them
• You trust each other	• You are often criticised or humiliated by them
• You share your feelings	• You feel like everything is a competition
• You feel happy around each other	• You feel scared or intimidated by them
• You encourage each other to have other friendships	• You always have to explain where you are and who you're with
• You listen to each other	• You can't hang out with certain people or they get jealous
• You can have different interests	• You don't spend much time with other people
• You do things together	• You feel pressured to do things just to please them
• You have freedom in the relationship	• You feel unsafe
• You can disagree without hurting each other	• You can't disagree with them or they will get angry
• You feel confident to share your opinions	• You talk about other people rather than sharing your own feelings and thoughts
• You can say 'no' if you feel uncomfortable	• You make plans with them but they often break plans with you at the last minute

Activity 3: Disrespectful and abusive relationships

Objectives

- Identify behaviours associated with unhealthy relationships
- Teach participants empathy skills

Time required

10 minutes

Resources

Cyber bullying video 'keep it tame'
 Scenarios on PowerPoint slides
 Scenario worksheets
 Paper shoes
 Projector

Instructions for facilitator

Show cyberbullying video to 00:59 minutes.

Explain that sometimes when we are joking with friends, when we've heard comments from other people or we've been treated a certain way we might just accept them as normal and okay. Sometimes we might not even question our behaviour and how it affects or makes someone else feel. Just like this video, suggest we need to learn to put ourselves in someone else's shoes and think about how our behaviour affects them.

Put one of the scenarios detailed below up on the projector and read it out. One of the facilitators might want to embellish the story to engage participants, as opposed to simply reading it out loud.

Ask the group for a volunteer or multiple volunteers to come up the front of the classroom. Ask them to stand on the pair of shoes and share with the class how the person in the scenario might feel.

Follow on questions for discussion:

- How would this story change if it was a respectful relationship?
- If you saw this happening to your friend, what would you do?

Complete the other two scenarios if there is time.

Scenario 1. Controlling relationship

Sally and Amina are best friends. Sally is outgoing while Amina is quiet and shy, but somehow they get along really well. Sally and Amina are always together. They sleep over at each other's houses, they wear the same clothes and they share their secrets with one another. Recently Amina started making friends with a new girl in the class who didn't have any other friends. Sally has been getting jealous and said to Amina that if they want to stay friends she needs to stop hanging out with the new girl so much.

Key point: Amina could feel cornered, manipulated, pressured, upset.

Some participants might side with Sally and say Sally feels sad and left out. It's important to acknowledge why Sally is acting in the way she is, but that it's not okay to take her feelings out on Amina in a manipulative way. A better approach is for her to tell Amina how she feels so they can compromise and work on the problem together.

Scenario 2. Bullying

Nathan has had trouble coping since his parents got divorced. Over the past few months he has neglected his school work, stopped talking to people and gets angry about small things. A few of his schoolmates have become hostile towards him because of all the changes and started pushing him onto the ground, kicking him in the stomach, and locking him in the bathroom.

Key point: Nathan could feel hurt, rejected, sad, fearful and threatened.

It's important for participants to recognise that we can't just assume why people act a certain way. We might need to ask some questions and seek to understand instead of just judging people. Reiterate that it's never okay to physically injure or hurt another person. It's important to always put ourselves in other people's shoes.

Scenario 3. A new relationship

Jason and Joanna started going out two months ago. Jason wants to hang out with Joanna every lunchtime. Joanna thinks it's great he wants to hang out with her all the time and feels really loved. Joanna does feel a bit bad that she can't hang out with her friends at school anymore, although she thinks at least she gets to see them on weekends and after school. Whenever Joanna is sleeping over at her friends' houses or hanging out with them after school, Jason calls her and gets upset if she doesn't talk to him for at least half an hour. Joanna's friends start to get upset that she is ignoring them when she is supposed to be hanging out with them.

Key point: Joanna could feel pressured, trapped, anxious or a bit scared.

It's important for the participants to recognise that a respectful relationship allows space and freedom for both people to nurture other relationships such as their friends and family

Activity 4: Communication skills and assertive responses

Objective

Equip young people with skills to create and maintain respectful relationships

Time required

25 minutes

Resources

Scenario worksheets
PowerPoint slides

Instructions for facilitator

Explain what an aggressive, passive and assertive statement is (refer to PowerPoint slide). With younger year levels, facilitators can ask them to repeat the words in different tones. For example, 'let's all say aggressive together in an angry voice.'

Brainstorm and discuss with the group:

- What is an example of an aggressive statement?
- What is an example of a passive statement?
- What is an assertive statement? (see facilitator notes)

Ask the participants what would happen if someone responded either aggressively or passively when they were being hurt or bullied? It is important to confirm that aggressive behaviour will escalate the situation, while passive behaviour might allow it to continue.

The facilitator and peer educator role play one of the scenarios; for example, the Jason and Joanna situation. Participants then need to guess the response they are role playing — is it an aggressive, passive or assertive response? See facilitator notes for role play response ideas.

Discuss:

- What effect would each of these statements have in this scenario? (see facilitator notes)

One of the facilitators should ask for volunteers from the group to role play the different responses in the Sally and Amina scenario. Ask for different volunteers to role play all three different responses to encourage young people's participation and engagement.

Discuss with the group:

- Do assertive responses always work?
- When don't assertive responses work?

Answer: Assertive responses will only work if the other person is able to respond in a respectful manner.

In Nathan's scenario, if he was to speak assertively it is unlikely to be effective because these students

are bullying him and are clearly not behaving in a respectful way. Explore with participants other ways Nathan could assert himself to get help, rather than fighting back or just putting up with the bullying (e.g. seeking help and support from an adult or teacher).

Facilitator notes

Aggressive: a statement that shows your anger and asserts your rights but doesn't respect the other person's rights or feelings. Aggressive behaviour can involve punching, swearing, yelling or insulting another person.

Passive: a statement where you avoid or allow the person to hurt you, rather than standing up for yourself.

Assertive: a statement where you speak your mind or stand up for yourself in a positive and non-aggressive way. It recognises that you have rights and so does the person you're speaking to, and that you are both equal and deserve respect. You can begin with an 'I' statement that recognises your rights while still respecting the other person's.

Steps for preparing an assertive statement:

- Use 'I' not 'you'
- Describe how their behaviour affects you and how it makes you feel
- Talk about the behaviour and not the person
- State what you prefer or would like to see change

You can encourage young people to use the following formula.

I feel [insert a feeling] when you do [insert an action]. I'd feel better if [insert a request].

For example, 'I feel really embarrassed when I'm pushed around and I would feel better if you would stop pushing me around.'

Corresponding PowerPoint slide:

Respectful communication

Aggressive statement: An angry statement

Passive statement: An avoiding statement

Assertive statement: An "I" statement that recognises your rights while still respecting the other person

I feel A (feeling) when you B action. I'd feel better if C (request)

Possible role play responses to the Jason and Joanna scenario:

Example of an aggressive response

'Leave me alone you stalker! I need to hang out with my friends and you're just always so controlling. I think we need to break up.'

Effect of statement: Jason and Joanna might have a big fight and break up.

Example of a passive response

'No problem, Jason — if you want to talk now I can totally chat with you.'

Effect of statement: Joanna might lose her friends and become unhappy in her relationship with Jason.

Example of an assertive response

'Hey Jason, I really love spending time with you and would like to talk with you later, but at the moment I'm spending time with my friends and I really need some space and time to hang out with them. Maybe I'll call you later when I'm at home and have some more time?'

Effect of statement: If it is a respectful relationship, then Jason would understand and give Joanna time and space to hang out with her friends. Jason might not have realised that Joanna is feeling smothered and needs space.

Activity 5: Gender

Objectives

- Identify attitudes and behaviours that underpin and perpetuate gender inequity
- Explore how culture shapes our ideas of gender and to challenge gender stereotypes

Time required

25 minutes

Resources

Dress ups

Instructions for facilitator

Split participants into a boys and girls group. Ask for a boy and girl to volunteer. The boys and girls groups must help their respective volunteer to dress up like the other sex. Instruct the boys to dress their volunteer how they think a girl should dress and ask the girls to dress their volunteer how they think a boy should dress. Before beginning, double check with the volunteers that they are still comfortable with dressing up.

When the groups are finished, they can unveil their 'creation', which can include the volunteer acting like a 'boy' or 'girl'. Ask the girls to respond to the boys' idea of how a girl might dress and vice versa.

Discuss:

- Is that how all girls and boys dress and behave?

Explain and discuss that these ideas are what we call stereotypes, which means that we make big statements and assumptions about how we think boys and girls should dress and behave.

Facilitate a classroom discussion (see key points of discussion for gender activity in the facilitator notes).

Optional scenario about sexist comments

The below scenario can be used to further prompt class discussion. These points often come up in discussion following the dress-up activity.

Explain that one form of disrespectful behaviour that can occur between boys and girls is sexist comments. Read out the following scenario:

A big group of boys are playing on the football field at lunchtime. Two girls, Debbie and Sarah, came over and Debbie asked her boyfriend Daniel if they could play too. Daniel told her and Sarah that they had to be the cheerleaders because it's a boys' only sport. As the girls were walking off they heard one of the guys yell out to another guy, 'you kick like a girl, you loser'.

Discuss:

- How do you think Debbie and Sarah felt when they left the football field?
- How do you think the boy who was yelled at might have felt?
- How do you think the other boys playing football might have felt?
- What does it mean to say to someone 'you kick like a girl'?

Key point: Debbie and Sarah could feel annoyed, left out and disrespected. The boy could feel embarrassed and rejected. To say to someone 'you kick like a girl' is an insult, as it suggests that girls are weak and that aren't as good as boys at sports and other activities.

The key focus for this scenario is not just how the people would feel, but to highlight the sexist comment that is made to put girls down and infer that they are inferior to or lesser than boys.

Facilitator notes

Key points of discussion for gender activity

After young people dress up, ask them why they chose to dress up in those particular clothes. Ask prompt questions such as:

- Why is the boy who dressed as a girl, wearing a dress?
- Why wouldn't he be wearing pants?
- Do boys wear dresses?

Assist young people to discuss, explore and understand what a stereotype is and write their ideas on the whiteboard. It might be useful to talk about racial stereotypes they would understand. Convey that the definition of a stereotype is any commonly held public belief about a certain social group or a type of individual that defines them in a certain ways and doesn't allow for differences.

Ask participants how we learn about stereotypes. Brainstorm a list together. For example, we learn about stereotypes from our families, friends, jokes that we hear, movies, the news and the media, and from government laws.

Link this discussion to the stereotypes that young people made in the dressing up activity. For example, we think only girls can wear skirts. Another example is that people often think pink is a girl's colour and blue is a boy's colour. Inform young people that a few hundred years ago it used to be the opposite.

Ask young people if they know any other stereotypes about girls and boys, or men and women? For example, women should stay home and look after the kids, girls are not as good at sports as boys, boys are messy and girls are neat.

Say a list of words and ask participants to call out whether they think it relates to boys or girls. For example, strong, emotional, leader, cooking, sporty, tough, homemaker, clean.

Their response to these words will highlight their stereotypes about girls and boys. Call attention to this and note that boys can be great at cooking or girls can be strong and sporty.

Ask participants to redefine these gender stereotypes. For example, ask if girls can be strong and if it is okay for boys to be emotional? Ask why might it be important for us to challenge stereotypes?

Look at the 'sexist comments' scenario or just ask the boys:

- Have you heard one of your friends call another boy 'a girl'?
- What does it mean? Or when someone tells you to 'man up' (not in a 'connect with one player' sports term) what does it mean?
- What do these sayings tell us about what people think about girls and women and what people think about boys and men?

After the discussion, the facilitators need to summarise how negative gender stereotypes support disrespectful relationships. Depending on participants' comprehension of this activity, facilitators can conclude with one of the 'choose your own adventure' activities.

Choose your own adventure

Ending 1

Ask participants: 'Based on the stereotypes you discussed during the dress-up activity, which stereotype is associated with having more power and control?'

Explain that respectful relationships between two friends or boyfriend and girlfriend are most respectful when they are equal and people feel free to be themselves.

Ask participants if they have heard about violence against women? And if so, what it is?

People have found out that in countries where women and men are not equal there is more violence against women and in countries where men and women are considered equal there is less violence against women. If the class does not seem to understand the term violence against women, this term can be replaced with disrespectful versus respectful relationships.

Because of this, reiterate to young people that it's important that we all think about the words we use and our behaviour, and to challenge sexist comments that are stereotypes so we can create a community where everyone is respected and treated equally.

Ending 2

Alternatively ask young people:

- If someone does not fit the stereotype of a 'boy' or 'girl' what happens to them?
do people treat him?
- Why do we treat people like this?
- Do you think this is fair?
- What can we all do to make sure everyone is treated with respect?

Activity 7: Bystander intervention

Objective

Teach participants about bystander intervention

Time required

10 minutes

Resources

Scenario worksheets

Kate Miller-Heidke video clip 'Caught in the crowd'

Instructions for facilitator

Explain that we're going to watch a video clip about a woman who wishes she had treated someone better when she was in high school. The song is by an Australian singer called Kate Miller-Heidke and is called 'Caught in the crowd'. In this song she apologises for caring more about what everyone thought and walking away when her friend was being bullied instead of speaking up for them.

Watch video clip. Ask participants what they thought of the video.

Explain that at times it's important we speak up and put a stop to comments or behaviour that hurts and puts other people down. Sometimes it's difficult for the person being hurt to stand up for themselves. If we speak up, we make our school, classroom, club or activity group a safer space for everyone. Often

when people say something hurtful, other people are thinking that it is not funny but they're too scared to say anything. This makes the person saying the hurtful comment think that everyone agrees with them, and the person being hurt thinks that everyone agrees with the bully. If someone said something, maybe the people behaving disrespectfully would feel less confident or comfortable to say whatever they think.

Ask the group:

- In the football scenario we just spoke about, what's one way that someone watching could have spoken up for Debbie and for the boy being teased?

The facilitator can ask for two volunteers, one who speaks up for Debbie and one to speak up for the boy being teased.

Activity 8: Reflective activity – 'Keep calm' posters

Objective

Assist participants to remember what they have learned during the session

Time required

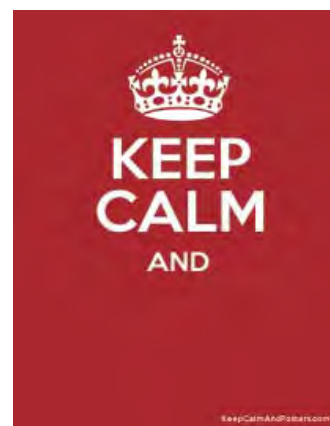
10 minutes

Resources

'Keep calm' posters printed for participants

Laptop and projector

'Caught in the crowd' video



Instructions for facilitator

Explain to participants that this activity is designed to remind ourselves to speak up through the use of the 'keep calm' posters that can be put up around the classroom. Explain to participants that they can write any short statement after 'keep calm and.....' that reminds them to maintain healthy and respectful relationships and to speak up, or anything else that was learnt in the session. Give participants some examples (see facilitator notes). Play the video clip 'Caught in the crowd' while they are making the posters. They should have finished the posters by the time the video finishes.

Explain that facilitators will pick one or two of the poster ideas made and send them to the group to hang up in their meeting/school room. If there is time the facilitator can get the participants to vote on their favourite poster. Make sure that you don't reveal who made the posters so it is an anonymous process rather than a popularity contest.

Facilitator notes

Poster ideas:

- Keep calm and be assertive
- Keep calm and speak up
- Keep calm and respect each other



Activity 9: Evaluation

It is preferable to complete evaluation one.

Evaluation One: Survey

Objective

Evaluate knowledge and skills in respectful and gender-equitable relationships post session delivery

Time required

8 minutes

Resources

Evaluation surveys

Pens

Instructions for facilitator

Explain to participants that you will be finishing the session with another survey that is the same as the one that they did at the beginning. The idea is to see if they have learnt new things through their involvement in the session. Hand out the surveys and ask participants to fill them out. Collect surveys when participants are finished.

Evaluation Two: Online status or thumbs up/thumbs down

Activity 1: Online status

Objective

Evaluate knowledge and skills in respectful and gender-equitable relationships post education

Time required

5 minutes

Resources

Pens or markers

Butcher's paper or posters

Preparation

Place the butcher's paper and posters around the room. Each poster has a statement at the top.

Instructions for facilitator

The facilitator needs to explain how online status updates work. Explain that they are often short comments about a topic or something the person did that day. It is important to note that students have to be 13 years old to use Facebook, so a generic reference to an online status works better. Remind

participants that they should only use a limited number of words and have them move around the room responding to the statement at the top of each sheet.

Facilitator notes

Prompt statements include:

- A respectful relationship is....
- In a respectful relationship you do not...
- Today I learnt....
- My favourite part of today's session...
- Guys and girls can....

Activity 2: Thumbs up/thumbs down

Objective

Evaluate knowledge and skills in respectful and gender-equitable relationships post education

Time required

3 minutes

Resources

Pen and paper to record responses

Preparation

Peer educator to record participants' responses

Instructions for facilitator

Show participants the five different hand signals and explain what they mean. Ask participants to practice the hand signals with you.

The facilitator reads out statements and students respond as quickly as possible with one of five hand gestures.

- Thumbs up with a stirring motion = strongly agree
- Thumbs up = agree
- Palms up = neutral
- Thumbs down = disagree
- Thumbs down with a stirring motion = strongly disagree

Facilitator notes

Prompt statements include:

- I enjoyed this session
- I learned something new
- I will talk about this to my parents and/or friends
- I would step in if I saw someone else getting hurt
- I will try to be more assertive in difficult situations
- I will try harder to respect other people

Finish

Objective

Provide the participants with a tool to encourage ongoing discussion about content explored in the session

Time required

2 minutes

Resources

Badges

Instructions for facilitator

Thank all participants for being involved in the session.

Explain that each participant will be given a You, Me and Us badge to encourage them to remember to have healthy and respectful conversations, interactions and relationships with one another.

Respectful relationships education session

18 to 24 year olds session outline

Session objectives

Build young people's capacity and skills to:

- Identify behaviours associated with healthy and unhealthy relationships
- Identify attitudes and behaviours that underpin and perpetuate gender inequity
- Understand their legal rights and responsibilities
- Access help and support if they or someone they know is experiencing an unhealthy or violent relationship.

Resources

Pre- and post-evaluation surveys

Pens

Whiteboard

Whiteboard markers

Laptop

Projector

Post-it notes

Box

PowerPoint presentation

Ball of wool

Love Control video

Consent scenarios

Worksheet with four key questions (see activity five)

Balloons and myth busting statements

Butcher's paper

Disney or alternative pictures (look on Google)

Lollies

Service support and referral hand out

Time needed to complete the session

2.5 hours

Time	Objectives	Topic	Activity	Resources
10 mins	Evaluate knowledge and skills in respectful and gender equitable relationships	Pre-evaluation	Fill out surveys	Surveys
5 mins	Introduce presenters and program	Introduction	Introduction Group agreement	PowerPoint slides
10 mins	Create a comfortable and open group culture	Icebreaker: question web	Question web	Wool
10 mins	Identify behaviours associated with healthy relationships	Qualities associated with respectful and disrespectful relationships	Brainstorm what is a relationship and the different types of relationships Write lists of respectful versus disrespectful relationships	Whiteboard, whiteboard markers
15 mins	Understand what intimate partner violence is and the different forms of violence	Intimate partner and dating violence	Analyse and discuss the <i>Love Control</i> video and forms of violence	<i>Love Control</i> video
15 mins	Understand the importance of healthy communication and positive sexuality	Consent and sexual decision making	Consent and communication warm up	Lollies
20 mins	Understand legal rights and responsibilities in sexual relationships and the importance of consent	Consent and sexual decision making	Case studies and discussion	Consent scenario hand outs
10 mins	Analyse and dispel attitudes and myths that are commonly held by the general community Challenge participants' beliefs about violence against women Give participants an opportunity to learn how to respond to challenging behaviours and attitudes	Myth busting attitudes that support violence against women	Participants to respond to myths and attitudes that support violence against women in small group discussions	Balloons, envelopes, myth statements
30 mins	Understand gender stereotypes and link it to violence against women	Gender stereotypes	Stereotype brainstorming and stereotype body mapping activity	Disney pictures, butcher's paper, markers
10 mins	Understand bystander intervention	Bystander action	Participants to discuss how they would respond as a bystander	Bystander scenarios, whiteboard, markers
5 mins	For participants to understand how to access help and support if they or someone they know is experiencing a violent relationship	Where to go for help and support	Facilitator to briefly run through what services are available to access	Hand-outs
10 mins	Evaluate knowledge and skills in respectful and gender equitable relationships post education	Evaluation	Fill out questionnaire	Surveys

Pre evaluation

Objective

Evaluate knowledge and skills in respectful and gender-equitable relationships

Time required

10 minutes

Resources

Evaluation surveys

Pens

Instructions for facilitator

Hand out the surveys and ask participants to complete them.

Explain that there are no right or wrong answers and outline the purpose of the evaluation.

Collect surveys when participants are finished.

Introduction

Objective

Introduce presenters and program

Time required

5 minutes

Instructions for facilitator

Introduce yourself, the peer educator and your organisation.

Explain that because we will be talking about respectful relationships, we first need to make sure that the next two hours are a safe and respectful space for everyone. Explain that we will be discussing sensitive information in the next two hours that some people might find confronting. If people need to take a break and leave the room at any time, that's okay.

At the end of the session, the You, Me and Us facilitator will be available to speak with anyone who wants to talk further. We will also be giving out a list of referral services that participants can access if you or someone you know requires further support and assistance.

Highlight the person available in each particular setting if participants need further support.

Show participants the group agreement on the PowerPoint slide, read through the three points and ask everyone if they can agree to abide by it. Ask if there is anything anyone would like to add.

Activity 1: Icebreaker – Question web

Objective

Create a comfortable and open group culture

Time required

10 minutes

Resources

Ball of wool

List of questions

Instructions for facilitator

Ask participants to stand or sit in a circle.

Hold on to the end of the string and throw the ball of wool to one of the participants to catch. They then choose a number from 1 to 20.

Refer to your list of 20 questions detailed below, and ask the participant with the ball of wool to answer the question that corresponds to that number.

Holding the string they then throw it to another member of the group and the process is repeated.

Eventually this creates a web and the group learns interesting facts about one another.

At the end of the game, the facilitator can summarise by stating that everyone played a part in creating the unique web, and if one person didn't participate it would look different. In the same way, it's important that we all take part to make the group what it is — diverse and unique, as everyone has something different to contribute.

List of questions

1. What makes you angry?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try and save?
4. If you could talk to any one person now living, who would it be and why?
5. If you had to give up one of your senses, which would it be and why?
6. What is the scariest thing about speaking in public?
7. If you were an animal, what would you be and why?
8. Do you have a pet? If not, what sort of pet would you like?
9. What's one thing you appreciate about a member of your family?
10. What's one thing you really like about yourself?
11. What's your favourite thing to do in the summer?
12. Who is your favourite cartoon character and why?
13. Does your name have a special origin or meaning, or were you named after someone special?
14. What is the hardest thing you have ever done?
15. If you were at a friend's or relative's house for dinner and you found a dead insect in your salad, what would you do?
16. What's the best thing that happened to you this past week?
17. If you had this week over again, what would you do differently?
18. Tell us about a time when you felt you were treated unfairly because of your sex
19. If you had a time machine that would work only once, what point in the future or in history would you visit?
20. What is one of your favourite memories?

Activity 2: Qualities associated with respectful and disrespectful relationships

Objective

Identify behaviours associated with healthy relationships

Time required

10 minutes

Resources

Post-it note

Box

Instructions for facilitator

Discuss with the entire group:

- What is a relationship?
- What is respect?

Ask participants to think of a respectful behaviour that is important to them in a relationship. Ask them to write this on a post-it note and to write it in a way that will not identify them. Then ask participants to put the post-it note in a box. Ask participants to select a different post-it note from the box and to read it out loud.

Now ask participants to think of an example of a disrespectful behaviour they have observed in a relationship. Repeat the process above.

Put the post-it notes on the table into two groups, dividing them into respectful and disrespectful behaviours, and discuss with participants the following questions:

- Are there any behaviours you think are in the wrong group? If so, why?
- Are there any behaviours you think are acceptable in our society, within a family or dating relationship, that are currently under the disrespectful relationships heading?

Use the qualities and behaviours over the page as prompts and additions for the list.

Respectful and disrespectful behaviours for facilitators to reference:

Respectful relationships	Disrespectful relationships
You have fun together	You don't feel free to share your opinions
You both feel like you can be yourselves	You can't be yourself around that person
You talk to each other	You feel unhappy around them
You support each other	You are often criticised or humiliated by them
You trust each other	You make plans with them but they often break plans with you at the last minute
You share your feelings	You always have to explain where you are and who you're with
You feel happy around each other	You can't hang out with certain people or they get jealous
You encourage each other to have other friendships	You don't spend much time with other people
You listen to each other	You feel unsafe
You can have different interests	You can't disagree with them or they will get angry
You do things together	You feel like everything is a competition
You have freedom in the relationship	You feel scared or intimidated by them
You can disagree without hurting each other	You feel pressured to do things just to please them
You feel confident to share your opinions	You feel nervous around the person and scared to disagree with them
You can say 'no' if you feel uncomfortable	You feel pressured by them to have sex
You can both compromise, say sorry and talk arguments through	They accuse you of seeing or flirting with other people
	They tell you that if you changed they wouldn't abuse you
	Their jealousy stops you from seeing friends or family
	They make you feel like you are wrong, stupid, crazy or inadequate
	They have scared you with violence or threatening behaviour
	They prevent you from going out or doing things you want to do
	They say they will kill or hurt themselves if you break up with them

Activity 3: Intimate partner and dating violence – 'Love Control' video

Objective

Understand what intimate partner violence is and the different forms of violence

Time required

15 minutes

Resources

Love Control video available at:

https://www.youtube.com/watch?v=DP_MuGJIAjA

Whiteboard

Whiteboard markers

Instructions for facilitator

Explain that the *Love Control* video does not cover every form of abusive or violent behaviour and is about a heterosexual relationship. Watch the video. Ask participants to discuss what they have observed in the video.

If participants have not identified the main forms of violence depicted in the video, watch it again and pause it at the time outlined in the facilitator notes. Also ensure that discussion includes the more subtle forms of violence depicted in the video.

Write a list of the forms of violence up on the whiteboard. Use the following prompt questions to lead the discussion:

- How could some of the examples we see in this video appear to be loving behaviours?
- What's the difference between having disagreements in a healthy relationship and an abusive relationship?
- What other examples of abusive behaviours occur in violent relationships?
- What do you think is a common theme in all the forms of violence that we have discussed?

Facilitator notes

In a healthy respectful relationship, when a couple has an argument both people feel safe to give their opinion and feel that their opinion is being heard. Each party can take responsibility for working things out. Positive conflict can build trust in relationships.

In an unhealthy relationship, arguments turn violent when one person feels unsafe, unheard and disrespected. If one person makes all the decisions, doesn't acknowledge the other person's point of view, and if the other person feels afraid to give their opinion, the relationship has become abusive. A relationship is abusive when one person exerts power and control over the other person and that other person is fearful. This is the common theme within violent relationships.

Forms of violence include physical, verbal, emotional, psychological, financial, social isolation and abuse, and harassment and stalking.

Video run sheet:

Pause timing in video	What is happening?
00:49	<ul style="list-style-type: none"> • 'She had an uneasy feeling in the pit of her stomach' • 'He'd been edgy all day' • 'He didn't like what she was wearing, he thought that other guys would hit on her'
01:33	<ul style="list-style-type: none"> • She ended up paying — unspoken habits • He didn't want to let her see her friends. She had to make excuses
02:12	<ul style="list-style-type: none"> • Was jealous of guy on train • Tried to smooth things over — bought her flowers and told her that he loved her
3:00	<ul style="list-style-type: none"> • She could feel his anger in the pit of her stomach • He becomes physically aggressive and violent
Finish	<ul style="list-style-type: none"> • She didn't believe love was everything anymore • Didn't know where to turn or what to do

Key definitions and points to highlight

Violence against women is defined as 'any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life' (United Nations, 1993).

It can be important to note that while both women and men experience violence, most men experience violence outside the home, committed by a stranger in a public venue (ABS, 2012). Women are more likely to experience violence within the home, perpetrated by someone they know, usually an intimate partner.

Some useful statistics to support this conversation:

- In 2012, sexual violence was four times more common for women than men, with 19 per cent of women experiencing sexual violence since the age of 15 compared to 4 per cent of men (ABS, 2012).
- Most violence experienced by women and men is perpetrated by men. For 94.4 per cent of women and 94.7 per cent of men who have experienced violence since the age of 15, their perpetrator was male (ABS, 2012).

Explain that violence in same-sex relationships also occurs, and that power, control and fear are common themes across violent relationships. A couple of examples of same-sex relationships will be used; however, the specific focus of this session is to understand men's violence against women.

Activity 4: Consent and sexual decision making**Objective**

Understand the importance of healthy communication and positive sexuality

Time required

15 minutes

Resources

Lollies

Definition and consent scenarios

Instructions for facilitator

Run through the consent and communication warm up, which prompts participants to start thinking about ways in which we ask for consent both verbally and non-verbally.

Follow this with a discussion about sex and consent and provide definitions.

Consent and communication warm-up activity

Round one

Ask young people to get themselves in pairs and decide who will be participant A and who will be B. Ask all Bs to come and take two lollies from the facilitator and to hide them somewhere on their body (e.g. in their pocket, in their hand). Explain to participants it should be somewhere that they are comfortable with, as during the activity they might decide to tell their partner where they have hidden the lolly.

Explain that all the A participants need to ask their partners if they are willing to show them where their lolly is hidden. Explain that A participants need to think about how they will ask and what they will do if their partner say no.

Once pairs have completed this activity, ask if anyone is willing to share their experience with the larger group. Use the following questions as prompts:

- Bs, did you tell your partner where the lollies were? Why or why not?
- As, how did you ask for consent? Was it easy or challenging?

Round two

Repeat the activity. This time, participant B is to take the lollies and neither person can speak, but rather must communicate with their body. Then discuss with the larger group:

- How was this time different to the first round?

The facilitator should prompt discussion about the differences between verbal and non-verbal consent related to this activity.

Then explain to the larger group that you are going to discuss sex and consent. The facilitator needs to preface the conversation by saying:

- 'One thing that's difficult in healthy relationships is having a good understanding of how to communicate well about sex, intimate contact and our desires for sexual expression. In Victoria, there are laws about how people can agree and consent to sexual activity, whether people are in a relationship or married, the laws are still the same.'

Then ask participants:

- What does the word consent mean when talking about sexual relationships?
- Do you think many people ask for verbal consent before and during sex? Why or why not?

The facilitator then provides a definition of consent and explains the laws surrounding consent. Please refer to facilitator notes for definitions.

Facilitator notes

Consent means free agreement of your own free will, not because you're forced, scared or threatened. Both people must freely agree to engage in sexual activity for there to be consent. Sex without the consent is a crime.

To give consent you must:

- Be the right age. The law sets clear age limits for having sex. The age limits are designed to protect young people from being taken advantage of by older people
- Be sober and awake. If someone is unconscious or affected by alcohol or drugs, then they cannot freely agree
- Be mentally and physically able. A person has to have the mental ability to make decisions and the physical ability to communicate their desires (Victoria Legal Aid, 2014).

Activity 5: Consent and sexual decision making scenarios

Objective

Understand legal rights and responsibilities in sexual relationships and the importance of consent

Time required

20 minutes

Resources

Scenarios

Worksheet with four key questions

Instructions for facilitator

Divide participants into small groups of three or four. Provide each group with a hand-out of one of the scenarios and a list of the corresponding questions. Ask participants to discuss the consent scenarios in small groups and answer the questions listed on the worksheet.

Questions:

1. Are the people in this scenario acting appropriately regarding consent? Why or why not?
2. If you were a bystander in this scenario, what are your rights and responsibilities?
3. If you saw your friend in this situation, what would your responsibility be to act?
4. What is one way the people in the story could communicate more effectively about sex?

Once groups have written down their answers, ask for a volunteer to read out their group's scenario and provide their group's answers to the large group. It is important that the facilitator prompts any important points that might have been missed using the facilitation notes from the previous activity as a guide.

Facilitator notes

Scenario one

Darren and Cho have been dating for 5 months. Cho believes you should wait until after marriage to have sex and she has discussed her beliefs with Darren. Cho loves Darren and is very attracted to him. One afternoon, Darren is at Cho's house when her parents are away. Darren asks Cho if she wants to have sex and Cho says yes and that she has changed her mind about waiting for marriage because she loves him. Darren asks Cho again if she is really sure and she says yes again. They start to kiss and touch each other and then Cho pulls away and says actually she has changed her mind and doesn't want to have sex anymore. Darren says it's okay and he loves her for her strong beliefs.

Key points: Cho has the right to say no even in the middle of making out. It is helpful that Darren continues to ask Cho questions. Corresponding questions: 1, 3 and 4

Scenario two

Anna and Joseph are married and have five children. Anna had her fifth child last week. One night Anna is sleeping and Joseph comes home late and wants to have sex with Anna. Anna says she doesn't want to because she is tired and sore, but Joseph gets angry and says that she must have sex with him because she is his wife. Anna does not want to, but has sex because she thinks she has no choice.

Key points: Just because they are married doesn't mean that Joseph has the right to force Anna to have sex. Sex without consent is rape and is illegal even within marriage. Corresponding questions: 1, 3 and 4

Scenario three

Simon and Chelsea have been going out for two months. Simon and Chelsea are at a beach party with their friends. Simon has been encouraging Chelsea to drink all night and now she is really drunk and nearly falling over. Simon asks Chelsea to go for a walk with him so they are alone. Simon kisses Chelsea and puts his hand up her top, Chelsea pushes him away. Simon keeps touching her and tells her that if she really loved him she would have sex with him.

Key points: Simon is being disrespectful and Chelsea is too drunk to be able to give consent. Corresponding questions: 1, 2, 3 and 4

Scenario four

Amy and Sarah have been dating for three weeks. Sarah is 20 and has only recently come out and Amy is her first girlfriend. Amy is 25 and has been in two previous same-sex relationships. Sarah and Amy have just started a sexual relationship. One night Sarah and Amy are alone at Sarah's parents' house. Amy starts to touch Sarah and suggests they have sex while her parents are out. Sarah pushes her away and says that she doesn't want to, it's too weird. Amy then sits on Sarah's lap and starts kissing her and undoing her pants. Sarah feels uncomfortable and pushes Amy off her and runs outside.

Key points: Amy is not respecting or listening to what Sarah is saying. Amy needs to ask first for Sarah's consent and respect Sarah's responses. Corresponding questions: 1, 3 and 4

Scenario five

Tom and Lisa have been dating for one month. They started having sex two weeks ago. Tom brags to his mates that he is going to have anal sex with Lisa. The next time Lisa and Tom are having sex, Tom tries to initiate anal sex with Lisa. Lisa does not want to and does not like that Tom has not discussed this with her before he tried. Lisa asks Tom to stop. Tom continues to initiate anal sex with Lisa. Lisa does not ask Tom to stop again as she thinks this must be what Tom really wants and wants to please Tom, even though she is not enjoying herself anymore.

Key points: Tom is being disrespectful as he is changing the nature of the sexual relationship with Lisa without discussing this with her. He does not respect Lisa when she says no. Even if someone has agreed to have sex, they can change their mind at any time, including during sex. Corresponding questions: 1, 3 and 4

Activity 6: Myth busting attitudes that support violence against women

Objectives

- Analyse and dispel attitudes and myths commonly held by the general community
- Challenge participants' beliefs about violence against women
- Give participants an opportunity to learn how to respond to challenging behaviours and attitudes

Time required

10 minutes

Resources

Attitude and myth statements
Envelopes
Balloons

Activity instructions

Split participants into groups of three or four and provide each group with an envelope that has a myth written on a card. Inside the envelope is also a balloon that contains an answer to the myth. Each group has three minutes to discuss their answer to the myth. Then they can blow up their balloon, burst it and compare their answer to what is written on the card in the balloon.

Instructions for facilitator

Run the activity. Discuss the answers in the large group. Ask participants if doing this activity has challenged any beliefs or myths that they might have held.

Ask the group the following prompt question:

- What do you think it takes to shift people's attitudes from those that support violence towards attitudes that do not tolerate violence?

Facilitator notes

Myths and attitudes and the answers for facilitators to put in the envelopes and balloons:

Violence against women is not common in Australia.

Answer: Violence against women is extremely common in Australia. One in three women have experienced violence at least once in their lives (ABS, 2012).

If a woman wears revealing clothes, she is 'asking for it' or 'she deserves it'.

Answer: Rape or sexual assault is not caused by a woman choosing to wear certain clothes. It happens because the perpetrator chooses to commit a crime. No one asks to be raped and no one deserves it.

Alcohol and drugs caused the violence.

Answer: Violence is a choice. Alcohol and drugs are often used by perpetrators as an excuse for their behaviour. Almost equal numbers of perpetrators are drunk or sober.

Men are naturally violent and sometimes just lose their temper and can't control it.

Answer: Violence is a choice. Being angry is an emotion, but people choose whether or not to be violent. Men are not naturally violent. They are conditioned by our society to believe that violence is normal and acceptable. Often perpetrators are not violent towards other men or people in positions of power. Perpetrators choose to use violence to gain power and control.

Sexual assault occurs because men can't control their need for sex.

Answer: Violence is a choice. Men can make choices not to assault someone. Perpetrators use sexual assault to gain power and control.

A woman is contributing to the problem if she doesn't leave the violent relationship. It is her own fault if she stays. Things can't be that bad if she hasn't left.

Answer: There are many reasons that women don't leave a violent relationship, such as lack of finances, isolation and lack of support, social stigma, fear that violence will escalate, commitment and concern for the children. Abusive partners often go to great lengths to make it hard for a victim/survivor to leave a relationship, such as social isolation, economic deprivation, threats of violence, controlling and demanding to know the person's whereabouts at all times.

It is a man's right to have sex within a marriage or relationship.

Answer: Rape is rape. Sex in marriage and relationships should always be consensual and never forced.

Violence against women only occurs in certain groups.

Answer: Violence against women occurs in every community.

Violence against women is mostly committed by strangers.

Answer: More than two-thirds of women who have experienced violence have known the person who committed the violence.

Some people deserve to be beaten because they provoke the violence.

Answer: No one deserves to be assaulted. The responsibility rests solely with the perpetrator. There is no excuse for violence. Some women will defend themselves in an abusive relationship but there is a difference between abusing someone and defending yourself from being abused further.

Activity 7: Gender stereotypes

Objective

Understand gender stereotypes and link them to violence against women

Time required

30 minutes

Resources

Whiteboard

Whiteboard markers

Instructions for facilitator

In a large group brainstorm the following key questions and write them on the whiteboard:

- What is the difference between sex and gender?
- What are some examples of gender stereotypes?
- Where do stereotypes come from?

Refer to facilitator notes for definitions.

With the whole group, discuss gender stereotypes in examples from Disney movies (display images and quotes from movies such as Sleeping Beauty, The Little Mermaid, and Beauty and the Beast as a Powerpoint slide, or provide images and quotes as hand-outs — suitable images and quotes can be found online by Googling).

Ask participants to think about the stereotypes they see in these films and how these ideals may have influenced their beliefs about how women and men should act.

Following this discussion, divide participants into same-sex groups, each with four participants. Ask groups to draw an outline of a male or female body on butcher's paper and ask participants to draw and write on the body the qualities or traits associated with being 'feminine' and 'masculine'. For example, ask young women to draw a body map of traits associated with 'femininity', such as being weak, emotional, thin, or beautiful. Ask them to explore these gender stereotypes that are created and reinforced by the media, family, religion, friends and our broader community and culture.

Ask each group to talk through their body map and discuss the following questions with larger group.

- How can these stereotypes impact women and men who feel they have to live up to these images?
- Are there any differences in power between the female and male body maps?
- How could these characteristics explain how men's violence against women is caused or justified?

The facilitator then needs to conclude this discussion by stating that research shows that violence against women is caused by unequal power relations between men and women, and rigid gender stereotypes (VicHealth, 2007).

Conclude the conversation with a brainstorm focusing on the following question:

- What can you do on an everyday basis to prevent violence against women (e.g. promote equal respectful relationships between young women and men)?

Facilitator notes

A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Stereotypes are created and come from jokes, media, family, friends, movies and peer culture.

Qualities associated with femininity are gentle, submissive, nurturing, emotional and sensitive.

Qualities associated with masculinity are strong, leadership, logical, commanding and sporty.

Sex refers to physical characteristics such as hormones, chromosomes and anatomy. People are generally described as male, female or intersex based on these characteristics (WHW, 2014).

Gender encompasses the socially constructed norms, roles, responsibilities and expectations that shape our understanding of what it means to be a woman or a man within a given society at a particular time (WHW, 2014).

Gender stereotypes are generalisations of the traits that all women or men are assumed to possess (WHW, 2014).

Activity 8: Bystander action

Objective

Understand the power of positive bystander action and brainstorm ways to intervene in situations that are sexist, offensive and violent

Time required

10 minutes

Resources

PowerPoint slides

Projector

Instructions for facilitator

Facilitate a brainstorm as a large group to define what young people think a bystander is. Summarise by reading out the definition at the end of the brainstorm (see facilitator notes).

The facilitator then reads out the three scenarios and prompts discussion using the following questions:

- How might you respond in these scenarios?
- Is it important that bystander action occurs in public? Why or why not?
- What is difficult about intervening in situations where you know or think the person could be hurt?
- How could taking positive action as a bystander be powerful or helpful?
- How can you do it in ways that ensures your safety?

Facilitator notes

A bystander is a person or persons, not directly involved as a victim or perpetrator, who observes an act of violence, discrimination or other unacceptable behaviour (VicHealth, 2012).

Bystander action is taken by a bystander to speak out about or engage others in responding to specific incidents of sexism, discrimination or violence against women (VicHealth, 2012).

It is important to reiterate that it can be challenging and, if physical violence is occurring, dangerous to intervene. The facilitator needs to support young people to think of safe ways to respond and to challenge violence-supportive attitudes and behaviour. Bystanders have the power to support victim/survivors, stop violence from occurring, create cultural change by voicing that certain behaviour is unacceptable, and therefore assist in preventing violence against women.

Scenario one: The party scene

You are at a party talking with your friend. You see a girl you know being led upstairs by a guy. You know she has had a lot to drink. What should you do?

Scenario two: Talking with mates in the change rooms at football practice

After football practice your friends say to you, 'That Melissa chick is such a babe. I wouldn't mind banging her. I'll probably get the chance because she's a bit of a slut.' How should you respond?

Scenario three: A sexist comment on your friend's Facebook page

You log onto your Facebook and notice that your friend has posted a comment that reads, 'What do you say to a woman with two black eyes? Nothing, you've already told her twice!' How should you respond?

Scenario four: A woman getting hassled on the train

You are on a crowded train and you see a man standing over a woman. You hear him make sexually suggestive comments about her breasts and body. The woman is trying to tell him to stop and looks very uncomfortable but the man pays no attention to what she is saying. Everyone else on the train is doing their best to ignore what is happening. How should you respond?

Activity 9: Where to go for help and how to help

Objective

For participants to understand how to access help and support if they or someone they know is experiencing an unhealthy or violent relationship



Time required

5 minutes

Resources

PowerPoint slides

Projector

Hand-outs with 'where to go for help' information

Instructions for facilitator

Please refer to appendix four for a referral sheet about how to respond to young people's disclosure of violence and the referral and support services that are available in Melbourne's west.

Hand out and talk through the referral sheet. Reiterate that young people can contact these services anonymously if they want to ask questions or seek further advice.

Activity 10: Training evaluation

Objective

Evaluate awareness and skills in respectful relationships, gender equity and peer education

Time required

10 minutes

Resources

Post-training evaluation surveys

Pens

Instructions for facilitator

Hand out the surveys and ask participants to complete them. Collect the surveys when participants are finished.

Finish by thanking participants for their contribution and participation during the session.

Professional development



Professional development

You, Me and Us provides professional development training to workers in schools and organisations delivering project. The training supports the sustainability of the project through increasing workers' knowledge and skills to continue discussions about respectful relationships with young people and provides them with audit tools and action plans to develop strategies to promote respectful relationships, gender equity and ethical behaviour within those settings.

Delivery and structure

The training developed and delivered by Women's Health West is informed by feminist frameworks and is designed to increase understanding of respectful relationships, gender equity and the prevention of violence against women. This approach is consistent with best practice approaches and research from the World Health Organization and VicHealth. We recommend that organisations planning to deliver the You, Me and Us professional development training seek facilitation support from an organisation with this in-depth knowledge.

Two facilitators delivered the training over one full day to support group work, audit tools, and action plans. As part of the process, a peer educator delivered an activity to provide insight into the peer educator strategy.

We developed a shorter, three-hour, version of this full day training session for sports clubs workers and volunteers to accommodate the flexibility that volunteer participants required. Please refer to appendix 7 for the training content and guide.

Supporting resources

Professional development resource booklet

Women's Health West provided participants with a resource booklet tailored to each setting. The booklets are designed to support participants learning during training and as a reference tool afterwards outlining definitions of violence against women, the causes of violence against women, how prevention programs work and examples of violence in young people's relationships. The booklet also explains how to respond to young people who disclose violence and provides details of the organisations and services to contact for further support and referral.

Audit tools and action plans

To ensure sustainability and to promote a whole-of-setting approach, action plans are a core component of the training. Action plans allow workers to develop practical strategies that can be implemented within their setting to promote respectful relationships and prevent violence against women. To support this process, we developed whole-of-organisation audit tools and action plans tailored to each of the four target settings: universities and TAFEs, schools, youth organisations and sports clubs. The tools support a whole-of-setting approach covering actions in four key areas:

1. Curriculum, teaching and learning: This area offers practical ways the organisation can build on



the respectful relationship education sessions for the benefit of young people.

2. Policies and practices: This section explores ways organisational policies and procedures can promote gender equity and respectful relationships.
3. The relationship between the organisation, parents, family and community: This area aims to ensure families and the broader community have a clear understanding of respectful relationships and the importance of discussing related topics with young people.
4. Organisational culture, ethos and environment: This part promotes gender equity and respectful relationships in relation to staff development, the physical environment, and highlights additional advocacy opportunities.

Audit tool

Participants were required to undertake a whole-of-organisation audit of existing respectful relationship strategies within their organisations prior to attending the training to capture what the organisation is already doing to promote respectful relationships. Participants refer to these audits when developing action plan strategies to identify gaps and build on existing organisational strategies. We recommend that audits completed with other relevant staff within the organisation to ensure a more thorough result, while promoting broader engagement across the organisation. Please refer to appendix 8 for setting-specific audit tools.

Action planning tool

We provide participants with a whole-of-organisation action planning tool to support the development of strategies that promote respectful relationships and gender equity within their school or organisation. Participants are required to identify at least two new strategies for each of the four different areas outlined in the audit tool. The professional development resource booklet provides setting-specific examples of strategies to assist participants to develop their action plan (see appendix 9). Each organisation should develop only one action plan. We have found that tailoring training for each organisation and inviting key decision-makers helps to ensure all levels of an organisation has the capacity and authority to undertake or advocate for action planning strategies.

Evaluation toolkit

Evaluating culture change and prevention of violence against women community programs



Evaluation toolkit: Evaluating culture change and prevention of violence against women community programs

Dr Sue Dyson developed this toolkit in collaboration with Women's Health West as an action research project. Strategies were developed for the Women's Health West You, Me and Us project. Using a primary prevention approach, the project implemented a series of education tools to promote gender equality and respectful relationships in priority areas to reduce violence against women. Priority areas included:

- Training a group of culturally and linguistically diverse young women aged 18 to 24 who live in Melbourne's west as peer educators and supporting them to deliver the education project
- Providing respectful relationships education for children aged 10 to 13 and for young adults to raise their awareness about ethical behaviour and to develop their skills in conducting respectful relationships
- Providing professional development training for adults in settings where the respectful relationships education sessions were delivered, including planning tools to apply to their settings.

The You, Me and Us project was self-evaluated by Women's Health West. However, collaborative process evaluation strategies were developed by Dr Sue Dyson, an evaluation academic, in conjunction with the WHW project coordinator and project worker. The evaluation strategies were designed to support the project coordinator and project staff to respond to the evaluation questions developed for the project. The project coordinator and project worker reviewed each strategy in an iterative process in which the evaluation tools were reviewed, adapted, used and modified to meet the particular needs of the project as it progressed. This toolkit is the result of this collaboration.

The You, Me and Us project was also externally evaluated by the University of Queensland, who were contracted by the Australian Government Department of Social Services.

What is evaluation?

This toolkit focuses on evaluation for social programs in community settings. Evaluation is a branch of research that focuses on a particular program or intervention to assess its worth or value. In this context, it is a process that can draw on all of the theories, techniques and strategies available to the researcher, which is used to understand and assess the worth or value of a program or process designed to affect people. Evaluation is an evolving science. Rather than waiting until a program is over, it is best employed as an ongoing, continuous process as the program is developing. Evaluation involves asking questions, reflecting on the answers to these questions and reviewing ongoing strategy and action (Department of Health and Aged Care, 2001). This leads to continuous improvement rather than a report sheet at the end of a project that indicates what worked and what did not. Evaluation is a critical component of every effective health promotion program. Only through a holistic process of planning, implementation and review can a program remain relevant, appropriate and dynamic.

Evaluation, like other kinds of research, is a political process. It takes place within an organisational context and is influenced by internal and external contexts. Social programs are influenced by a wide range of factors that cannot always be accounted for or measured using 'objective' measures. For example, you cannot always know exactly whether changes occurred as a result of the intervention you introduced through a program or as a result of influencing factors in the wider society or in the lives of individuals. It is impossible for the evaluator to bracket off the external environment.

The politics of research and evaluation — the ways in which the evaluator is positioned in relation to the evaluation and to its people and parts — can be overcome by reflexivity or reflexive practice. Power and culture are always at play in any social interaction and evaluators must acknowledge the influence of these on themselves and the work they are undertaking. This calls for 'critical engagement with the self', a process by which evaluators focus on the people, context, materials, data and historical ways in which knowledge is produced, and continually reflect on what is going on. There are four phases in any project when reflexivity is important: in the design phase, in the relations between existing knowledge and the subject being evaluated, in the selection of evaluation methods, and in the analysis and interpretation of data (Denzin, 2009).

Effective program evaluation does more than collect, analyse and provide quantitative data. It makes it possible for program stakeholders to understand and use information, to learn continually and to use new knowledge to improve programs.

Why evaluate?

In community programs, evaluation is an important part of any program plan. Building evaluation into plans helps to clarify the project purpose and desired outcomes. It also helps to build relationships between stakeholders and to achieve a higher level of accountability. Process and impact evaluation assists with continuous improvement in program design and delivery to achieve better results and to increase organisational and personal capacity to develop, implement, track progress and assess impacts and outcomes. In an environment which seeks evidence to justify funding, evaluation increases external demands for accountability and to understand what works and what does not work in a program and why.

Types of evaluation

Fundamentally, there are three main types of evaluation: process, impact and outcome. Each of these allows the evaluator to view what is happening at different times during the program from different perspectives. Each evaluation approach seeks to answer different questions or aims, and focuses on collecting different types of data. It is important to note that the terminology used can differ between groups and organisations. In this toolkit, we use the more commonly accepted terms, as described below.

Process evaluation

Process evaluation provides a way of understanding what is going on as the program is developing or forming. Reflection on processes by those who are most intimately involved or affected by a project provides an important source of data for process evaluation. This might include fieldwork diaries or worker meeting minutes. This kind of close-up knowledge might miss out on the views of the people who are directly involved in the program or who have some other knowledge about it, so seeking the views of others is also important.

Evaluation data might be gathered through:

- Engaging key stakeholders in regular reflection about the program as a whole or about different parts of the program
- Interviews with program participants or key informants
- Group interviews, forums, discussion or focus groups
- Observations or case studies

Impact evaluation

Impact evaluation examines whether targets have been achieved and looks at the immediate effects of the program and whether its goals and objectives were met. It makes judgements about effectiveness. Information for an impact evaluation can include:

- Numbers and metrics
- Knowledge and attitude changes, short-term or intermediate behaviour shifts, policies initiated or other institutional changes, resources produced
- Testing before and after implementation to establish changes in knowledge and attitudes
- Interviews, focus groups, observation

Outcome evaluation

Outcome evaluation reports on the long-term results of a program; for example, by analysing the maintenance of desired behaviour or culture change resulting from the work of a program over a period of time. For behaviour change programs, long-term change is desired, although seldom followed up. Outcome evaluations can report at three, six or twelve months after the program or intervention has ended. Outcome evaluations seek to answer cause-and-effect questions, and can also seek to identify unexpected changes that have resulted.

Evaluation and ethics

Ethical evaluation is based on a relationship of trust, mutual responsibility and ethical equality in which respect is central. The basic tenet of ethical research is to do no harm or cause no discomfort to the participants or the wider community. Ethical evaluation should have merit and not impose a burden on participants. Participation must be voluntary, and ensure participant privacy and anonymity wherever possible. The National Health and Medical Research Council's guidelines for ethical research were utilised for You, Me and Us project evaluation (see National Health and Medical Research Council, 2007).

You, Me and Us aims and evaluation research questions

The You, Me and Us project aim was to redress the drivers of men's violence against women by promoting equal and respectful relationships between young men and women. To evaluate whether the project achieved these aims, each component of You, Me and Us had specific research questions as detailed below.

Participants

In regards to participants in the respectful relationships education sessions, You, Me and Us project workers posed the following research questions to evaluate whether the project had increased the

capacity of young people to conduct respectful relationships. These questions were foundational in developing all the participant evaluation tools.

1. To what extent do participants in the settings where the program is being delivered report increased awareness of gender-equitable respectful relationships, ethical behaviour and preventing violence?
2. To what extent do participants in each setting report increased skills in conducting respectful relationships, ethical behaviour and preventing violence?

Pre- and post-session questionnaires were utilised to evaluate whether the sessions had met the aims outlined in the research questions (refer to the evaluation toolbox for tools).

Peer educators

The culturally and linguistically diverse female peer educators constituted a large part of the program and redressed the drivers of violence in multiple ways through their training, co-facilitation and leadership roles as youth ambassadors.

The following research questions were devised to assess whether the peer educators had received appropriate training and support to become peer educators, awareness and skills to conduct respectful relationships themselves, and the embedded knowledge and behaviour change to become youth ambassadors for the prevention of violence against women.

1. To what extent were peer educators satisfied with the peer education training that they received?
 - Did the peer educators feel satisfied with the support and supervision they received? To what extent was the support and supervision appropriate?
2. Did the training prepare them with the knowledge and skills they needed to deliver the training?
 - Did they have appropriate resources to deliver the program?
 - Were they confident to deliver the training in different settings?
3. Since participating in the You, Me and Us program, have peer educators engaged in other leadership programs or initiated any primary prevention of violence against women work in their school or community? Was it formal or informal?
4. What, if anything, has changed since their involvement in the You, Me and Us program?

To answer these research questions, the following tools were devised: pre- and post-training questionnaires, reflective journals, a session delivery debriefing tool, exit interviews and a project completion survey and workshop (refer to the evaluation toolbox for tools).

Professional development

The professional development training was a key component in effecting a whole-of-school or whole-of-organisation approach. The following research questions not only evaluated the impact of the training on workers, but also were central in determining to what extent the program had led to more inclusive, safe and respectful environments and gender-equitable cultures within the target settings as a whole.

1. In what ways do participants understand primary prevention of violence against women and gender-equitable, respectful relationships as a result of the training?
 - Do they report an increase in knowledge and skills in this area?
2. Do adults report an intention and commitment to promote gender-equitable, respectful relationships within their settings?

3. In what ways has the You, Me and Us project led to further primary prevention actions being conducted in these settings?
 - Were specific actions taken up, how were they received and was there other unintended or alternative primary prevention work that came about as an outcome of the project?

The following tools were utilised to answer these research questions: pre- and post-training questionnaires and evaluation of the outcomes for settings (refer to the evaluation toolbox for tools).

University of Queensland evaluation

The Australian Government Department of Social Services auspiced the University of Queensland Institute for Social Science Research to externally evaluate all twelve respectful relationship education projects that were funded under round three of the Gender Equality for Women Program. The University of Queensland only evaluated program participants and used a standardised tool across all twelve programs.

You, Me and Us received a questionnaire for each of the two age cohorts (10 to 13 year olds and 18 to 24 year olds). Participants were required to complete surveys before and after each session, and some young people participated in a longitudinal study three months post session delivery. The evaluation findings were not publicly released by the Department of Social Services.

Using standardised tools meant there were limitations to the roll out and execution of the evaluation. Limitations included the length and language of questionnaires. Given the cultural and linguistic diversity of the cohort, the language was inaccessible for some. The questionnaire also attempted to evaluate twelve different projects using the one tool, limiting its ability to measure You, Me and Us outcomes. The limitations affected the number of young people who participated in the evaluation and the overall evidence provided to the department regarding respectful relationships.

In conclusion, Women's Health West recommends creating tools that respond to the demographics of the area you are educating. It is vitally important that respectful relationships education program evaluations attempt to measure changes in attitudes, behaviours and knowledge and skills regarding gender equity.

Evaluation toolbox

Evaluating peer educators

A rigorous process, impact and outcome evaluation was conducted with the You, Me and Us peer educators, as they were a key part of the project. The following pre- and post-training questionnaires measured peer educators' attitudinal and behavioural change in regards to violence against women, gender equity, and their understanding of the role of a peer educator.

The pre-training questionnaire also asked young women to explain why they joined You, Me and Us and outline the skills they had to offer the project.

The post-training questionnaire enquired whether they had found the training program useful in becoming a peer educator. These questions gave the project workers insights into any discrepancies between motivation for entering the program and satisfaction with the training. See the answers section for answers to pre- and post-training questionnaires.

Objectives:	<p>Establish a baseline understanding among peer educators about knowledge and attitudes about violence against women</p> <p>Provide potential peer educators with the opportunity to reflect on their motivations and skills for the role</p>
What you need:	A copy of the pre- and post-training questionnaire for each participant
Time needed:	As long as it takes for all participants to complete each questionnaire (around 15 minutes per questionnaire)
How you do it:	<p>Hand out the pre-training questionnaire to each participant and explain that it will ask some questions about violence against women and girls</p> <p>Explain that the questionnaire also provides them with an opportunity to think about why they want to be a facilitator, and what they think they can contribute to the program and the wider community</p> <p>Explain that the questionnaire will be completely anonymous and they will not be asked to identify themselves in any way. Explain that it is not a test and will not be marked but will help the trainer/s to develop a program that suits their needs</p> <p>Explain that they will be asked to complete a similar questionnaire again after the training is completed, which will also provide a way for the trainer to assess how well the training program has worked</p> <p>At the end of the program, hand out the post-training questionnaire for participants to complete</p>

Peer educator pre-training questionnaire

This is not a test. The questionnaire provides us with an opportunity to assess the effectiveness of the peer educator training program. We will ask you some questions about you and your knowledge about, and attitudes towards, violence against women and girls. We will ask you to complete a similar questionnaire again after the training is completed.

Glossary of terms

It is important that you understand the meaning of words so that you know exactly what questions are asking of you. Here are some terms that will be used in the questionnaire and what they mean.

Gender-based violence is defined by the United Nations as violence that is directed against a woman because she is a woman or that affects women disproportionately. It includes any act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women and girls.

Intimate partner violence is one of the most common forms of men's violence against women. It involves a pattern of abusive behaviour by one partner against another in an intimate relationship such as a marriage, a dating relationship or a relationship between two people of the same sex.

Sexual assault includes sexual behaviour that makes a person feel frightened or threatened. It is sexual activity that to which a person does not consent and can take many forms including unwanted touching, sexual harassment and rape.

Informed consent involves a person having understood and freely agreed to take part in something.

Psychological and emotional abuse is behaviour that undermines a person's self-esteem and sense of self, such as threats, humiliation, intimidation and constant put-downs.

Economic deprivation is a form of abuse that commonly involves one person in a relationship controlling their partner's access to economic resources, such as withholding money for living expenses or preventing a person from getting a job.

Gender roles or what is considered masculine and feminine refers to the social and cultural behaviours, values and attitudes that are thought to be normal and appropriate for women and men. Unlike the biological differences between women and men, known as sex, gender roles are socially learnt, change over time and often differ among cultures.

Rigid gender stereotypes refer to fixed social ideas and behaviour about how a woman or man should behave. Gender stereotypes commonly value men and boys and devalue women and girls.

Health problems cause poor health and wellbeing for individuals, communities and for society more broadly.

First, some questions about violence against women

1. If a woman is raped while she is drunk or affected by drugs she is at least partly responsible.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

2. Rape results from men not being able to control their need for sex.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

3. If a woman or girl dresses or acts in a suggestive way, she is asking for whatever happens.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

4. Gender-based violence can take the form of: (tick all that apply)

- ☐ Physical violence
- ☐ Psychological and emotional abuse
- ☐ Sexist attitudes
- ☐ Sexual assault and rape
- ☐ Economic deprivation
- ☐ Verbal abuse
- ☐ Domestic or intimate partner violence

5. As a health problem, gender-based violence is: (tick the answer that best describes what you think)

- ☐ Not very serious
- ☐ Somewhat serious
- ☐ Moderately serious
- ☐ Serious
- ☐ Extremely serious

6. Violence against women in Australia is: (tick the answer that best describes what you think)

- ☐ Not very common
- ☐ Somewhat common
- ☐ Don't know
- ☐ Somewhat common
- ☐ Extremely common

7. Please tell us where you think domestic violence is likely to occur: (tick all that apply)

- ☐ In the average Aussie family
- ☐ In families that come from countries outside Australia
- ☐ In any family, regardless of race, religion, culture or sexual orientation
- ☐ In families where there is a breakdown in the parents' relationship
- ☐ In families where the parents are very young

8. Attitudes and behaviours that support gender-based violence include: (tick all that apply)

- ☐ Using language that belittles or puts women and girls down
- ☐ Assuming there are skills and abilities specifically related to being a woman or a man
- ☐ Name calling and wolf whistling at women
- ☐ The belief that 'some girls ask for it'
- ☐ Calling girls sluts or other insulting names

9. What factors do you think lead to gender-based violence? (tick all that apply)

- ☐ Alcohol and drug abuse
- ☐ A family history of violence
- ☐ Rigid stereotypes and gender roles for women and men
- ☐ Tolerance of sexist language and behaviour
- ☐ Other

10. Informed consent to sexual relations: (tick all that apply)

- ☐ Is given when both partners say or do something to communicate their consent
- ☐ Is when the woman does not say no
- ☐ Can be withdrawn at any time during sexual activity
- ☐ Cannot be given if someone is too drunk or high to understand what is happening

11. What I do can make a difference to ending violence against women.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

12. A woman cannot be raped by someone she is married to or in a relationship with.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

13. Women should not expect to have the same freedoms as men.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

14. A man who sexually assaults a woman is less responsible if he is drunk or affected by drugs.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

15. Women are more likely to be sexually assaulted by a stranger than someone they know.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

16. Women should worry less about their rights and more about becoming good wives and mothers.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

17. Women often falsely accuse men of rape because they regret having sex.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

18. The leaders of a community should largely be men.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

19. Harassment via repeated emails, text messages and other social media is a form of violence against women.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

20. How likely would you be to intervene in any way at all if you found out that a family member or close friend of yours was currently the victim of intimate partner violence?

☐ Very likely ☐ Somewhat likely ☐ Don't know ☐ Somewhat unlikely ☐ Very unlikely

If you answered very likely or somewhat likely, what do you think you might do?

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21. A respectful relationship between intimate partners is one where: (please tick all that apply)

- ☐ Both partners share all tasks around their home equally
- ☐ Each partner listens to and respects the other's ideas and opinions
- ☐ Partners share the care of children equally (if they have them)
- ☐ Partners negotiate domestic roles and responsibilities and come to an agreement that both are comfortable with
- ☐ Partners avoid the use of blaming language and sexist ideas in all their communications and actions

22. On the whole, women in Australia have achieved equality with men:

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

23. An effective peer educator should be: (please tick all that apply)

- ☐ A leader
- ☐ A counsellor
- ☐ A good communicator
- ☐ A role model
- ☐ A facilitator
- ☐ An expert in family violence

24. When working in groups, a peer educator should be: (please tick all that apply)

- ☐ A reflective listener
- ☐ Able to generate enthusiasm in the group
- ☐ Willing to challenge unacceptable views
- ☐ Able to respond to difficult questions
- ☐ Willing to share personal stories
- ☐ Conscious of making sure everyone contributes, even if that means interrupting others

25. How confident are you speaking in front of a large group of people? (please tick one)

- ☐ Very confident ☐ Confident ☐ Unsure ☐ Have some confidence ☐ Not at all confident

Next, some questions about you

26. We would like to know about the personal strengths or skills you think you can contribute to the program (please continue over page if you need more space).

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27. Please tell us what interested you about this program:

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28. Please tell us why you joined this program:

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Thank you for completing this questionnaire. We will ask you to complete a similar one after the training has finished. That way, we can get a sense of what worked and what did not work, what you have learned, and any changes that have occurred as a result of your participation in the training program.

Peer educator post-training questionnaire

This is not a test. The questionnaire provides us with an opportunity to assess the effectiveness of the peer educator training program. We will ask you some questions about you and your knowledge about, and attitudes towards, violence against women and girls.

Glossary of terms

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☐ Verbal abuse
☐ Domestic or intimate partner violence

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☐ Serious
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- ☐ Willing to challenge unacceptable views
- ☐ Able to respond to difficult questions
- ☐ Able to encourage enthusiasm
- ☐ Willing to share personal stories (if appropriate)
- ☐ Conscious of making sure everyone contributes, even if that means interrupting others.

25. How confident are you speaking in front of a large group of people? (please tick one)

- ☐ Very confident ☐ Confident ☐ Unsure ☐ Have some confidence ☐ Not at all confident

Now some questions about how you found the peer education training

26. How satisfied are you with the peer education training? (please tick one)

- ☐ Very satisfied ☐ Satisfied ☐ Unsure ☐ Somewhat satisfied ☐ Not at all satisfied

27. In preparation to become a peer educator, what was the most useful part of the training?

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28. In preparation to become a peer educator, what was the least useful part of the training?

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29. After having completed the training, do you feel that you have the knowledge and skills needed to confidently co-deliver a respectful relationship session for 10 to 13 year olds? (Please tick one)

☐ Yes ☐ No

If no, what additional support and supervision do you think you require?

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Thank you for completing this questionnaire.

Peer educator journal: questions for reflection

The peer educator journal was used to collate peer educator's reflections about the training they received after they had spent some time progressing through the program. It was implemented at three months post training.

Objectives:	<p>Provide the peer educator with opportunities to think about different aspects of the program</p> <p>Provide feedback to the program leaders based on your thoughts about the program</p>
Facilitator notes	Ensure that participants understand this is an evaluation activity. When asking them to do this activity, emphasise that what they write will not be shared with others in the group, but that you will be asking them to hand in their journals for you to read.
What you need:	Journals and copies of the questions for reflection (below) for each participant
Time needed:	This activity is best done in private at a pace that suits the participants
How you do it:	<p>Explain to participants that there are a number of questions that relate to different parts of the program and that these are designed to help them to reflect</p> <p>There are no right or wrong answers and there will be no consequences if they provide negative feedback</p> <p>The aim is to think through and communicate their reflections on the program as it develops</p> <p>Explain that they don't have to 'answer' the questions; the aim is to prompt their thinking. This is to help improve the program in the future</p> <p>Ask them to find a quiet time and private space for reflection on the program so far, to read through the questions, think about how they might respond and to make notes in their journals based on their thinking</p> <p>Hand out the prompt questions to participants.</p>

Prompt questions

Group process <p>Did you feel comfortable to contribute your ideas?</p> <p>Was there cooperation and mutual support?</p> <p>Is there a sense of trust in the group?</p>	Program content <p>Did you learn new things or gain a deeper understanding of the subject matter?</p> <p>Were the learning objectives for the session explained?</p> <p>Did you feel they were being achieved?</p>
Your participation <p>Was the pace too fast or too slow for you?</p> <p>Did you feel comfortable to participate?</p> <p>Were you able to contribute in large group activities? In small group activities?</p>	Becoming a peer educator <p>Do you feel you have the knowledge and skills to carry out the role?</p> <p>Do you feel confident to do it?</p> <p>What would help you to reach your goals and carry out the work?</p> <p>Overall, is there anything you think should change or be done differently?</p>

Peer educator debriefing: how did it go?

Using this questionnaire, peer educators were provided with an opportunity to debrief after their individual session delivery by way of providing feedback on the facilitation and session outcomes. Peer educators were emailed the questionnaire in the week following their session delivery. This gave peer educators the space to reflect on the session and then provide considered feedback.

Objectives:	Review the session after it is over with a view to identifying areas for improvement and celebrating success
Facilitator notes	This activity is best done with a partner when team facilitating, but can also be done alone.
What you need:	Copies of the reflection questionnaire for each participant
Time needed:	As long as it takes. This is best done after personal reflection
How you do it:	<p>When working with a co-facilitator, ideally each person completes the debriefing individually, after which both come together, share their reflections and plan for the future</p> <p>Distribute copies of the worksheet and ask the co-facilitators to complete the reflection worksheets individually, then to schedule time to meet and discuss each other's reflections.</p>

Peer educator session delivery debrief: reflection questionnaire

Rate how well you think the session delivery assisted young people to meet the following objectives

Reflect on objective 1: ‘To build young people’s capacity and skills to identify behaviours associated with healthy and unhealthy relationships’. Rate how well you think the session went for this objective.

- ☐ Excellent ☐ OK, but room for improvement ☐ So/so – could do better
- ☐ Lots of room for improvement ☐ Really disappointing

Why did you rate it like that? What (if anything) would you change next time?

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Reflect on objective 2: ‘To build young people’s capacity and skills to identify attitudes and behaviours that underpin and perpetuate gender inequity’. Rate how well you think the session went for this objective.

- ☐ Excellent ☐ OK, but room for improvement ☐ So/so – could do better
- ☐ Lots of room for improvement ☐ Really disappointing

What (if anything) would you change next time?

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Reflect on objective 3: ‘To build young people’s capacity and skills to access help and support if they or someone they know is experiencing an unhealthy or violent relationship’. Rate how well you think the session went for this objective.

- ☐ Excellent ☐ OK, but room for improvement ☐ So/so – could do better
- ☐ Lots of room for improvement ☐ Really disappointing

What (if anything) would you change next time?

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Identify three things that worked well during the session

1.
2.
3.

In relation to leadership and facilitation, how well did you and your partner cooperate to run the program? Is there anything you would do differently in future?

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Were you happy with the session outline? Is there anything you would change in future?

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Is there anything you would like to learn more about or understand better to help you achieve any of the things you said you'd like to change?

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What would be the best ways to make that happen? Note your ideas here.

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Peer educator exit interviews

You, Me and Us engaged culturally and linguistically diverse young women aged 18 to 24 as peer educators in a staged approach over the course of the project. Peer educators were trained and then co-facilitated session delivery over a one-year period. A small number of peer educators exited the program before it finished, and in these cases, the following exit interviews were conducted to further understand the peer educator's experience of the project and provide important feedback for program reflection.

The exit interviews were tailored to the individual peer educators by only utilising questions that related to the parts of the project that they were involved in. All peer educators were asked questions related to the 'outcomes of involvement' theme.

Objectives:	<p>Understand, from the perspective of the exiting peer educator, what worked and what can change in future to improve the program.</p> <p>Provide the exiting peer educator with an opportunity to provide feedback on their experience</p> <p>Assess the needs of the peer educators for further support or advice</p>
Facilitator notes	<p>This exit interview gathers qualitative data. Working in prevention of violence against women programs can be emotional and sometimes stressful work. It is important to make sure that anyone working in this area leaves with an opportunity to reflect on the project and the impact it has had on them.</p>
What you need:	<p>Copies of the exit questions for the interviewer and a quiet, private space</p>
Time needed:	<p>As long as is needed to complete the interview, allowing plenty of time for the interviewee to discuss their experiences, feelings and thoughts</p>
How you do it:	<p>Provide the peer educator with a copy of the interview questions, at least a week prior, to ensure they have time to consider their responses</p> <p>Ensure the interviewee is comfortable and at ease</p> <p>Explain the importance of the exit interview to the program, to you as the project worker and to each individual peer educator</p> <p>Do not ask the questions by rote. Use a conversational tone and approach the questions in a semi-structured way. This allows the interview to flow more easily and for the interviewer to follow unexpected directions that might arise</p> <p>Explain that this is not a counselling session, but if they want to access counselling or support you can provide a referral.</p>

Exit interview themes and prompt questions

Theme	Prompt question
Recruitment and selection	<p>Can you tell me about how you came to be involved in the program?</p> <p>Can you tell me why you decided to leave the program?</p> <p>Do you think you had a clear understanding about the program when you joined it?</p>
Training content and process	<p>How was the training program for you?</p> <p>What were the best parts?</p> <p>Did you learn new things or gain a deeper understanding of the topics that were covered?</p> <p>Is there anything you would change?</p> <p>Did you feel like the pace of the training was right for you?</p>
Support and supervision	<p>After the training were you involved in co-facilitating any education sessions?</p> <p>(If no) can you tell me a bit about why not?</p> <p>(If yes) did you feel well supported?</p> <p>Which parts did you enjoy?</p> <p>Which parts were harder for you?</p> <p>Did you ever feel like it was emotionally difficult?</p> <p>(If yes) did you get the support you needed? Can you tell me how that happened?</p>
Network meetings	<p>Did you attend network meetings?</p> <p>(If no) why not?</p> <p>(If yes) did you find them helpful in supporting your development as a peer educator?</p> <p>What were the best or most interesting parts of the meetings?</p> <p>Would you like to see any parts of the network meetings done differently in future?</p>
Outcomes of involvement	<p>Since your involvement in the program have you talked about violence against women or respectful relationships with anyone else? Can you explain how and with whom?</p> <p>Have you become involved in any other education or community development work related to respectful relationships or violence against women?</p> <p>What were the most significant things for you about the program?</p> <p>What, if anything, has been the most significant change for you from your involvement with the program?</p> <p>Are there any last comments you would like to make?</p>

Peer educator project completion evaluation

Peer educators were invited to an end of program evaluation workshop to complete a final impact evaluation. The workshop utilised the project completion survey questions, reformatted into a workshop that included group discussion, shared reflections, pair and group work, journal writing and a short questionnaire.

Any peer educators who were unable to attend the workshop were contacted via phone and interviewed using the project completion survey.

Objectives:	<p>Understand, from the perspective of the peer educator, what worked and what can change in future to improve the program</p> <p>Provide the peer educator with an opportunity to give feedback on their entire experience of the program</p> <p>Provide a space for peer educators to reflect on and share the impact that the program has had on their lives</p>
Facilitator notes	<p>Prepare for each interview by recalling the positive contributions that particular peer educator has made to the program, which you can feed back to them at the close of the interview.</p>
What you need:	<p>Whiteboard, markers, paper, pens, box with a slot</p> <p>For phone interviews, copies of the project completion phone survey and digital recording device</p>
Time needed:	<p>As long as is needed to complete the survey</p>
How you do it:	<p>Explain the importance of the project completion evaluation to the program, to you as the project worker and each individual peer educator</p> <p>Do not ask the questions by rote. Use a conversational tone and approach the questions in a semi-structured way. This allows the interview to flow more easily and for the interviewer to follow unexpected directions that might arise</p> <p>Complete the interview by reflecting and commenting on any significant changes that have arisen from their involvement in the program</p> <p>Thank the peer educator for their hard work and contribution to the program.</p>

Peer educator project completion workshop

Pre-workshop questionnaire

Training

For your role as a peer educator, how useful was the training you received?

☐ Extremely useful ☐ Useful ☐ Neutral ☐ Not useful ☐ Not at all useful

For you personally, how useful was the training you received?

☐ Extremely useful ☐ Useful ☐ Neutral ☐ Not useful ☐ Not at all useful

How useful was the peer education booklet handed out in training?

☐ Extremely useful ☐ Useful ☐ Neutral ☐ Not useful ☐ Not at all useful

Have you used this booklet since the training?

☐ Yes ☐ No

What has happened for you since the You, Me and Us training

Since the training have you talked about prevention of violence against women or respectful relationships with anyone else?

☐ Yes ☐ No

If no, why not?

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If yes, can you tell us who you have talked to about these matters?

- ☐ Adult family members
- ☐ Teenage or child family members
- ☐ My partner/girlfriend/boyfriend
- ☐ Young people in the community
- ☐ Groups I have presented the program to
- ☐ Work colleagues or people at university
- ☐ Other (please explain)

Sessions

If you did not deliver any respectful relationship education sessions:

1. Can you explain why not?

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2. Is there anything the program could have done to assist you to deliver sessions?

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If you have delivered sessions, how satisfied were you with the support and supervision from the project worker/s?

☐ Extremely satisfied ☐ Satisfied ☐ Neutral ☐ Not satisfied ☐ Not at all satisfied

Network meetings

Did you regularly attend network meetings?

☐ Yes ☐ No

If no, can you explain why not?

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If yes, how useful were the network meetings to support you to undertake your role as a peer educator?

☐ Extremely useful ☐ Useful ☐ Neutral ☐ Not useful ☐ Not at all useful

Activity-based workshop questions

Facilitator introduction

We would like to better understand your experience with the You, Me and Us project.

Facilitator notes

Provide butcher's paper and a whiteboard for group brainstorming activities.

Activities	Questions
<p>Give participants two minutes to think about the following questions and to write down the answers</p> <p>Then ask all participants to share their answers to questions 1 and 2</p> <p>Ask participants who answered yes to questions 3 to 5 to provide examples</p> <p>Collect participants' written answers at the end</p>	<ol style="list-style-type: none"> 1. Since your involvement in the program, what are three significant things you have learnt or come to better understand? Please explain. 2. From your involvement in the program, what (if anything) has been the most significant change for you personally? Please explain. 3. Since becoming involved as a peer educator, have you taken on any leadership roles/tasks within your communities (e.g. at school, work, university or as a volunteer)? If yes, please describe. 4. Have you become involved with any other education or community development work related to respectful relationships or violence against women? If yes, please describe. 5. Has your involvement in the program influenced any decisions you have made about your work or study? If yes, please describe.
Sessions	
<p>Write questions 1 and 2 on the whiteboard</p> <p>Ask peer educators to come and write 'yes' or 'no' under each question</p> <p>Explain that the closer the Yes/No is written to the question, the more they agree/disagree</p> <p>Discuss questions 3 and 4 as a large group</p>	<p>Did the program provide you with the skills and knowledge to:</p> <ol style="list-style-type: none"> 1. Deliver content on respectful relationships? 2. Facilitate session activities and discussion? 3. For the above questions that received a 'no': What could have been improved to assist you to develop skills and knowledge in these areas? 4. For questions that received a 'yes': What part of the program do you think contributed most to achieving this
<p>Discuss questions 1 to 3 in pairs and then share with the larger group</p>	<ol style="list-style-type: none"> 1. What do you think worked best in the sessions in relation to supporting young people to better understand respectful relationships? 2. What do you think could have been improved in relation to supporting young people to better understand respectful relationships? 3. How (if at all) would you suggest the session content and/or delivery style be changed? (Limit your suggestions to three things to discuss with the larger group)

Training	
<p>Divide into groups of 3 to 4</p> <p>Ask participants to discuss question 1 and 2 in their groups</p> <p>Ask groups to decide on two things from each question that are the most important to share with the larger group</p>	<ol style="list-style-type: none"> 1. Thinking about your experience of the training, is there anything you would like to change or add? 2. Can you tell us about any stand-out messages you recall from the training?
Support and supervision	
<p>Ask participants to answer questions 1 to 5 on an anonymous worksheet and then put it into the provided box</p> <p>Once everyone has done this, ask participants to pick another worksheet out of the box and read it out</p> <p>This is to keep it confidential</p>	<ol style="list-style-type: none"> 1. When you facilitated a session, was it ever emotionally difficult? If yes can you tell us: 2. Did you get the support you needed? 3a. If yes, what was good about it? 3b. If no, what would have helped you? Overall: 4. What was the most useful support you received as a peer educator? 5. How could the project improve the support it provided to peer educators?
Network meetings	
<p>Discuss questions 1 to 3 in groups of three</p> <p>Then ask each group to present back a summary of their discussion to the larger group</p>	<ol style="list-style-type: none"> 1. What were the best/most interesting parts of the meeting? 2. Could the network meetings be improved in any way? 3. How could the network meetings be changed to allow you to attend them/more of them?
Other feedback	
<p>Ask participants to discuss question 1 as a large group (without facilitators)</p> <p>Ask the group to decide on the three most important things discussed to feed back to facilitators</p> <p>Also have a blank piece of paper and a box so that participants can give additional feedback at the end if they want</p>	<ol style="list-style-type: none"> 1. Do you have any other thoughts or comments on the program and your experience you would like to share?

Thank you for taking the time to participate in this workshop.

Peer educator project completion phone survey

We would like to better understand your experience with the You, Me and Us project.

The training

For your role as a peer educator, how useful was the training you received?

☐ Extremely useful ☐ Useful ☐ Neutral ☐ Not useful ☐ Not at all useful

For you personally, how useful was the training you received?

☐ Extremely useful ☐ Useful ☐ Neutral ☐ Not useful ☐ Not at all useful

Can you tell us about any stand-out messages you recall from the training?

How useful was the peer education booklet handed out in training?

☐ Extremely useful ☐ Useful ☐ Neutral ☐ Not useful ☐ Not at all useful

Have you used this booklet since the training?

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What has happened for you since the peer educator training

Since the training have you talked about prevention of violence against women or respectful relationships with anyone else?

☐ Yes ☐ No

If no, why not?

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.....

If yes, can you tell us who you have talked to about these matters?

- ☐ Adult family members
- ☐ Teenage or child family members
- ☐ My partner/girlfriend/boyfriend
- ☐ Young people in the community
- ☐ Groups I have presented the program to
- ☐ Work colleagues or people at university
- ☐ Other (please explain)

Since your involvement in the program, what are three significant things you have learnt or come to better understand? Please explain.

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From your involvement in the program, what (if anything) has been the most significant change for you personally? Please explain.

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Since becoming involved as a peer educator, have you taken on any leadership roles/tasks within your communities (e.g. at school, work, university or as a volunteer)? If yes, please describe.

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Have you become involved with any other education or community development work related to respectful relationships or violence against women? If yes, please describe.

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Has your involvement in the program influenced any decisions you have made about your work or study? If yes, please describe.

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Sessions

Did the program provide you with the skills and knowledge to:

Deliver content on respectful relationships?

- ☐ Definitely ☐ Mostly ☐ Neutral ☐ Somewhat ☐ Not at all

Facilitate session activities and discussion?

- ☐ Definitely ☐ Mostly ☐ Neutral ☐ Somewhat ☐ Not at all

If you answered somewhat or not at all to any of the above questions, what could have been improved to assist you to develop these skills and knowledge?

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If you have delivered sessions, please answer the following questions:

What do you think worked best in the sessions you delivered in relation to supporting young people to better understand respectful relationships?

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What do you think could have been improved in relation to supporting young people to better understand respectful relationships?

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How satisfied were you with the support and supervision from the project worker/s?

☐ Extremely Satisfied ☐ Satisfied ☐ Neutral ☐ Not satisfied ☐ Not at all satisfied

When you facilitated a session, did you ever feel as if was emotionally difficult?

☐ Yes ☐ No

If yes, did you get the support you needed?

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If no, can you tell us what would have helped you?

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If you have not delivered any sessions:

Can you explain why not?

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Is there anything that the program could have done to assist you in being able to deliver sessions?

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Network meetings

Did you regularly attend network meetings?

☐ Yes ☐ No

If no, why not?

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If yes, how useful were the network meetings to support you to undertake your role as a peer educator?

☐ Extremely Useful ☐ Useful ☐ Neutral ☐ Not Useful ☐ Not at all useful

What were the best/most interesting parts of the meeting?

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What (if anything) could have been improved about the meetings?

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Thank you for taking the time to complete this questionnaire.

Evaluation activities

The following activities were used to gain feedback and evaluation data in settings where a formal questionnaire would have been unsuitable or participants either did not have time or the language skills to complete a questionnaire within the nominated time. The facilitators often made these decisions in consultation with the teachers, coaches or program workers overseeing the session. Facilitators would choose two of the evaluation activities to complete with the group, some of which doubled as participatory learning strategies.

Evaluation voting

This activity was used for 10 to 13 year olds in primary schools, youth organisations and sporting clubs.

Objectives:	Introduce movement and provide opportunities for participants to have fun while making public statements about the session in which they have participated
Facilitator notes	<p>It is useful for the facilitator to participate in this activity, but delay your own response until nearly all the participants have voted to ensure you do not influence their responses.</p> <p>The questions provided here are evaluation questions, but you could substitute questions about respect, gender equality or any other subject that is the focus of the session.</p>
What you need:	Clear instructions about what the voting signs are for participants. This is best done by showing them before the questions start.
Time needed:	10 minutes
How you do it:	<ol style="list-style-type: none"> 1. Ask participants to sit in a circle, and join them in the circle 2. Explain that there are five hand gestures that they can use to respond to some statements you will read you. The gestures are: <ol style="list-style-type: none"> i. Thumbs down with a stirring motion (strongly disagree) ii. Thumbs down (disagree) iii. Arms folded in front (neutral) iv. Hands up (agree) v. Hands up and waving around (strongly agree) 3. Explain that there are no right or wrong answers. The way each person votes represents how they think right now, their answers might be different at another time 4. Read out the statements one at a time. Ask participants to vote quickly, without too much thought or any discussion.

Suggested statements:	<ul style="list-style-type: none"> • I enjoyed this session (process question) • I felt comfortable and relaxed (process question) • I would like to know more about the subject (impact question) • I learned something new (impact question) • I will talk about this with my parents (impact question) • I will talk about this with my friends (impact question) <p>(Insert your own statements based on the program content and what you want to understand or get feedback on)</p> <p><i>A sample statement based on ethical behaviour:</i></p> <p>I would step in if I saw someone else getting hurt</p>
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Twittering about respect

This activity was used to gather qualitative data from child and adult participants of the You, Me and Us program. Younger participants often do not have a Twitter or Facebook account, so they were asked to provide a 'status update'.

Objectives:	Help participants identify the components of ethical, respectful relationships
Facilitator notes	<p>The statements are designed to elicit information for the evaluation of a session or program. The activity can be used with a range of different kinds of statements depending on the objective of the session you are conducting.</p> <p>Depending on the time you have available and the size of the group, select around five statements from the list below, or make up statements to suit your needs.</p>
Time needed:	10 to 15 minutes
What you need:	Flip chart paper, adhesive putty, coloured felt-tip pens.
How you do it:	<ul style="list-style-type: none"> • At the top of each sheet of flip chart paper write a different statement – these will be graffiti sheets for participants to write their thoughts on. Post these sheets around the room • Explain how Twitter/Facebook/status updates work. Explain that they can only write short statements that are limited to 140 characters • Ask participants to remember they should only use a limited number of words, and move around the room responding to the statement at the top of each sheet of paper. • Place posters around the room with a selection of the following headings: <ol style="list-style-type: none"> 1. Today I learnt.... 2. A respectful relationship is.... 3. In a respectful relationship you do not.... 4. Guys should... 5. Girls should ... 6. We know we have gender equity when ... 7. To be ethical, a relationship should be ...

Participant evaluations

You, Me and Us 10 to 13 year old questionnaires

Two questionnaires regarding ethical relationships and gender roles were originally written for the 10 to 13 year old cohort for the You, Me and Us project. You, Me and Us piloted these two questionnaires with 10 to 13 year olds and determined that there were too many questions for students of that age to complete within the allotted time frame. The original ethical relationships and gender roles questionnaires for 10 to 13 year olds are included here for information.

In collaboration with Sue Dyson, the project workers compiled an edited questionnaire that was used to evaluate the 10 to 13 year old participants before and after each session. These pre- and post-session questionnaires were used to evaluate young people in schools, youth organisations and sporting clubs and monitor immediate changes in awareness, knowledge and skills about gender equitable respectful relationships and ethical behaviour.

For answers to the pre- and post-session questionnaires, see the answers section of this toolkit.

Objectives:	Build young people's capacity and skills to: <ul style="list-style-type: none"> • Identify behaviours associated with healthy and unhealthy relationships • Identify attitudes and behaviours that underpin and perpetuate gender inequity • Access help and support if they or someone they know is experiencing an unhealthy or violent relationship
Facilitator notes	This short questionnaire can be used as a pre/post-test to understand attitudes before a program and later after the program to evaluate any changes in attitudes.
Time needed:	Copies of the questionnaire for each participant. Do not ask participants to identify themselves on the questionnaire to encourage openness and honesty
What you need:	10 to 15 minutes
How you do it:	<ul style="list-style-type: none"> • Explain that the questionnaire will not be marked like a test, but is for you to evaluate how well the program has worked • Explain that the questionnaires are anonymous • Ask the participants to respond to the statements in the questionnaire • When they are done collect the completed questionnaires and retain for compiling and analysis • Follow up with an activity that encourages movement and fun to ensure that participants leave feeling happy and invigorated

Ethical relationships questionnaire for 10 to 13 year olds

This questionnaire was designed to evaluate 10 to 13 year old participants in schools, youth organisations and sporting clubs. Pre- and post-session questionnaires were used to compile data about immediate changes in awareness, knowledge and skills about respectful relationships and ethical behaviour.

This tool was piloted with a small group of young people to ensure it was relevant, age appropriate and applicable. You, Me and Us piloted this questionnaire with a small group of young people to ensure it was relevant, age appropriate and applicable, and determined that there were too many questions for students of that age to complete within the allotted time frame.

Objectives:	Build young people's capacity and skills to: <ul style="list-style-type: none">• Identify behaviours associated with healthy and unhealthy relationships• Access help and support if they or someone they know is experiencing an unhealthy or violent relationship
Facilitator notes	This short questionnaire can be used as a pre/post-test to understand attitudes before a program and later after the program to evaluate any changes in attitudes.
What you need:	Copies of the questionnaire for each participant. Do not ask participants to identify themselves on the questionnaire to encourage openness and honesty
Time needed:	10 minutes
How you do it:	<ul style="list-style-type: none">• Explain that the questionnaire will not be marked like a test, but is for you to evaluate how well the program has worked• Explain that the questionnaires are anonymous• Explain that this survey asks questions about all kinds of relationships including family relationships and friendship. Ask them to choose one person in their mind and respond to the statements below according to how they would rate that relationship• When they are done, collect the completed questionnaires and retain for compiling and analysis

Questionnaire

1. When I am with this person I feel completely comfortable and accepted for who I am. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

2. I don't feel comfortable to disagree with this person because if I do they might make fun of me or not like me anymore. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

3. With this person, when we are together we have fun and enjoy each other's company, no pressure. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

4. I can confide in this friend and know they will listen to me and be there for me if I need them. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

5. Even if I don't hang out with this friend all the time I know they will still be my friend next time we get together. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

6. Even though we don't like the same things, or don't agree on everything, we are still good friends. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

7. This person makes fun of me if I don't agree with them. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

8. When I disagree with this person, they get angry and sometimes I think they might even hit me. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

9. If we have an argument we are able to say sorry and still be friends. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

10. If a friend makes me angry and I throw something at him or her, is my behaviour?

- ☐ Very respectful ☐ Respectful ☐ Don't know ☐ Not very respectful ☐ Not at all respectful

11. You have a fight with a friend, and later he tells you how that makes him feel. Do you think this is:

- ☐ Very respectful ☐ Respectful ☐ Don't know ☐ Not very respectful ☐ Not at all respectful

12. You put mean messages on Facebook about one of the kids in your class. Do you think this is:

- ☐ Very respectful ☐ Respectful ☐ Don't know ☐ Not very respectful ☐ Not at all respectful

13. If someone older or stronger tries to hurt or bully me, I would:

- ☐ Report it to a teacher or trusted adult
- ☐ Fight back, if necessary with physical force
- ☐ Try to defuse the situation by changing the subject or cracking joke
- ☐ Do nothing, telling would just make it worse
- ☐ Talk to a friend afterwards and see what he or she thinks I should do

14. If I saw someone I know being hurt or abused by someone else, I would (tick all that apply)

- ☐ Report it to a teacher or trusted adult
- ☐ Fight back, if necessary with physical force
- ☐ Try to defuse the situation by changing the subject or cracking joke
- ☐ Do nothing, telling would just make it worse
- ☐ Talk to a friend afterwards and see what he or she thinks I should do

Gender roles questionnaire for 10 to 13 year olds

This questionnaire was designed to evaluate 10 to 13 year old participants in schools, youth organisations and sporting clubs. Pre- and post-session questionnaires were used to compile data about immediate changes in awareness, knowledge and skills about gender equity.

You, Me and Us piloted this questionnaire with a small group of young people to ensure it was relevant, age appropriate and applicable, and determined that there were too many questions for students of that age to complete within the allotted time frame.

Objectives:	Build young people's capacity and skills to: <ul style="list-style-type: none"> Identify attitudes and behaviours that underpin and perpetuate gender inequity
Facilitator notes	This short questionnaire can be used as a pre/post-test to understand attitudes before a program and later after the program to evaluate any changes in attitudes.
What you need:	Copies of the questionnaire for each participant. Do not ask participants to identify themselves on the questionnaire to encourage openness and honesty
Time needed:	10 to 15 minutes
How you do it:	<ul style="list-style-type: none"> Explain that the questionnaire will not be marked like a test, but is for you to evaluate how well the program has worked Explain that the questionnaires are anonymous Ask the participants to respond to the statements in the questionnaire When they are done collect the completed questionnaires and retain for compiling and analysis Follow up with an activity that encourages movement and fun to ensure that participants leave feeling happy and invigorated

Questionnaire

1. Women and men should share responsibility for raising children equally.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

2. Men should earn more than women; they have to support a family.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

3. Girls are more emotional than boys.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. Women can't do heavy labour; they are more suited to domestic work.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

5. Housework and childcare are a mother's responsibility.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

6. Women are better at caring for others than men.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

7. Appearance and fashion are more important for girls than it is for boys.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

8. Boys are better at adventure and contact sports than girls.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Pre-session questionnaire for 10 to 13 year olds

In this section we ask you to think about all kinds of friendship, with both males and females, and respond to the statements according to how you would rate the relationship.

1. I can tell my friend anything and know they will listen to me and accept me for who I am. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

2. I know they will still be my friend, even if I hang out with other friends sometimes. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

3. Even though we don't like the same things, or don't agree on everything, we are still good friends. Is this relationship?

☐ Respectful ☐ Mostly respectful ☐ Not sure ☐ Mostly disrespectful ☐ Disrespectful

4. You have a fight with a friend, and later they tell you how it makes them feel. Is this?

☐ Very respectful ☐ Respectful ☐ Don't know ☐ Not very respectful ☐ Not at all respectful

5. Pink is for girls and blue is for boys.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

6. Girls and boys are too different, they can't be equal.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

7. Women shouldn't work in a paid job. They are more suited to housework and childcare.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

8. Boys are better at sports, like football, than girls.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

9. If you put mean messages on Facebook about one of the kids in your class, would this be?

☐ Very respectful ☐ Respectful ☐ Don't know ☐ Not very respectful ☐ Not at all respectful

In the following section you can tick more than one box if you have more than one answer.

10. If someone older or stronger tries to hurt or bully me, I would:

- ☐ Report it to a teacher or trusted adult
- ☐ Fight back, if necessary with physical force
- ☐ Stand up for myself by telling them to stop hurting me and how it makes me feel
- ☐ Try to change the subject or make a joke
- ☐ Do nothing, telling would just make it worse
- ☐ Talk to a friend afterwards and see what he or she thinks I should do

11. If I saw someone I know being hurt or abused by someone else, I would:

- ☐ Report it to a teacher or trusted adult
- ☐ Step in to try and stop it happening, if necessary with physical force
- ☐ Stand up for the person being hurt by telling the bully to stop
- ☐ Step in and try to change the subject or make a joke
- ☐ Do nothing, it's none of my business
- ☐ Talk to my friend afterwards and suggest he or she tells their parents or a teacher

12. Boys can wear skirts.

- ☐ Definitely not!
- ☐ No, it's weird and they'll get laughed at
- ☐ I'm not sure
- ☐ Yes, people can wear whatever they want to
- ☐ Yes, because in some countries it's what men wear

13. If a boy calls another boy 'a girl' it is:

- ☐ Only a joke
- ☐ An insult
- ☐ I'm not sure
- ☐ Saying that girls are weak and scared

14. Tell us what you enjoyed about today's You, Me and Us session:

.....

.....

15. Tell us what you learnt in today's You, Me and Us session:

.....

.....

.....

You, Me and Us 18 to 24 year old questionnaires

These questionnaires were used to evaluate 18 to 24 year old participants in higher educational institutions, youth organisations and sporting clubs. Pre- and post-session questionnaires were completed to compile data about immediate changes in awareness, knowledge and skills about gender equitable respectful relationships and ethical behaviour.

For answers to these pre- and post-session questionnaires, see the answers section of this toolkit.

Objectives:	Build young people's capacity and skills to: <ul style="list-style-type: none"> • Identify behaviours associated with healthy and unhealthy relationships • Identify attitudes and behaviours that underpin and perpetuate gender inequity
Facilitator notes	These short questionnaires can be used as a pre/post-test to understand attitudes before a program and later after the program to evaluate any changes in attitudes.
What you need:	Copies of the questionnaire for each participant. Do not ask participants to identify themselves on the questionnaire to encourage openness and honesty
Time needed:	10 to 15 minutes
How you do it:	<ul style="list-style-type: none"> • Explain that the questionnaire will not be marked like a test, but is for you to evaluate how well the program has worked • Explain that the questionnaires are anonymous • Ask the participants to respond to the statements in the questionnaire • When they are done, collect the completed questionnaires and retain for compiling and analysis

Pre-session questionnaire for 18 to 24 year olds

1. In Australia, violence against women is: (tick the answer that best describes what you think)

- ☐ Not very common
- ☐ Somewhat uncommon
- ☐ Don't know
- ☐ Somewhat common
- ☐ Extremely common

2. Intimate partner violence includes such things as: (tick all that apply)

- ☐ Physical violence between partners
- ☐ Being belittled or put down by a partner or friends
- ☐ Sexist attitudes and expectations
- ☐ Sexual assault and rape by a stranger
- ☐ Being pressured to have sex against your will
- ☐ Rape or sexual assault by an intimate partner
- ☐ Spreading rumours about someone's sex life
- ☐ Texting or sharing intimate photos or images of another person using electronic media
- ☐ Date rape

3. Please tell us where you think domestic violence is likely to occur: (tick all that apply)

- ☐ In the average Aussie family
- ☐ In families that come from countries outside Australia
- ☐ In any family, regardless of race, religion, culture or sexual orientation
- ☐ In families where there is a breakdown in the parents' relationship
- ☐ In families where the parents are very young
- ☐ Other (please explain)
-
-

4. Attitudes that support violence against women include: (tick all that apply)

- ☐ Using language that belittles or puts women and girls down
- ☐ Assuming there are skills and abilities specifically related to being a woman or a man
- ☐ Name calling and wolf whistling at women
- ☐ The belief that 'some girls ask for it'
- ☐ Calling girls sluts or other insulting names

5. Informed consent to sexual relations: (tick all that apply)

- ☐ Is given when both partners say or do something to communicate their consent
- ☐ Is given when the woman does not say no
- ☐ Can be withdrawn at any time during sexual activity
- ☐ Cannot be given if someone is too drunk or high on drugs to understand what is happening.

6. A respectful relationship is one where friends or partners: (tick all that apply)

- ☐ Listen to and respect each other's ideas and opinions
- ☐ Don't mind if last minute plans are sometimes broken.
- ☐ Are able to be free to be themselves without fear of criticism or judgment
- ☐ Only spend time with each other and rarely see other friends
- ☐ Can trust each other
- ☐ Do not pressure each other to do anything they feel uncomfortable about
- ☐ Avoid the use of blaming language and sexist ideas in all their communications and actions

7. If a female friend tells you she has been a victim of intimate partner or sexual assault what should you do? (tick all that apply)

- ☐ Ask her what she wants to do and support her to do it
 - ☐ Suggest she sees a counsellor and check out where she can get help
 - ☐ Ask her what she did to cause it and make suggestions to help her avoid it happening in future
 - ☐ Other
-
-

8. What factors do you think cause violence against women? (tick all that apply)

- ☐ Alcohol and drug abuse
 - ☐ A family history of violence
 - ☐ Rigid stereotypes and gender roles for women and men
 - ☐ Tolerance of sexist language and behaviour
 - ☐ Other
-
-

9. You notice that some of your (male) Facebook friends are publicly posting pictures of one of your female friends and inviting others to make sexist and suggestive comments about her body and her sexuality. Would you do anything to intervene?

- ☐ Yes ☐ No

If you answered yes, what do you think you would do?

EVALUATION

10. At a party you are attending, a (female) friend tells you she is upset because she is being harassed by another (male) friend and he won't take no for an answer. Please tell us three things you might do to help.

1.
2.
3.

11. (For men only) You are in a pub with a group of mates who start making sexist and sexually suggestive comments about a woman in the bar. You feel uncomfortable about what they are saying. What would you do?

- ☐ Nothing, it's none of my business
 - ☐ Nothing, even though it makes me uncomfortable, I don't want my mates to think I'm a kill-joy
 - ☐ Try and change the subject or make a joke to shift their attention
 - ☐ Tell them it's not okay to talk about women like that
 - ☐ Other
-
-

12. (For women only) You are in a pub with a group of female friends. Some are getting pretty drunk and having a great time. One of the girls in your group who you think is pretty drunk is being chatted up by a man she has just met. He is part of a group who also seem to be drinking quite a bit. What would you do?

- ☐ Nothing, it's none of my business
 - ☐ Nothing, even though I worry that she could regret it later, I don't want my friends to think I'm a kill-joy
 - ☐ Try and get her out of there by making jokes and distracting her
 - ☐ Call a taxi and take her home, she will thank me in the morning.
 - ☐ Other
-
-

Thank you

Post-session questionnaire for 18 to 24 year olds

1. In Australia, violence against women is: (tick the answer that best describes what you think)

- ☐ Not very common
- ☐ Somewhat uncommon
- ☐ Don't know
- ☐ Somewhat common
- ☐ Extremely common

2. Intimate partner violence includes such things as: (tick all that apply)

- ☐ Physical violence between partners
- ☐ Being belittled or put down by a partner or friends
- ☐ Sexist attitudes and expectations
- ☐ Sexual assault and rape by a stranger
- ☐ Being pressured to have sex against your will
- ☐ Rape or sexual assault by an intimate partner
- ☐ Spreading rumours about someone's sex life
- ☐ Texting or sharing intimate photos or images of another person using electronic media
- ☐ Date rape

3. Please tell us where you think domestic violence is likely to occur: (tick all that apply)

- ☐ In the average Aussie family
- ☐ In families that come from countries outside Australia
- ☐ In any family, regardless of race, religion, culture or sexual orientation
- ☐ In families where there is a breakdown in the parents' relationship
- ☐ In families where the parents are very young
- ☐ Other (please explain)

.....

.....

4. Attitudes that support violence against women include: (tick all that apply)

- ☐ Using language that belittles or puts women and girls down
- ☐ Assuming there are skills and abilities specifically related to being a woman or a man
- ☐ Name calling and wolf whistling at women
- ☐ The belief that 'some girls ask for it'
- ☐ Calling girls sluts or other insulting names

5. Informed consent to sexual relations: (tick all that apply)

- ☐ Is given when both partners say or do something to communicate their consent
- ☐ Is given when the woman does not say no
- ☐ Can trust each other
- ☐ Do not pressure each other to do anything they feel uncomfortable about
- ☐ Avoid the use of blaming language and sexist ideas in all their communications and actions
- ☐ Can be withdrawn at any time during sexual activity
- ☐ Cannot be given if someone is too drunk or high on drugs to understand what is happening.

6. A respectful relationship is one where friends or partners: (tick all that apply)

- ☐ Listen to and respect each other's ideas and opinions
- ☐ Don't mind if last minute plans are sometimes broken
- ☐ Are able to be free to be themselves without fear of criticism or judgment
- ☐ Only spend time with each other and rarely see other friends
- ☐ Can trust each other
- ☐ Do not pressure each other to do anything they feel uncomfortable about
- ☐ Avoid the use of blaming language and sexist ideas in all their communications and actions

7. If a female friend tells you she has been a victim of intimate partner or sexual assault what should you do? (tick all that apply)

- ☐ Ask her what she wants to do and support her to do it
- ☐ Suggest she sees a counsellor and check out where she can get help
- ☐ Ask her what she did to cause it and make suggestions to help her avoid it happening in future
- ☐ Other

8. What factors do you think cause violence against women? (tick all that apply)

- ☐ Alcohol and drug abuse
- ☐ A family history of violence
- ☐ Rigid stereotypes and gender roles for women and men
- ☐ Tolerance of sexist language and behaviour
- ☐ Other (please explain)

9. You notice that some of your (male) Facebook friends are publicly posting pictures of one of your female friends and inviting others to make sexist and suggestive comments about her body and her sexuality. Would you do anything to intervene?

- ☐ Yes ☐ No

If you answered yes, what do you think you would do?

.....

.....

.....

10. At a party you are attending, a (female) friend tells you she is upset because she is being harassed by another (male) friend and he won't take no for an answer. Please tell us three things you might do to help.

1.

2.

3.

11. (For men only) You are in a pub with a group of mates who start making sexist and sexually suggestive comments about a woman in the bar. You feel uncomfortable about what they are saying. What would you do?

- ☐ Nothing, it's none of my business
- ☐ Nothing, even though it makes me uncomfortable, I don't want my mates to think I'm a kill-joy
- ☐ Try and change the subject or make a joke to shift their attention
- ☐ Tell them it's not okay to talk about women like that
- ☐ Other

.....

12. (For women only) You are in a pub with a group of female friends, some are getting pretty drunk and having a great time. One of the girls in your group who you think is pretty drunk is being chatted up by a man she has just met. He is part of a group who also seem to be drinking quite a bit. What would you do?

- ☐ Nothing, it's none of my business
- ☐ Nothing, even though I worry that she could regret it later, I don't want my friends to think I'm a kill-joy
- ☐ Try and get her out of there by making jokes and distracting her
- ☐ Call a taxi and take her home, she will thank me in the morning.
- ☐ Other (please explain)

.....

13. What are the three most important things you learnt in today's session?

1.

2.

3.

Thank you.

Professional development evaluations

Pre- and post-training questionnaires

Adults in the key settings of primary schools, higher educational institutions, youth organisations and sporting clubs were invited to participate in professional development that sought to embed and support the work of respectful relationships in their respective organisations.

These pre- and post-training questionnaires were devised to determine the foundational understanding that participants had prior to the training. It also measured changes in attitudes, knowledge and skills in relation to respectful relationships, gender equity and ethical behaviour immediately after the training. Participants were given the opportunity to complete the pre-training questionnaire online a week prior to the training, which gave the training facilitators a clear picture of participants' baseline knowledge.

For answers to the professional development pre- and post-training questionnaires, see the answers section of this toolkit.

Objectives:	Establish a baseline understanding among professional development participants about knowledge and attitudes towards about violence against women
Facilitator notes	Prepare the questionnaire as an online survey that can be sent to participants prior to the training via an email link. Any participants who do not complete the online survey prior to training will need to fill out a paper survey, on the day, before the training begins. The post-training questionnaire should be given to participants to complete at the end of the training.
What you need:	A copy of the pre- and post-training questionnaire for each participant on paper or online
Time needed:	As long as it takes for all participants to complete the questionnaire (around 15 minutes)
How you do it:	<ul style="list-style-type: none">• Send out or hand out the questionnaire to each participant and explain that it will ask some questions about violence against women and girls• Explain that the questionnaire will be completely anonymous and they will not be asked to identify themselves in any way. That it is not a test and will not be marked but will help the trainer/s to tailor the training to suit their needs• Explain that they will be asked to complete a similar questionnaire again after the training is completed, which will also provide a way for the trainer to assess how well the training program has worked.

Professional development pre-training questionnaire

Sample introduction paragraph

This is not a test. This questionnaire provides us with an opportunity to assess the effectiveness of the training program. We will ask you some questions about you, and about your knowledge about and attitudes towards violence against women and girls. We will ask you to complete a similar questionnaire again after the training is completed. In this questionnaire we use the terms violence against women and gender-based violence to mean the same thing.

First, some questions about young people's relationships

1. Respectful relationships are important for young people's: (tick all that apply)

- ☐ Social development
- ☐ Emotional development
- ☐ Cognitive development
- ☐ Physical development

2. A 2008 Victorian survey found that one in seven young men agreed that 'It's okay for a boy to make a girl have sex with him if she has flirted with him or led him on' in a 2008 survey:

- ☐ True
- ☐ Unsure
- ☐ False

3. In Australia, violence against women is: (tick the answer that best describes what you think)

- ☐ Not very common
- ☐ Somewhat common
- ☐ Don't know
- ☐ Common
- ☐ Extremely common

4. Gender-based violence can be: (tick all that apply)

- ☐ Physical
- ☐ Psychological and emotional
- ☐ Sexist attitudes
- ☐ Sexual assault and rape
- ☐ Economic deprivation
- ☐ Verbal abuse
- ☐ Domestic or intimate partner violence

5. Please tell us where you think domestic violence is likely to occur:

- ☐ In the average Aussie family
- ☐ In families that come from countries outside Australia
- ☐ In any family, regardless of race, religion, culture or sexual orientation
- ☐ In families where there is a breakdown in the parents' relationship
- ☐ In families where the parents are very young

6. Attitudes that support gender-based violence include: (tick all that apply)

- ☐ Using language that belittles or puts women and girls down
- ☐ Assuming there are skills and abilities specifically related to being a woman or a man
- ☐ Name calling and wolf whistling at women
- ☐ The belief that 'some girls ask for it'
- ☐ Calling girls sluts or other insulting names

7. If a young woman dresses or acts in a suggestive way, she is asking for whatever happens.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

8. What factors do you think lead to gender-based violence? (tick all that apply)

- ☐ Alcohol and drug abuse
 - ☐ A family history of violence
 - ☐ Rigid stereotypes and gender roles for women and men
 - ☐ Tolerance of sexist language and behaviour
 - ☐ Other (please specify):
-

9. Informed consent to sexual relations: (tick all that apply)

- ☐ Is given when both partners say or do something to communicate their consent
- ☐ When the woman does not say no
- ☐ Can be withdrawn at any time during sexual activity
- ☐ Cannot be given if someone is too drunk or high to understand what is happening.

10. Women are more likely to be sexually assaulted by a stranger than someone they know.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

11. What I do can make a difference to ending violence against women.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

12. The leaders of a community should largely be men.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

13. Harassment via repeated emails, text messages and other social media is a form of violence against women.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

14. How likely would you be to intervene in any way if a woman that you did not know was being physically assaulted by a man in public?

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

If you answered very likely or somewhat likely, what do you think you might do?

.....

.....

15. How likely would you be to intervene in any way at all if you found out that a family member or close friend of yours was currently the victim of intimate partner violence?

☐ Very likely ☐ Somewhat likely ☐ Don't know ☐ Somewhat unlikely ☐ Very unlikely

If you answered very likely or somewhat likely, what do you think you might do?

.....

.....

16. A respectful relationship between male and female intimate partners is one where: (tick all that apply)

- ☐ Both partners share all tasks around their home equally
- ☐ Each partner listens to and respects the other's ideas and opinions
- ☐ They share the care of children equally (if they have them)
- ☐ They negotiate domestic roles and responsibilities and come to an agreement that both are comfortable with
- ☐ They avoid the use of blaming language and sexist ideas in all their communications and actions

17. On the whole, women in Australia have achieved equality with men:

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

Next, some questions about you

In what professional capacity will you be attending the professional development training?

- ☐ Social worker
- ☐ Welfare/wellbeing officer
- ☐ Student Counsellor
- ☐ Primary school teacher
- ☐ Secondary school teacher
- ☐ Sporting club representative
- ☐ Youth worker
- ☐ Lecturer or tutor
- ☐ Other (please specify):

Are you a:

- ☐ Paid worker
- ☐ Volunteer
- ☐ Other (please specify):

Please tell us what led you to enrol in this program:

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In what ways do you think the program might be relevant in your school, organisation or club?

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Thank you for completing this questionnaire. We will ask you to complete a similar one after you have participated in the training program. That will help us to improve the program in future.

Professional development post-training questionnaire

Before you participated in the workshop, we asked you to complete a survey. You will find this survey is very similar. This is because we will use it to see how effective our teaching methods were and identify any changes in your knowledge or attitudes since the workshop. This will help us to improve in future.

We will once again ask you some questions about you, and about your knowledge about and attitudes towards violence against women and girls. We will also ask you some questions about your opinions about the workshop and whether you intend to use what you learned in any way in the future.

First, some questions about young people's relationships

1. Respectful relationships are important for young people's: (tick all that apply)

- ☐ Social development
- ☐ Emotional development
- ☐ Cognitive development
- ☐ Physical development

2. A 2008 Victorian survey found that one in seven young men agreed that 'It's okay for a boy to make a girl have sex with him if she has flirted with him or led him on' in a 2008 survey:

- ☐ True
- ☐ Unsure
- ☐ False

3. In Australia, violence against women is: (tick the answer that best describes what you think)

- ☐ Not very common
- ☐ Somewhat common
- ☐ Don't know
- ☐ Somewhat common
- ☐ Extremely common

4. Gender-based violence can be: (tick all that apply)

- ☐ Physical
- ☐ Psychological and emotional
- ☐ Sexist attitudes
- ☐ Sexual assault and rape
- ☐ Economic deprivation
- ☐ Verbal abuse
- ☐ Domestic or intimate partner violence

5. Please tell us where you think domestic violence is likely to occur:

- ☐ In the average Aussie family
- ☐ In families that come from countries outside Australia
- ☐ In any family, regardless of race, religion, culture or sexual orientation
- ☐ In families where there is a breakdown in the parents' relationship
- ☐ In families where the parents are very young

6. Attitudes that support gender-based violence include: (tick all that apply)

- ☐ Using language that belittles or puts women and girls down
- ☐ Assuming there are skills and abilities specifically related to being a woman or a man
- ☐ Name calling and wolf whistling at women
- ☐ The belief that 'some girls ask for it'
- ☐ Calling girls sluts or other insulting names

7. If a young woman dresses or acts in a suggestive way, she is asking for whatever happens.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

8. What factors do you think lead to gender-based violence? (tick all that apply)

- ☐ Alcohol and drug abuse
- ☐ A family history of violence
- ☐ Rigid stereotypes and gender roles for women and men
- ☐ Tolerance of sexist language and behaviour
- ☐ Other (please specify):

9. Informed consent to sexual relations: (tick all that apply)

- ☐ Is given when both partners say or do something to communicate their consent
- ☐ When the woman does not say no
- ☐ Can be withdrawn at any time during sexual activity
- ☐ Cannot be given if someone is too drunk or high to understand what is happening

10. Women are more likely to be sexually assaulted by a stranger than someone they know.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

11. What I do can make a difference to ending violence against women.

- ☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

12. The leaders of a community should largely be men.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

13. Harassment via repeated emails, text messages and other social media is a form of violence against women.

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

14. How likely would you be to intervene in any way at all if a woman that you did not know was being physically assaulted by a man in public?

☐ Very likely ☐ Somewhat likely ☐ Don't know ☐ Somewhat unlikely ☐ Very unlikely

If you answered very likely or somewhat likely, what do you think you might do?

.....

.....

.....

15. How likely would you be to intervene in any way if you found out that a family member or close friend of yours was currently the victim of intimate partner violence?

☐ Very likely ☐ Somewhat likely ☐ Don't know ☐ Somewhat unlikely ☐ Very unlikely

If you answered very likely or somewhat likely, what do you think you might do?

.....

.....

.....

16. A respectful relationship between male and female intimate partners is one where: (tick all that apply)

- ☐ Both partners share all tasks around their home equally
- ☐ Each partner listens to and respects the other's ideas and opinions
- ☐ They share the care of children equally (if they have them)
- ☐ They negotiate domestic roles and responsibilities and come to an agreement that both are comfortable with
- ☐ They avoid the use of blaming language and sexist ideas in all their communications and actions

17. On the whole, women in Australia have achieved equality with men:

☐ Strongly agree ☐ Agree ☐ Neither agree or disagree ☐ Disagree ☐ Strongly disagree

Next, some questions about you:

In what professional capacity did you attend the professional development training?

- ☐ Social worker
- ☐ Welfare/wellbeing officer
- ☐ Student counsellor
- ☐ Primary school teacher
- ☐ Secondary school teacher
- ☐ Youth worker
- ☐ Lecture or tutor
- ☐ Sporting club representative
- ☐ Other (please explain)

You are:

- ☐ A paid worker
- ☐ A Volunteer
- ☐ Other (please explain)

To what extent was the content of the workshop relevant and/or useful for your work?

- ☐ Very useful
- ☐ Somewhat useful
- ☐ Unsure
- ☐ Not very useful
- ☐ Not at all useful

The part/s of the program you found most useful were:

.....

.....

.....

Will you be able to use any parts of what you learned in the workshop into action?

- ☐ Yes
- ☐ No
- ☐ Don't know

If you answered yes, please tell us what you think you might do:

.....

.....

.....

We are interested in any further feedback you would like to share with us.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you.

Evaluation of outcomes for settings

The following survey is an evaluation tool used to gather feedback about the program and gauge the success of the professional development training. The You, Me and Us project worker contacted schools and organisations that had workers attend the professional development training as well as receive respectful relationships education sessions, and compared them to schools or organisations that only received respectful relationships education sessions. This comparison helped to measure the impact of professional development on the ongoing work of respectful relationships and further primary prevention efforts within each school or organisation.

Objectives:	Follow up with schools and organisations to gather feedback about the program Measure the impact of professional development on further respectful relationships and primary prevention work being conducted within the school or organisation
What you need:	Copies of the questions and a recording device
Time needed:	10 to 15 minutes over the phone
How you do it:	Call the key contact at the school or organisation and arrange to interview them for 15 minutes. It is best if they don't see the questions beforehand so it will be an honest response rather than a studied one Record the conversation so that it only takes 15 minutes, rather than having them wait for you to finish typing responses Collate all the data and compare the differences in ongoing work between organisations that engaged in professional development and those that did not

Theme	Prompt
Respectful relationships education session	<p>How well do you think young people understood the content?</p> <p>From your perspective, how well did young people participate in the session?</p> <p>Is there anything that could have been done differently?</p> <p>Are you aware of any discussions or comments from participants about how they experienced the session or what they might have got out of it?</p> <p>Have you noticed any changes in participants' awareness of gender, respectful relationships or prevention of violence against women?</p> <p>Did you receive feedback from teachers, workers or coaches that were present at the sessions?</p> <p>Have you or other workers referred to or used the program content since it was delivered?</p>
Questions for those who attended the professional development training	<p>To what extent did the professional development training assist you to understand violence prevention and respectful relationships work?</p> <p>In the training we focused on primary prevention, can you tell me what you remember about primary prevention?</p> <p>To what extent did the training encourage and support you to continue respectful relationships work in your school, club or organisation?</p> <p>Since the training, have you talked about the training content with anyone else?</p> <p>If so, without identifying people, can you tell me who or in which groups you were likely to do that?</p> <p>Which aspects were you most likely to talk about?</p> <p>How do you feel it was received by others when you talked about it?</p> <p>Were you able to explain it easily?</p> <p>Did you or your school, club or organisation implement any of the strategies from your action plan? If so, which ones and how did you go about this work?</p>
Questions for all	<p>What other primary prevention* work have you engaged in or implemented in your school, club or organisation since being involved with this program?</p> <p>Are there any parts of the program you are still unclear about or would like further support in?</p> <p>Thanks for your time, is there anything you would like to add?</p>

* The term primary prevention will need to be explained to those who did not attend the professional development training. Primary prevention is a public health term that describes an effort to prevent violence against women from occurring in the first place. In this case, it is attempting to redress the underlying causes of violence against women by educating young people about respectful relationships.

Peer educator pre- and post-training evaluation: answers

1. Strongly disagree, disagree
2. Strongly disagree, disagree
3. Strongly disagree, disagree
4. Selecting all is correct
5. Extremely serious
6. Extremely common
7. In any family, regardless of race, religion, culture or sexual orientation
8. Selecting all answers is correct
9.
 - Rigid stereotypes and gender roles for women and men
 - Tolerance of sexist language and behaviour
10.
 - Is given when both partners say or do something to communicate their consent
 - Can be withdrawn at any time during sexual activity
 - Cannot be given if someone is too drunk or high to understand what is happening
11. Strongly agree, agree
12. Strongly disagree, disagree
13. Strongly disagree, disagree
14. Strongly disagree, disagree
15. Strongly disagree, disagree
16. Strongly disagree, disagree
17. Strongly disagree, disagree
18. Strongly disagree, disagree
19. Strongly agree, agree
20. Best answers: Very likely, somewhat likely
21. Selecting all is correct
22. Strongly disagree/disagree
23.
 - A leader
 - A good communicator
 - A role model
 - A facilitator

24. • A reflective listener

- Able to generate enthusiasm in the group
- Willing to challenge unacceptable views
- Able to respond to difficult questions
- Willing to share personal stories (if appropriate)
- Conscious of making sure everyone contributes, even if that means interrupting others.

25–28. Personal responses

Ethical relationships questionnaire for 10 to 13 year olds: answers

1. Respectful
2. Disrespectful
3. Respectful
4. Respectful
5. Respectful
6. Respectful
7. Disrespectful
8. Disrespectful
9. Respectful
10. Not at all respectful
11. Very respectful
12. Not at all respectful
13. Best answer: Report it to a teacher or trusted adult
14. Best answer: Report it to a teacher or trusted adult

Gender roles questionnaire for 10 to 13 year olds: answers

1. Strongly agree, agree
2. Strongly disagree, disagree
3. Strongly disagree, disagree
4. Strongly disagree, disagree
5. Strongly disagree, disagree
6. Strongly disagree, disagree
7. Strongly disagree, disagree
8. Strongly disagree, disagree

10 to 13 year old pre- and post-training questionnaires: answers

1. Respectful
2. Respectful
3. Respectful
4. Respectful, very respectful
5. Disagree, strongly disagree
6. Disagree, strongly disagree
7. Disagree, strongly disagree

8. Disagree, strongly disagree
9. Not at all respectful
10. Best answer: Report it to a teacher or trusted adult
11. Best answer: Report it to a teacher or trusted adult
12. Best answer: Yes, people can wear whatever they want to
13. Best answers: An insult, saying that girls are weak and scared

18 to 24 year old pre- and post-training questionnaires: answers

1. Extremely common
2. • Physical violence between partners
 - Sexist attitudes and expectations
 - Being pressured to have sex against your will.
 - Rape or sexual assault by an intimate partner
 - Texting or sharing intimate photos or images of another person using electronic media
3. In any family, regardless of race, religion, culture or sexual orientation
4. Selecting all options is correct
5. • Is given when both partners say or do something to communicate their consent
 - Can be withdrawn at any time during sexual activity
 - Cannot be given if someone is too drunk or high to understand what is happening.
6. • Listen to and respect each other's ideas and opinions
 - Don't mind if last minute plans are sometimes broken
 - Are able to be free to be themselves without fear of criticism or judgment
 - Can trust each other
 - Do not pressure each other to do anything they feel uncomfortable about
 - Avoid the use of blaming language and sexist ideas in all their communications and actions
7. • Ask her what she wants to do and support her to do it
 - Suggest she sees a counsellor and check out where she can get help
8. • Rigid stereotypes and gender roles for women and men
 - Tolerance of sexist language and behaviour
9. Best answer: Yes
10. Possible answers:
 - Talk to the guy and ask him to leave her alone
 - Hang out with her so the other guy doesn't bother her anymore
 - Take her home if she wants to
11. Best answer: Tell them it's not okay to talk about women like that
12. Best answers:
 - Try to get her out of there by making jokes and distracting her
 - Call a taxi and take her home, she will thank me in the morning

Professional development pre- and post-test training questionnaire: answers

1. Social, emotional, cognitive and physical development
2. True
3. Extremely common
4. Physical, Psychological and Emotional, Sexual assault and rape, Economic deprivation, Verbal abuse, Domestic or intimate partner violence
5. In any family, regardless of race, religion, culture or sexual orientation
6. Selecting all answers is correct
7. Strongly disagree, disagree
8.
 - Rigid stereotypes and gender roles for women and men
 - Tolerance of sexist language and behaviour
9.
 - Is given when both partners say or do something to communicate their consent
 - Can be withdrawn at any time during sexual activity
 - Cannot be given if someone is too drunk or high to understand what is happening.
10. Strongly disagree, disagree
11. Strongly agree, agree
12. Strongly disagree, disagree
13. Strongly agree, agree
14. Very likely

Possible answers:

- Call the police
- Intervene if safe to do so

15. Very likely

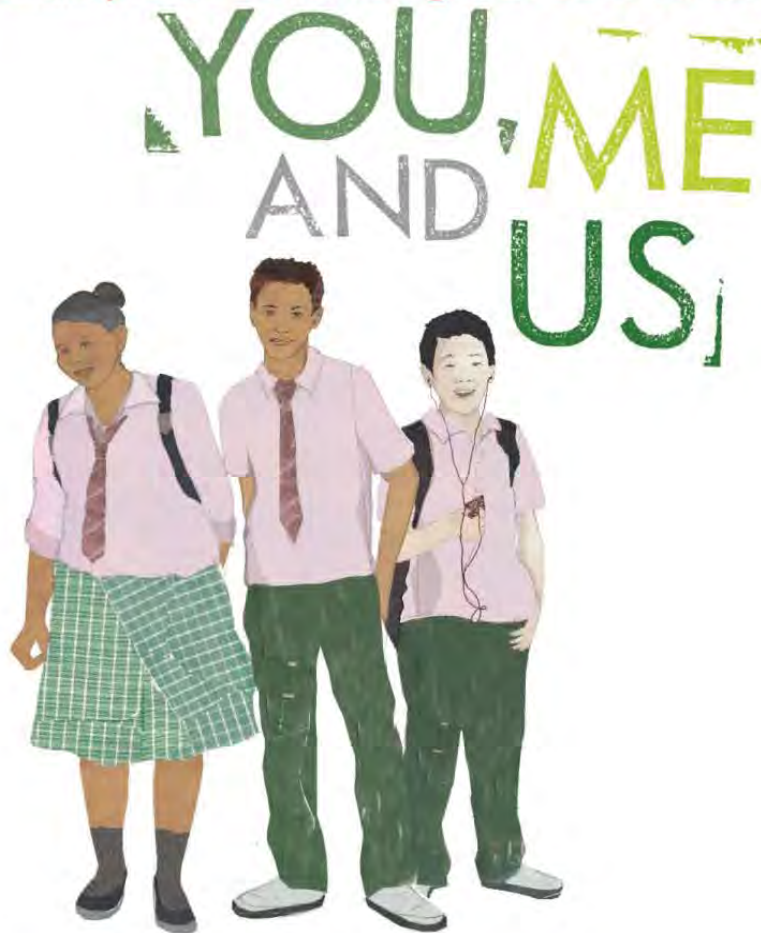
Possible answers:

- Ask them what is happening and how they feel
- Ask them if they feel safe
- Talk to them about how they can access help, e.g. by calling the police or contacting a specialist service
- Offer to support them to be safe, call the police or access a service with their consent

16. Selecting all answers is correct
17. Strongly disagree, disagree

Appendix 1: Advertising flier sent to schools

Example of advertising flier sent to schools



Book now for May 2013 to May 2014

You, Me and Us is a Women's Health West respectful relationships education program funded by the Australian Government Department of Social Services.

Women's Health West is the regional women's health service for Melbourne's west. You, Me and Us draws on our extensive expertise in delivering culturally appropriate respectful relationships education in a school setting.

The program is comprised of a one and a half hour session for 10 to 13 year olds that slots easily into the school timetable.

We train 18 to 24 year old culturally and linguistically diverse women from Melbourne's west as peer educators to co-deliver these education sessions.

To support the sustainability of the program, we provide external professional development training to enable staff to continue promoting the respectful relationships message throughout their schools.

You, Me and Us uses a youth focused strategy that aims to build young people's capacity and skills to:

- Identify behaviours associated with healthy and unhealthy relationships
- Identify attitudes and behaviours that underpin and perpetuate gender inequity
- Understand their legal rights and responsibilities
- Access help and support

You, Me and Us meets the AusVELS in the following areas:

Physical, personal and learning

Health, knowledge and promotion
Building social relationships
Working in teams
Community engagement

Discipline-based learning

English speaking and listening

Interdisciplinary learning strands

Listening, viewing and responding
Presenting
Reasoning, processing and inquiry
Creativity
Reflection, evaluation and meta-cognition

Please visit

<http://whwest.org.au/you-me-us>
to book your session now!



Women's Health West
317-319 Barkly Street
Footscray VIC 3011
(03) 9689 9588
info@whwest.org.au

www.whwest.org.au

Appendix 2: Expert advisory group letter of invitation

[Insert date]

[Name]

[Job title]

[Organisation]

Dear _____

RE: Participation on the Expert Advisory Group for the You, Me and Us project

[Insert your organisation's name] invites you to join an expert advisory group for the You, Me and Us respectful relationships project.

You, Me and Us is a three year peer education program that trains and supports young women aged between 18 and 24 years to become 'youth ambassadors' in the primary prevention of violence against women. Once trained, peer educators participate in the delivery of respectful relationships education in settings identified to have the most impact – such as youth organisations, sporting clubs and educational institutions including primary schools, universities and TAFEs – in the western metropolitan region of Melbourne. The target groups are post-secondary school aged young people and senior primary school students. The efficacy and sustainability of the education program is maintained through professional development to adult leaders in the target settings.

The project aims to redress the social drivers of violence against women and increase the capacity of young people to conduct respectful relationships by training young women from culturally and linguistically diverse backgrounds to exercise leadership and assist a worker to facilitate interactive education sessions to young people across Melbourne's west.

An internal steering committee comprised of key representatives from [insert your organisation's name] will oversee the project and seek advice from the expert advisory group about respectful relationships education session content, peer education processes, target setting and target participant needs and the evaluation framework.

The plan is for the expert advisory group to meet bi-monthly at [insert your organisation's name] offices, following an initial meeting in [insert date]. We anticipate that most communication will occur via email or telephone conversations when particular expert advice is required.

We think your expertise and experience would add great value to the development and implementation of the project. Please advise [insert project worker name] of your availability to participate on the expert advisory group for You, Me and Us by [insert date], on [insert phone number] or via email: [insert email address].

For further information please do not hesitate to contact [insert project worker name]. We look forward to hearing from you.

Yours sincerely,

[Insert project worker name]

Appendix 3: Peer education application kit

What is in this pack?

Application form: If you are interested in becoming a peer educator, please fill in this form and return it to [insert project worker name and contact details] at [insert organisational name].

Peer educator agreement: Explains what the project is about and outlines the peer educator role and responsibilities

Preparing for the interview: Explains the interview process and provides the questions in advance

What is the process for becoming a peer educator?

Once we have received and approved your application, we will contact you for an interview. We will arrange an interview time that suits you.

We will contact you within a week of the interview to tell you whether you were accepted or not. If you are successful, we will discuss the peer educator agreement and sign it together.

You will then attend four half days of training and monthly peer educator network meetings to prepare you to co-deliver respectful relationships education sessions to other young people.

Please contact [insert project worker name and contact details] if you have any questions.

Peer educator application form

Please return this form by [insert date]:

[Insert organisation, contact details and email address]

Applicant details:.....

Name:.....

Street address: Postcode:.....

Home phone number:..... Mobile:

Email address:.....

Date of birth:Place of birth:.....

Language/s spoken at home:

Indigenous: ☐ Aboriginal ☐ Torres Strait Islander ☐ Both ☐ Neither

What interests you about becoming a peer educator?

.....

.....

.....

.....

.....

How did you find out about the You, Me and Us program?

☐ Newspaper ☐ Gumtree ☐ [insert organisational name] website ☐ Teacher/youth worker

☐ Friend ☐ A website (please specify):.....

☐ Other:

Worker referral: (To be completed only if a worker referred you to the program e.g. youth worker at the local council or a school teacher)

Name of worker:.....

Position:

Organisation:

Work phone number:.....Mobile:

Email:.....

Peer educator agreement

Background

You, Me and Us is a respectful relationships education project for young people aged 10 to 13 and 18 to 24 who live in Melbourne's west. The project teaches young people the knowledge and skills needed to develop and maintain healthy and respectful relationships. It is vital for young people to understand what forms a respectful relationship so they can make positive choices in their lives now and in the future. It is also important that young people know where to access help and support if they are experiencing an unhealthy relationship.

You, Me and Us engages culturally and linguistically diverse women aged 18 to 24 to become peer educators who co-deliver respectful relationship education sessions. Our hope is that these young women will assist [insert organisational name] to ensure the project is relevant and meaningful for other young people, and that they will go on to become respectful relationship youth ambassadors and leaders within their communities.

Position description

Title

Peer educator

Organisation

[insert brief description of your organisation]

Key responsibilities

- Attend peer education training and monthly network meetings
- Assist project worker to develop education session content
- Co-deliver respectful relationships education sessions

Personal attributes

- Commitment to the project and values that underpin respectful relationships education
- Reliable, punctual and well prepared for session delivery
- Ability to read English and communicate well both verbally and non-verbally
- Respect for people's cultural, religious, sexual and gender diversity

Supervision/support

You will receive:

- Ongoing training and support at monthly network meetings
- Individualised preparation for co-delivery of education sessions and post-session debriefing
- Monthly follow-up phone calls to discuss your progress

Location and availability

All training, meetings and education sessions occur in the western region of Melbourne

Commitment

- Attendance at four half days of peer educator training
- Attendance at monthly peer network meetings for the length of the project (12 months)
- Availability to co-deliver a minimum of three respectful relationship education sessions

Benefits

- Increased confidence
- Leadership skills
- Experience and references for future employment and education pathways
- Opportunity to meet new people
- Public speaking and group facilitation skills
- Understanding of respectful relationships and prevention of violence against women
- Reimbursement for time and expenses
- Youth ambassador in your community

Key responsibilities of [insert organisational name]

[insert organisational name] will:

- Train you in leadership skills, public speaking, group facilitation and peer education so that you can confidently co-deliver sessions
- Educate you about the session content to support you to become a respectful relationships youth ambassador
- Work with you to develop and co-deliver education sessions
- Support you to deliver sessions through ongoing training, regular support and constructive feedback
- Communicate regularly with you about the project and be clear about what we expect you to do
- Make sure you are safe, supported and respected during your work with the project

Reimbursement

- You will receive a reimbursement of \$150 to attend four half days of training
- You will receive a reimbursement of \$50 for each of the four network meetings you attend
- You will receive reimbursement for every session you are able to deliver at a rate of \$10 per hour

These reimbursements are intended to cover your attendance, preparation and travel time.

Signatures

Peer educator

Name:

Signature: Date:

[insert organisational name] project worker

Name:

Signature: Date:

Preparing for the interview

Why do we need to have an interview?

The interview provides us with an opportunity to meet you and ask you questions to determine your ability, interest in and commitment becoming a peer educator. A peer educator is someone who is a role model for their peers so we want young women who have the character and dedication for this responsibility. The interview gives you the opportunity to meet us and ask questions about the You, Me and Us project and position. It is also an opportunity to practise your interviews skills, which you need when applying for a job.

What will the interview be like?

[Insert project worker name] from [insert organisation] will introduce themselves and give you more information about the project. Then you introduce yourself and tell us about your interests and current commitments, such as looking for work, hobbies, social groups and youth committees, working or studying.

We will explain the roles and responsibilities of a peer educator. During this time you can ask any questions about the project and your role, and then we will ask you the questions on the next page.

We have given you the interview questions so that you will have time to think about what you want to say. You don't need to provide written answers to the questions. Please contact [insert project worker name and contact details] if you have any questions.

Interview questions

1. Why would you like to be a You, Me and Us peer educator?
2. What would you like to get out of the program? (For example, would you like to learn a skill or make new friends?)
3. What are your interests? (For example, politics, social activities, sport, education, music)
4. You will need to be able to work with a group of other young women. Everyone will have different ideas, different opinions and different experiences. Do you have any ideas about how the group can work well together and manage any conflict that might arise? How will you contribute to a positive team environment?
5. Have you ever had the opportunity to speak in front of a group of people? If so, can you tell us about this experience?
6. How would you describe a respectful relationship?
7. You, Me and Us promotes equal relationships between women and men, would you feel comfortable teaching others about this message? What is your understanding of gender equality in Australia?
8. Have you ever been in a leadership position? If so, tell us about this experience, including what was expected of you and what skills and qualities helped you in this role? If not, what skills and qualities do you think are important for good leadership?
9. Will you be able to attend the entire four half days of training, monthly network meetings and deliver a minimum of three education sessions (1.5 to 2 hours per session)?
10. Do you have any dietary or other religious requirements? (For example, a prayer space, Halal food only, vegetarian)
11. What form of transport will you use to attend the training and meetings, or will you require support with transport?
12. Do you have any questions you would like to ask us?

Appendix 4: Recognise, respond, refer

Responding to young people experiencing violence

One in four children in Australia has witnessed violence against their mother or stepmother (Flood and Fergus, 2008). Many children who witness violence are also victim/survivors of violence themselves (Carr and Vandeusen, 2002). Research indicates that witnessing violence can be as traumatic for children as experiencing the violence. The Department of Human Services Victoria, defines child abuse as an act by parents or caregivers that endangers a child or young person's physical or emotional health or development. Child abuse can be a single incident, but usually takes place over time. In Victoria, under the *Children Youth and Families Act 2005*, a child or young person is a person under eighteen years of age.

When a young person discloses abuse or violence they are seeking support and believe that you are a trusted adult in their lives who can support them. The way you respond to them will have a great impact on their ability to seek further support and recover from trauma, the next section outlines how to respond during their disclosure.

What to do during disclosure

- Listen in a way that is non-judgemental and maintain a calm appearance
- Pay attention and show care and concern with your voice, eye contact and body language
- Let the young person take their time to tell their story and allow them to use their own words
- Communicate belief: 'It must have been difficult for you to talk about this, people are often afraid they won't be believed.'
- Validate their feelings and encourage their bravery for speaking up:
'It is completely understandable that you feel this way.'
'You have a lot of courage to speak to me about something that is so difficult for you.'
- Emphasise that any form of violence is unacceptable: 'You do not deserve this to happen to you.'
- Enquire about their safety: 'Do you think it is safe to go home?'
'Do you have somewhere safe to go such as a relative or friend's house?'
- Tell the young person what you intend to do next: 'Thank you for talking with me. I'm pleased you've told someone what has been happening. I'm going to get advice about the best way to help you.'
- If the young person is under the age of 17, discuss with your line manager what the next steps will need to be, including whether a report to child protection is required.
- If the young person is over 18 years of age, present them with information about what services they can contact for assistance. Assist them to contact a service or the police if they want to take that step.

Remember:

The young person might be experiencing:

- Guilt as a consequence of telling someone or because they blame themselves for the abuse
- Shame about the details of the abuse
- Confusion about their feelings toward the perpetrator, particularly if it's a family member
- Fear of the repercussions of telling someone, such as family breakdown or recurring abuse

Unhelpful responses:

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

Key information to assist services:

- What form of harm has the young person experienced?
e.g. Physical abuse, emotional abuse, sexual abuse, neglect, bullying and/or harassment
- What is the impact of this harm?
i.e Does the young person require an immediate intervention or are they recovering from the impact of past abuse?
- Who is harming the young person?
e.g. A peer, family member or another adult
- Who else is aware of the situation?
e.g. Family members, friends, workers, other staff or volunteers

Referral pathways for women and children experiencing violence

Victoria Police

Call 000

Department of Human Services: Child Protection Crisis Line (24 hours, 7 days)

Phone: 13 12 78

Women's Health West: Family Violence Intake Service

Specialist family violence service for the west of Melbourne, risk assessments, safety planning, case management and children's counselling

Phone: (03) 9689 9588

Women's Domestic Violence Crisis Service

Statewide service that provides support (24 hours, 7 days per week) for refuge and crisis accommodation

Phone: 1800 015 188

cohealth

Victims' assistance and counselling program

Phone: (03) 8398 4100

Counselling line

Phone: (03) 8398 4178

Western Region Centre Against Sexual Assault

Counselling service and after hours crisis service for anyone 12 years and above who is a victim or survivor of sexual assault

Counselling line: (03) 9687 5811

Administration line: (03) 9687 8637

24 hour crisis line: 1800 806 292

Centre Against Sexual Assault, Melbourne

Counselling and Support Line: (03) 9635 3610

Administration Line: (03) 9635 3600

24 hour crisis line: 1800 806 292

Gatehouse

Gatehouse is a department of the Royal Children's Hospital. It is a Centre Against Sexual Assault providing assessment, treatment and advocacy services for children, young people (aged between 0 and 17 years) and their families, where sexual abuse is known or suspected to have happened.

Phone: (03) 9345 6391

Action Centre

General and sexual and reproductive health services, information and referrals for young people and sexual assault counselling for young people with a disability

Visit Level 1, 94 Elizabeth Street, Melbourne or email: action@fpv.org.au

Phone: (03) 9660 4700

Free call: 1800 013 952

InTouch: Multicultural Centre Against Family Violence

Monday to Friday - 9am to 5pm

Phone: (03) 9413 6500

Free call: 1800 755 988

Kids Helpline

Phone: 1800 55 1800

MensLine Australia

Professional telephone and online support, information and referral service, helping men to deal with relationship problems in a practical and effective way

Phone: 1300 78 99 78

Gay and Lesbian Switchboard

Telephone counselling for lesbians and gay men, referral to face-to-face counselling and other services

Monday to Thursday – 6pm to 10pm and Wednesdays – 2pm to 10pm

Friday, Saturday, Sunday and public holidays – 6pm to 9pm

Phone: (03) 9663 2939 (Melbourne)

Women with Disabilities Victoria (WDV)

A Victoria statewide organisation made up of women with a disability who support other women with a disability to achieve their rights

Monday to Thursday - 9am to 5pm

Phone: (03) 9286 7800

Housing services in Melbourne's West

Yarra Community Housing Footscray

112-122 Victoria Street, Seddon, 3011

Monday to Friday – 9am to 5pm

Phone: 03 9689 2777 or free call: 1800 825 955

Fax: 03 9689 2279

Yarra Community Housing Werribee (co-located with Werribee Support and Housing Service)

Level 1, 1-13 Watton Street, Werribee Vic 3030

Monday to Friday - 9am to 5pm

Phone: 03 8744 2100

Salvation Army Social Housing Services (SASHS)

16/147 Harvester Road, Sunshine Vic 3020

Postal Address: PO Box 784, Sunshine Vic 3020

Phone: (03) 9312 5424

Fax: (03) 9312 5373

Appendix 5: Peer educator network meeting session outline

Session objectives

- Provide peer educators with an opportunity to reflect and discuss their experiences within the You, Me and Us project
- Support peer educators ongoing learning needs within the You, Me and Us context

Resources

Laptop and PowerPoint presentation

Whiteboard and whiteboard markers

Butcher's paper

Markers

Attendance sheet

Name tags

Reflective journaling worksheets

Paper for self-care activity

Pens

Time needed to complete the session

1 hour

Time	Objectives	Topics	Activity	Resources
10 mins	Peer educators arrive and sign in	Arrival	Arrival and sign in	Attendance sheet, name tags
10 mins	Peer educators meet and get to know each other	Ice breaker	Ice breaker games	
10 mins	Hear about peer educators experiences of co-delivering respectful relationships education (RRE) sessions	Reflective journaling	Journaling using reflective questions as a prompt	Journals, reflection worksheets, pens
35 mins	Begin work on the respectful relationship education sessions for 18 to 24 year olds	Respectful relationship sessions	Respectful relationship session brainstorming and development	Butcher's paper, markers
10 mins	Give participants an opportunity to express what they would like to learn more about in the network meetings	Learning needs	Learning needs for network meetings brainstorming	Butcher's paper, markers
15 mins	Further explore the importance of self-care and personal ways of maintaining self-care	Self-care	Self-care group brainstorming	Whiteboard markers, paper, pens

Arrival

Set chairs up in a big circle

Ask everyone to sign the attendance sheet

Ask everyone to make a name tag for themselves

Activity 1: Icebreaker games

Objective

Play fun physical games to energise the group and promote team building

Time required

10 minutes

Activity overview

Participants get into pairs. Each pair stands facing each other and puts their hands up in front of them with palms facing out. They must then press all their fingertips against their partner's fingertips and stand on their tippy toes. When the facilitator says 'go', each person must try to be the first to push their partner.

Participants get into pairs and stand with their feet apart; one foot in front of the other. The front foot of each person must touch. Participants then grasp each others' hands but leave their pointer finger extended. Their stance should imitate a standing arm wrestle. Participants then try to touch their pointer finger to the other person's knee first.

Seated in a circle, the entire group must count to 25 but if two people say a number at the same time the whole group starts again from 1.

Instructions for facilitator

Play all three games moving quickly from one to the next. Ask participants to play the pairs games three times each and the winner is the best of three.

Activity 2: Reflective journaling

Objective

Provide peer educators with opportunities to think about different aspects of the project and provide feedback to project staff

Time required

15 minutes

Resources

Journals and copies of the questions for reflection for each participant

Instructions for facilitator

Tell participants that the questions relate to different parts of the program to help them think through and communicate their thoughts about the project so far.

Explain that the questions are prompts; they don't have to 'answer' them.

Ask participants to find a quiet, private space for reflection, read the questions, think about how they might respond and note thoughts in their journals.

Distribute prompt questions to participants.

Facilitator notes

Ensure that participants understand this is an evaluation activity. Emphasise that what they write will not be shared with others in the group, but you will ask them to hand in their journals for you to read.

Questions for reflection

Group process <p>Did you feel comfortable to contribute your ideas?</p> <p>Was there cooperation and mutual support among the group?</p> <p>Is there a sense of trust in the group?</p>	Program content <p>Did you learn new things or gain a deeper understanding of the subject matter?</p> <p>Did someone explain the learning objectives for the session?</p> <p>Do you think the objectives were achieved?</p>
Your participation <p>Was the pace too fast or too slow for you?</p> <p>Did you feel comfortable enough to participate?</p> <p>Were you able to contribute in large group activities and in small group activities?</p>	Becoming a peer educator <p>Do you feel you have the knowledge and skills to carry out the role?</p> <p>Do you feel confident to do it?</p> <p>What would help you to reach your goals and carry out the work?</p> <p>Overall, is there anything you would like to change?</p>

Activity 3: Respectful relationship sessions

Objectives

- Peer educators hear about other peer educators' experiences of co-delivering respectful relationships education sessions
- Begin work on the respectful relationship session for 18 to 24 year olds

Time required

35 minutes including 10 minutes for debriefing and 25 minutes to explore the session outline

Resources

Pens

Butcher's paper

Facilitator notes

Prepare a list of topics to cover in the 18 to 24 year old session

Instructions for facilitator

Debriefing

Take time to allow the peer educators who have co-delivered the respectful relationships education sessions to share their experiences.

Prompt questions to guide discussion include:

- What did you enjoy about being a peer educator?
- Were there any funny or interesting things happen during your session?
- What did you find the most difficult part about being a peer educator?

18 to 24 year old session

Explain that the group is going to brainstorm topics for the 18 to 24 year old session and refer to suggested topics listed on the whiteboard or on a PowerPoint slide.

Ask participants to get into small groups. Tell each group to choose one subject from the brainstorm, identify why they think it is important to that age group and suggest content about this topic that could be included in the training. Groups write ideas onto a piece of butcher's paper.

Groups to share their ideas and thoughts with the larger group and then the larger group to discuss and vote on a couple of topics they think are the most important.

Activity 4: Learning needs

Objective

Give participants an opportunity to express what they would like to learn more about in the network meetings

Time required

10 minutes

Instructions for facilitator

Ask participants to get into groups of 3 or 4 people. Give each group a piece of butcher's paper and a marker.

Ask participants what they would like to learn more about in network meetings. Explain that while topics have been prepared we would like to respond to any gaps identified by participants.

Give each group 5 minutes, bring responses back to the larger group and refine the list to a couple of agreed topics.

Activity 5: Self care

Objective

Examine the importance of self-care and ways of maintaining self-care

Time required

15 minutes

Resources

Whiteboard

Whiteboard markers

Paper

Pens

Preparation

Prepare comfortable spaces for participants to lie down for muscle relaxation activity

Activity overview

Body scan relaxation

Lie on your back, legs straight, arms relaxed at your sides, eyes open or closed. Focus on your breathing and allow your stomach to rise as you inhale and fall as you exhale. Breathe deeply for about two minutes until you start to feel comfortable and relaxed.

Turn your focus to the toes of your right foot. Notice any sensations you feel while continuing to focus on your breathing. Imagine each deep breath flowing to your toes. Remain focused on this area for one to two minutes.

Move your focus to the sole of your right foot. Tune in to any sensations you feel in that part of your body and imagine each breath flowing from the sole of your foot. After one or two minutes, move your focus to your right ankle and repeat. Move to your calf, knee, thigh, hip, and then repeat the sequence for your left leg. From there, move up the torso, through the lower back and abdomen, the upper back and chest, and the shoulders. Pay close attention to any area of the body that causes you pain or discomfort.

Move your focus to the fingers on your right hand and then move up to the wrist, forearm, elbow, upper arm and shoulder. Repeat for your left arm. Then move through the neck and throat, and finally all the regions of your face, the back of the head and the top of the head. Pay close attention to your jaw, chin, lips, tongue, nose, cheeks, eyes, forehead, temples and scalp. When you reach the very top of your head, let your breath reach out beyond your body and imagine hovering above yourself.

After completing the body scan, relax for a while in silence and be still, noting how your body feels. Open your eyes slowly. Take a moment to stretch, if necessary.

Instructions for facilitator

Discuss why self-care is important. As a large group brainstorm the effects of not taking care of oneself.

Brainstorm self-care ideas together as a group and write on the whiteboard.

Ask participants to write the three most trusted people in their lives.

Facilitate the muscle relaxation activity.

Facilitator notes

Why is self-care important?

Self-care means purposely and actively doing something that rejuvenates and energises you. Individuals will be more effective personally and professionally if they take care of themselves. When peer educators focus too much on caring for others without caring for themselves, it can impact negatively on their health, education, work and relationships. Individuals who don't practice self-care can experience burnout, apathy, depression, anxiety, irritability and other poor health and wellbeing outcomes.

Self-care ideas

- Transition from a difficult activity or work to home (e.g. change clothes, listen to music in the car)
- Take good physical care of yourself (e.g. exercise, eat well, get lots of sleep)
- Take time out for yourself (e.g. write in a journal, dance, go bird watching)
- Spend time with people (e.g. people who encourage, support and energise you)
- Ask for and accept help (e.g. from a counsellor, family member, friends)
- Explore and learn (e.g. take time out to learn a new skill or activity)

Finish

Appendix 6: You, Me and Us session for 18 to 24 year olds who speak English as a second language

Session objectives

Build young people's capacity and skills to:

- Identify behaviours associated with healthy and unhealthy relationships
- Identify attitudes and behaviours that underpin and perpetuate gender inequity
- Understand their legal rights and responsibilities
- Access help and support if they or someone they know is experiencing an unhealthy or violent relationship

Resources

Pre- and post-evaluation surveys

Pens

Whiteboard

Whiteboard markers

Laptop

Projector

PowerPoint presentation

Ball of wool

Consent scenarios

Balloons and myth busting statements

Butcher's paper

Service support and referral hand out

Time needed to complete the session

2.5 hours

Time	Objectives	Topics	Activity	Resources
10 mins	Evaluate knowledge and skills in respectful and gender equitable relationships	Pre-evaluation	Fill out surveys	Surveys
5 mins	Introduce presenters and program	Introduction	Introduction and group agreement	
10 mins	Create a comfortable and open group culture	Icebreaker: question web	Question web	Wool
10 mins	Identify behaviours associated with healthy relationships	Qualities associated with respectful and disrespectful relationships	Brainstorm the definition of a relationship and identify different types of relationships Write lists of respectful versus disrespectful relationships	Whiteboard, markers
15 mins	Understand the different forms of violence including intimate partner violence	Intimate partner and dating violence	Define violence against women and discuss the different forms of violence	Whiteboard, markers
20 mins	Understand legal rights and responsibilities in sexual relationships and the importance of consent	Consent and sexual decision making	Case studies and discussion	Consent scenarios on PowerPoint
20 mins	Analyse and dispel attitudes and myths that are commonly held by the general community Challenge participants' beliefs about violence against women Give participants an opportunity to learn how to respond to challenging behaviours and attitudes	Myth busting attitudes that support violence against women	In small group discussions participants respond to myths and attitudes that support violence against women	Balloons, envelopes, myth statements
35 mins	Understand gender stereotypes and link them to violence against women	Gender stereotypes	Stereotype brainstorming and body mapping activity	Butcher's paper, markers
10 mins	Understand bystander intervention	Bystander action	Participants discuss how they would respond as a bystander	Bystander scenarios, whiteboard, markers
5 mins	Understand how to access help and support if they or someone they know is experiencing a violent relationship	Where to go for help and support	Facilitator outlines which services are available for referral	Handouts
10 mins	Evaluate knowledge and skills in respectful and gender equitable relationships post education	Evaluation	Fill out questionnaire	Surveys

Pre evaluation

Objective

Evaluate knowledge and skills in respectful and gender-equitable relationships

Time required

10 minutes

Resources

Evaluation surveys

Pens

Instructions for facilitator

Hand out surveys and ask participants to complete them.

Explain that there are no right or wrong answers and outline the purpose of the evaluation.

Collect surveys when participants are finished.

Introduction

Objective

Introduce presenters and program

Time required

5 minutes

Instructions for facilitator

Introduce yourself, the peer educator and your organisation.

Explain that because we will be talking about respectful relationships, we first need to make sure that the next two hours are a safe and respectful space for everyone. Explain that we will be discussing sensitive information that some people might find confronting and that if people need to take a break and leave the room at any time that is okay.

Tell participants that you will be available at the end of the session to speak with anyone who wants to talk further. Tell them you will supply a list of referral services if they or someone they know requires further support and assistance. Highlight the person available in each particular setting if participants need further support. Acknowledge the different cultures and perspectives in the room but explain that content will be presented in the Australian context.

Show participants the group agreement on the projector, read the three points and ask everyone if they can agree to abide by it. Ask if anyone would like to add anything.

Activity 1: Icebreaker – Question web

Objective

Create a comfortable and open group culture

Time required

10 minutes

Resources

Ball of wool

List of questions

Instructions for facilitator

Ask participants to stand or sit in a circle.

Hold the end of the string and throw the ball of wool to one of the participants to catch. Ask them to choose a number from 1 to 20.

Refer to the list of 20 questions below and ask participants the question that corresponds to that number.

Tell the participant to hold the string and throw the wool to another member of the group and repeat the process.

Eventually this creates a web and the group learns interesting facts about one another.

Summarise at the end of the game by stating that participants played a part in creating a unique web and that it would look different if one person didn't participate. Explain that in the same way, it's important that everyone takes part to make the group what it is – diverse and unique.

List of questions

1. What makes you angry?
2. If you could go anywhere in the world, where would you go?
3. If you could talk to any one person now living, who would it be and why?
4. If you were an animal, what would you be and why?
5. What's one thing you like about a member of your family?
6. Name one thing you really like about yourself.
7. What's your favourite thing to do in the holidays?
8. Does your name have a special meaning?
9. What is the hardest thing you have ever done?
10. What was the best thing that happened to you this past week?

Activity 2: Qualities associated with respectful and disrespectful relationships

Objective

Identify behaviours associated with healthy relationships

Time required

10 minutes

Resources

Whiteboard

Whiteboard marker

Instructions for facilitator

Discussion with the entire group:

- What is a relationship?
- What is respect?

Draw two columns on the whiteboard. Write the heading 'respectful relationships' in the top of the left column and ask the group to brainstorm behaviours and qualities associated with a respectful relationship. Once complete use the other column to brainstorm behaviours and qualities they believe are associated with disrespectful relationships.

Discuss the following questions with participants:

- Are there any behaviours that you think are in the wrong group? If so, why?
- Are there any behaviours that you think are acceptable in our society, within a family or dating relationship that are currently under the disrespectful relationships heading?

Use the following qualities and behaviours as prompts and additions for the list.

Respectful and disrespectful behaviours for facilitators to reference

Respectful relationships	Disrespectful relationships
You have fun together	You don't feel free to share your opinions
You both feel like you can be yourself	You can't be yourself around that person
You talk to each other	You feel unhappy around them
You support each other	You are often criticised or humiliated by them
You trust each other	You make plans with them but they often break plans with you at the last minute
You share your feelings	You always have to explain where you are and who you're with
You feel happy around each other	You can't hang out with certain people or they get jealous

You encourage each other to have other friendships	You don't spend much time with other people
You listen to each other	You feel unsafe
You can have different interests	You can't disagree with them or they will get angry
You do things together	You feel like everything is a competition
You have freedom in the relationship	You feel scared or intimidated by them
You can disagree without hurting each other	You feel pressured to do things just to please them
You feel confident to share your opinions	You feel nervous around the person and scared to disagree with them
You can say 'no' if you feel uncomfortable	You feel pressured by them to have sex
You can both compromise, say sorry and talk arguments through	They accuse you of seeing or flirting with other people
	They tell you that if you changed they wouldn't abuse you
	Their jealousy stops you from seeing friends or family
	They make you feel like you are wrong, stupid, crazy or inadequate
	They prevent you from going out or doing things you want to do
	They have scared you with violence or threatening behaviour
	They say they will kill or hurt themselves if you break up with them

Activity 3: Intimate partner and dating violence discussion

Objective

Understand what intimate partner violence is and the different forms of violence

Time required

15 minutes

Resources

Whiteboard

Whiteboard markers

Instructions for facilitator

Ask the following questions:

- Has anyone heard of violence against women and can someone define it?
- What are examples of different forms of abusive behaviour that occur in relationships?
- What do you think is a common theme in all the forms of violence that we have discussed?

Refer to the definition of violence against women and the different forms of violence if the group need further support answering these questions.

Ask the group if they can identify any forms of abuse in the list of disrespectful behaviours on the whiteboard.

Facilitator notes

In a healthy respectful relationship when a couple has an argument both people feel safe to give their opinion and feel that their opinion is being heard. Each party can take responsibility for working things out. Positive conflict can build trust in relationships.

In an unhealthy relationship, arguments turn violent when one person feels unsafe, unheard and disrespected. If one person makes all the decisions, doesn't acknowledge the other person's point of view and if the other person feels afraid to give their opinion, the relationship has become abusive. A relationship is abusive when one person exerts power and control over the other person and that other person is fearful. This is the common theme within violent relationships.

Forms of violence include physical, verbal, emotional, psychological, financial, social isolation and abuse, and harassment and stalking.

- Note: Some participants have commented that in some cultures men and boys have more power and control in a relationship and that this is not seen as a negative factor. It is important not to judge or to say what you think is right or wrong. However, asking participants to explore the impact this has on women and children in disrespectful relationships can be a way to prompt discussions. Be respectful of participants' beliefs and views, while respectfully challenging these ideas.

Key definitions and points to highlight

Violence against women is defined as 'any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life' (United Nations, 1993)

It is important to note that while both women and men experience violence, most men experience violence outside the home, committed by a stranger in a public venue (ABS, 2012). Women are more likely to experience violence within the home, perpetrated by someone they know, usually an intimate partner.

Useful statistic to support this conversation:

- Men are the perpetrators of most violence against both women and men; men were the perpetrators for 94.4 per cent of women and 94.7 per cent of men who have experienced violence since the age of 15 (ABS, 2012).

Activity 4: Consent and sexual decision making

Objective

Understand legal rights and responsibilities in sexual relationships and the importance of consent

Time required

20 minutes

Resources

Scenarios

Worksheet with four key questions

Instructions for facilitator

Preface the activity by saying: 'One thing that's difficult in a healthy relationship or marriage is understanding how to communicate about sex. We understand that in other countries and within various communities there are different laws and cultural beliefs. This activity is informed by Australian law and is related to what the law says about how people can agree and consent to sex, whether people are in a marriage, heterosexual relationship or same-sex relationship, the laws are still the same.'

Ask participants

- What does the word consent mean when talking about sexual relationships?
- Do you think many people ask for verbal consent before and during sex? Why? Why not?

Provide a definition of consent and explain the laws surrounding consent. Refer to the facilitator notes for definitions.

Select one or two of the below scenarios and use the projector to display it to the group. Read the scenario aloud and ask the following questions to prompt a whole group discussion.

Questions

1. Are the people in this scenario acting appropriately regarding consent? Why? Why not?
2. If you saw your friend in this situation, would you have a responsibility to act?
3. Name one way the people in the story could improve their communication about sex.

Facilitator notes

Consent means agreement of your own free will, not because you're forced, scared or threatened. Both people must freely agree to engage in sexual activity for there to be consent. Sex without consent is a crime. To give consent you must:

- Be the right age. The law sets clear age limits for having sex. The age limits are designed to protect young people from being taken advantage of by older people
- Be aware and awake. If someone is unconscious or too drunk or high to know what they are doing, they cannot freely agree
- Be mentally and physically able. A person has to have the mental ability to make decisions and the physical ability to communicate their desires (Victoria Legal Aid, 2014).

Scenario one

Darren and Cho have been dating for 5 months. Cho believes you should wait until you're married to have sex and has discussed her beliefs with Darren. One afternoon Darren is at Cho's house and asks Cho if she wants to have sex. Cho says yes and that she has changed her mind about waiting for marriage because she loves him. Darren asks Cho again if she is really sure and she says yes again. They start to kiss and

then Cho pulls away and says she has changed her mind and doesn't want to have sex anymore. Darren says it's okay and he loves her for her strong beliefs.

Key points: Cho has the right to say no even in the middle of making out. It is helpful that Darren continues to ask Cho questions.

Scenario two

Anna and Joseph are married and have five children. Anna had her fifth child last week. One night Anna is sleeping and Joseph comes home late and wants to have sex with Anna. Anna says she doesn't want to because she is tired and sore but Joseph gets angry and says that she must have sex with him because she is his wife. Anna does not want to but has sex because she thinks she has no choice.

Key points: Just because they are married doesn't mean that Joseph has the right to force Anna to have sex. Sex without consent is rape and is illegal even within marriage.

Scenario three

Simon and Chelsea have been going out for two months. Simon and Chelsea are at a beach party with their friends. Simon has been giving Chelsea drinks all night and now she is really drunk and falling over. Simon asks Chelsea to go for a walk with him so they are alone. Simon kisses Chelsea and puts his hand up her top, Chelsea pushes him away. Simon keeps touching her and tells her that if she really loved him she would have sex with him.

Key points: Simon is being disrespectful and Chelsea is too drunk to be able to give consent.

Activity 5: Myth busting attitudes that support violence against women

Objectives

- Analyse and dispel attitudes and myths commonly held by the general community
- Challenge participants' beliefs about violence against women
- Give participants an opportunity to learn how to respond to challenging behaviours and attitudes

Time required

10 minutes

Resources

Attitude and myth statements

Envelopes

Balloons

Activity instructions

Divide participants into same sex groups of three or four and provide each group with an envelope containing a card with a myth written on it and a balloon that contains an answer to the myth.

Each group has three minutes to discuss their response to the myth. Then they can inflate their balloon, burst it and compare their answer to the one from the balloon.

Instructions for facilitator

Run the activity. Discuss the answers in the large group. Ask participants if doing this activity has challenged any beliefs or myths that they might have held.

Ask the following prompt question:

- What do you think it takes to shift people's attitudes from those that support violence towards attitudes that do not tolerate violence?

Facilitator notes

Here are the myths, attitudes and answers to put inside the envelopes and balloons.

Violence against women is not common in Australia.

Answer: Violence against women is extremely common in Australia. One in three women have experienced violence at least once in their lives (ABS, 2012).

If a woman wears revealing clothes, she is 'asking for it' or 'she deserves it'.

Answer: Rape or sexual assault is not caused by a woman choosing to wear certain clothes. It happens because the perpetrator chooses to commit a crime. No one asks to be raped and no one deserves it.

Alcohol and drugs caused the violence.

Answer: Violence is a choice. Alcohol and drugs are often used by perpetrators as an excuse for their behaviour. Almost equal numbers of perpetrators are drunk or sober.

Men are naturally violent and sometimes just lose their temper and can't control it.

Answer: Violence is a choice. Being angry is an emotion, but people choose whether or not to be violent. Men are not naturally violent. They are conditioned by our society to believe that violence is normal and acceptable. Often perpetrators are not violent towards other men or people in positions of power. Perpetrators choose to use violence to gain power and control.

Sexual assault occurs because men can't control their need for sex.

Answer: Violence is a choice. Men can make choices not to assault someone. Perpetrators use sexual assault to gain power and control.

A woman is contributing to the problem if she doesn't leave the violent relationship. It is her own fault if she stays. Things can't be that bad if she hasn't left.

Answer: There are many reasons that women don't leave a violent relationship, such as lack of finances, isolation and lack of support, social stigma, fear that violence will escalate, commitment and concern for the children. Abusive partners often go to great lengths to make it hard for a victim/survivor to leave a relationship, such as social isolation, economic deprivation, threats of violence, controlling and demanding to know the person's whereabouts at all times.

It is a man's right to have sex within a marriage or relationship.

Answer: Rape is rape. Sex in marriage and relationships should always be consensual and never forced.

Violence against women only occurs in certain groups.

Answer: Violence against women occurs in every community.

Violence against women is mostly committed by strangers.

Answer: More than two-thirds of women who have experienced violence have known the person who committed the violence.

Some people deserve to be beaten because they provoke the violence.

Answer: No one deserves to be assaulted. The responsibility rests solely with the perpetrator. There is no excuse for violence. Some women will defend themselves in an abusive relationship but there is a difference between abusing someone and defending yourself from being abused further.

Activity 6: Gender stereotypes

Objective

Understand gender stereotypes and link them to violence against women

Time required

30 minutes

Resources

Whiteboard

Whiteboard markers

Instructions for facilitator

Brainstorm the following key questions in the large group and write them on the whiteboard:

- What is the difference between sex and gender?
- What are some examples of a gender stereotypes?
- Where do stereotypes come from?

Refer to facilitator notes for definitions.

Following discussion, divide participants into same sex groups, each with four participants. Ask groups to draw an outline of a male or female body on butcher's paper and ask participants to draw and write the qualities or traits associated with being 'feminine' and 'masculine'. For example, ask young women to draw a body map of traits associated with 'femininity' such as being weak, emotional, thin, or beautiful. Ask them to explore these gender stereotypes that are created and reinforce by the media, family, religion, friends and our broader community and culture.

Ask each group to describe their body map to the larger group and discuss the following questions.

- How can these stereotypes impact women and men who feel they have to live up to these images?
- Are there any differences in power between the female and male body maps?
- How could these characteristics explain how men's violence against women is caused or justified?

Conclude the discussion by stating that research shows that violence against women is caused by unequal power relations between men and women, and rigid gender stereotypes (VicHealth, 2007).

Finish with a brainstorm focusing on the following question:

- What can you do on an every day basis to prevent violence against women?
(e.g. promote equal respectful relationships between young women and men)

Facilitator notes

A **stereotype** is a widely-held, fixed and oversimplified image or idea of a particular type of person or thing. Stereotypes are created and come from jokes, media, family, friends, movies and peer culture.

Qualities associated with **femininity** are gentle, submissive, nurturing, emotional and sensitive.

Qualities associated with **masculinity** are strong, leader, logical, commanding and sporty.

Sex refers to physical characteristics such as hormones, chromosomes and anatomy. People are generally described as male, female or intersex based on these characteristics (WHW, 2014).

Gender encompasses the socially constructed norms, roles, responsibilities and expectations that shape our understanding of what it means to be a woman or a man within a given society at a particular time (WHW, 2014).

Gender stereotypes are generalisations of the traits that all women or men are assumed to possess (WHW, 2014).

Activity 7: Bystander action

Objective

Understand the power of positive bystander action and brainstorm ways to intervene in situations that are sexist, offensive and violent.

Time required

10 minutes

Resources

Projector

Laptop

Instructions for facilitator

Facilitate a large group brainstorm to ascertain how young people define a bystander. Summarise at the end of the brainstorm by reading the definition in the facilitator notes below.

Read both scenarios (and display using the projector) and prompt discussion using the following questions:

- How might you respond in these scenarios?
- Is it important that bystander action occurs in public? Why or why not?
- What is difficult about intervening in situations where you know or think the person could be hurt?

- How could taking positive action as a bystander be powerful or helpful?
- How can you do it in ways that ensure your safety?

Facilitator notes

A **bystander** is a person or persons, not directly involved as a victim or perpetrator, who observes an act of violence, discrimination or other unacceptable behaviour (VicHealth, 2012).

Bystander action is taken by a bystander to speak out about or engage others in responding to specific incidents of sexism, discrimination or violence against women (VicHealth, 2012).

It is important to reiterate that it can be challenging and if physical violence is occurring, it can be dangerous to intervene. Support young people to think of safe ways to respond and to challenge violence-supportive attitudes and behaviour. Bystanders have the power to support victim/survivors, stop violence from occurring, create cultural change by stating that certain behaviour is unacceptable, and therefore assist in preventing violence against women.

Scenario one: A sexist comment on your friend's Facebook page

You log onto Facebook and notice that your male friend has posted a sexist comment on his page. How should you respond?

Scenario two: A woman getting hassled on the train

You are on a crowded train and you see a man standing over a woman. You hear him make sexually suggestive comments about her body. The woman is trying to tell him to stop and looks very uncomfortable but the man pays no attention to what she is saying. Everyone else on the train is doing their best to ignore what is happening. How should you respond?

Activity 8: Where to go for help and how to help

Objective

Understand how to access help and support if participants or someone they know is experiencing an unhealthy or violent relationship

Time required

5 minutes

Resources

Projector

Hand outs with 'where to go for help' information

Instructions for facilitator

Refer to appendix four for a referral sheet about how to respond to young people's disclosure of violence and the referral and support services available in Melbourne's west.

Distribute and discuss the referral sheet. Reiterate that young people can contact these services anonymously if they want to ask questions or seek further advice.

Activity 9: Training evaluation

Objective

Evaluate participants' awareness and skills in respectful relationships, gender equity and peer education

Time required

10 minutes

Resources

Post-training evaluation surveys

Pens

Instructions for facilitator

Distribute surveys and ask participants to complete them. Collect surveys when finished.

Alternatively, depending on participants' level of English proficiency, undertake one of the interactive evaluation activities in the evaluation toolkit.

Finish by thanking participants for their contribution and participation during the session.

Appendix 7: You, Me and Us professional development training facilitators' guide

Structure

- Full day training
- Delivered to 10 to 15 participants
- Delivered by two facilitators
- Peer educator as guest presenter

Resources required

- Whole-of-organisation audit tool (completed by workers prior to the session)
- Pre-evaluation survey (completed by workers online prior to the session, or allocate time within training session)
- You, Me and Us professional development PowerPoint presentation
- Professional development resource booklet (including whole-of-organisation action plan tool)
- Post evaluation survey (to be completed by workers at the end of the training)
- Resources for selected You, Me and Us activity

Objectives

This training will support participants to:

- Contextualise young people's relationship violence using a violence against women framework
- Develop an awareness of the underlying causes of violence against women
- Distinguish between prevention and response in redressing violence against women
- Understand You, Me and Us as a primary prevention program
- Gain familiarity with the way the project works
- Highlight any prevention work their organisation is already engaged in, including opportunities for action
- Create a culture within their organisation that supports ethical behaviour and gender equitable respectful relationships

Time allocation

Allow 7 hours, including 1.5 hours for lunch and morning and afternoon breaks

Time	Objectives	Topics	Activity	Resources
15 mins	Participants and facilitators introduce themselves and their organisation	Introductions	Facilitated introductions	None required
15 mins	Orientate participants to the objectives of the training and introduce the You, Me and Us project	Training objectives and program overview	Presentation	PowerPoint, projector
10 mins	Establish an agreed way of working with participants and facilitators	Group agreement	Discussion	Whiteboard and markers
15 mins	Introduce participants to the positive impact of healthy relationships for young people	Respectful relationships and young people's development	Brainstorming and discussion	Butcher's paper, markers
30 mins	Make connections between unhealthy relational qualities participants witness in their settings and relationship violence	Unhealthy relationships among young people and forms of violence	Brainstorming and discussion	Whiteboard, whiteboard markers, PowerPoint, projector
10 mins	Recognise the structures for responding to violence and risk of violence	Mandatory reporting pathways	Presentation	PowerPoint, projector, resource booklet
20 mins	Increase awareness of the extent and severity of violence against women and inspire participants to take action	Violence against women statistics	Activity using statistic cards	Statistic cards
15 mins	Dispel myths around violence against women and violence in young people's relationships	Myths and attitudes that support violence against women	Facilitated group discussion and debate	Myth cards
10 mins	Understand the different levels of prevention	Response Vs Prevention	Video and discussion	Video, PowerPoint presentation
1 hour	Understand the causes of violence against women	Making the link between gender and violence against women Understanding prevention frameworks	Presentation, brainstorming and discussion	PowerPoint presentation, butcher's paper and markers
45 mins	Understand the evidence behind how You, Me and Us works to prevent violence before it occurs	Question and answer with a peer educator Delivery of a You, Me and Us activity by a peer educator	Question and answer and facilitated activity	Resources for selected activity
1 hour	Create a tailored action plan for follow-on work	Action planning	Action planning by organisation and shared learning	Resource booklets, butcher's paper, markers
10 mins	Reflect on training and understand key messages participants are taking away	Group reflection	Group brainstorming	Butcher's paper Markers

10 mins	To collect evaluation data on attitude and knowledge post training	Evaluation and closing	Written evaluations	Post evaluation surveys
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Introduction

Objective

Participants and facilitators introduce themselves and their organisation

Time required

15 minutes

Resources

None required

Instructions for facilitator

Ask participants to share their name, their role and a brief overview of their organisation and to answer the following question:

- When you were a kid, what did you want to be when you grew up?

This question and associated responses are designed to be informal to create a friendly atmosphere in the group as the training begins. It also supports participants to begin the day seeing things from a young person's perspective.

Training objectives

Objective

Orientate participants to the training objectives and content and introduce the You, Me and Us project

Time required

15 minutes

Resources

PowerPoint presentation

Projector

Instructions for facilitator

Run through the objectives of the training with corresponding PowerPoint presentation.

Provide an overview of the You, Me and Us project components and respectful relationship education with corresponding PowerPoint presentation.

Facilitator notes

Describe the training objective to support participants to:

- Contextualise young people's relationship violence using a violence against women framework
- Develop an awareness of the underlying causes of violence against women
- Distinguish between prevention and response in redressing violence against women
- Understand You, Me and Us as a primary prevention program
- Gain familiarity with how the project works
- Highlight prevention work their organisation is already engaged in and opportunities for action
- Create an organisational culture that supports ethical behaviour and gender-equitable, respectful relationships

Introducing You, Me and Us and respectful relationships education

You, Me and Us aims to contribute to the prevention of violence against women through respectful relationships education. We deliver sessions to young people between 10 to 13 and 18 to 24 years old.

Peer educators

You, Me and Us uses a peer education model and has trained 47 culturally diverse young women to become respectful relationship 'youth ambassadors'. These young women co-delivered respectful relationship education sessions to senior primary school students, sporting clubs, youth organisations, universities and TAFEs throughout Melbourne's west.

Key points:

- Peers provide 'strong reinforcement for young people's behaviour and choice and are the most sought and trusted source of personal help and support for young people' (Imbesi, 2008: 14)
- Young people are more likely to hear respectful relationship messages if taught by a peer (Imbesi, 2008)

Professional development

The project includes a one-day professional development training to support professionals working with young people. The training aims to equip workers with an understanding of respectful relationship education and provide tools to develop strategies to support the prevention of violence within their own organisation.

Respectful relationships education

Respectful relationships education is aimed at adolescents and looks at causes of violence against women:

- Unequal power relations between women and men
- Adherence to rigid gender stereotypes (VicHealth, 2007)

The causes of violence against women will be explored in more detail later in the training program.

Respectful relationships education occurs by:

- Promoting equal and respectful relationships between young men and women

Respectful relationship education aims to build young people's capacity and skills to:

- Identify behaviours associated with healthy and unhealthy relationships
- Identify attitudes and behaviours that underpin and perpetuate gender inequity

- Understand their legal rights and responsibilities
- Access help and support if they or someone they know is experiencing an unhealthy or violent relationship

Participants can refer to their professional development booklet for further information on peer education, respectful relationship education and action planning tools.

Group agreement

Objective

Establish an agreed way of working with participants and facilitators

Time required

10 minutes

Resources

PowerPoint presentation

Projector

Instructions for facilitator

Explain that when delivering the session with young people a group agreement is also developed with input from the group.

Display a suggested group agreement on a PowerPoint slide.

Ask participants for any suggested amendments, including notes for the facilitators, and then seek agreement.

Please note that because participants are attending in a professional capacity, and as content is not of a personal nature, preparing a group agreement need not be an in-depth process.

Facilitator notes

Group agreement:

- Respect each other's differences
- Participate in the group
- Make sure everyone is able to contribute
- Keep confidentiality
- Agree to disagree sometimes
- Turn mobile phones off to minimise distractions
- Be conscious of time

Respectful relationships and young people's development

Objective

Introduce participants to the positive impact of healthy relationships for young people

Time required

15 minutes

Resources

Butcher's paper and markers

Instructions for facilitator

Ask participants to separate into groups of three or four and provide each group with a sheet of butcher's paper and markers. Ask them to answer the following questions:

- What qualities are characteristic of a respectful relationship?
- Why are healthy and respectful relationships important for young people's development?

Share answers in the larger group and discuss. It is important that the facilitators prompt thinking and discussion about the detrimental effects that unhealthy relationships can have on young people.

Unhealthy relationships amongst young people and forms of violence

Objective

Make connections between unhealthy relational qualities participants witness in their settings and relationship violence

Time required

30 minutes

Resources

PowerPoint presentation

Projector

Whiteboard

Whiteboard markers

Instructions for facilitator

Facilitate a whole-of-group discussion guided by the question:

- What examples of unhealthy relationship behaviours do you see among young people you work with?

Write responses on the whiteboard. Also ask participants to compare and contrast what they experienced when they were growing up and the differences they see in young people today. Give examples of subtler forms of violence if needed, such as sexting and sexist comments.

From the list on the board, ask the group to identify the forms of violence and categorise the examples given according to physical, sexual, emotion, psychological, financial forms of violence. For example, aggressive behaviours such as kicking and intimidation would be labelled as physical violence.

Then show participants the violence against women definitions and statistics on the corresponding PowerPoint slides:

- Introduce violence against women
- United Nations' definition of violence against women
- Explain forms of violence against women if this did not come out strongly in the above discussion
- Explain the extent of violence against women and provide statistics on the extent of violence against women in Victoria and impact on young people
- Discuss violence against men

Facilitator notes

Introducing violence against women

Research shows that the majority of women who experience violence experience it at the hands of men they know, such as an intimate partner, an ex-partner or a family member. It's important to recognise that intimate partner violence is a gendered crime, as evidenced by the majority of victims being women. It is a matter of power and control. Intimate partner violence is a crime and violence is a choice made by the perpetrator.

This training will therefore use the term violence against women instead of family violence, domestic violence or intimate partner violence.

The term violence against women explicitly acknowledges that:

- Women are the predominant victims/survivors of intimate partner and sexual violence
- Violence is directed against a woman because she is a woman and violence affects women disproportionately

A definition of violence against women

'Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life' (United Nations, 1993).

Different forms of violence

Examples of different forms of violence include:

- Physical violence — hitting, punching, kicking, slapping, choking, throwing things at you, dangerous driving, pulling hair and the use of weapons
- Sexual violence — rape, incest, non-consensual sexting, forcing you to watch sexual acts, unwanted or pressured sexual acts and sexual put downs
- Verbal abuse — name calling, abusive language, put downs, derogatory comments about your age, culture, ability or appearance
- Emotional and psychological abuse — manipulation, threatening suicide, ignoring and withdrawing emotional connection and humiliation
- Social abuse and isolation — isolation from friends and family, being rude to your friends so they don't

want to hang out with you anymore, checking up on you all the time, hiding keys, locking you in the house and contacting your friends and starting rumours

- Financial and economic abuse — stealing, controlling all the finances and not giving enough money to buy things, withholding money and preventing you from having a job
- Harassment and stalking — ringing you repeatedly, following you, cyber stalking, sending you unwanted letters or texts constantly and hanging around where you live and work.

Statistics

- In 2009, the estimated cost of domestic violence in Australia was \$13.6 billion (National Council to Reduce Violence Against Women and their Children, 2009)
- Domestic violence has a clear and negative impact on children's and young people's behavioural, cognitive and emotional functioning and social development. Children's and young people's education and later employment prospects are harmed by domestic violence (Flood and Fergus, 2008)
- In Victoria, violence is the leading contributor to death, disability and illness of women aged 15 to 44 years (VicHealth, 2004)

Further statistics are included in the professional development booklet.

Violence against men

It is important to acknowledge that both women and men experience violence in relationships, and, are capable of inflicting violence. Violence towards any person is unacceptable.

Reiterate that it is only some men who choose to be violent towards women. Most men choose not to be violent.

Explain that men and women experience different forms of violence, for example:

- Young men are more likely to experience physical violence outside the home, through war and violence among male peers
- Young women are more likely to experience physical violence by people in their home/someone they know

According to an Australian Bureau of Statistics' Personal Safety Survey (2012)

- Men are most likely to experience violence from other men, who they do not know at a place of recreation, entertainment or outside location (ABS, 2012)
- Whereas, women are more likely to experience violence from men they know, with one in three Australian women (34 per cent) having experienced physical violence and one in five Australian women (19 per cent) having experienced sexual violence since the age of 15 (ABS, 2012)

Mandatory referral pathways and other response work

Objective

Recognise the structures for responding to violence and risk of violence

Time required

10 minutes

Resources

Professional development booklet
PowerPoint presentation
Projector

Instructions for facilitator

Provide a succinct overview of mandatory reporting and duty of care procedures in different settings. Refer participants to the professional development booklet for further assistance regarding how to support and respond to a young person disclosing violence.

Explain that a compassionate and non-judgmental response is vital and can be difficult for settings. However, today's training will focus on how to prevent violence before it occurs.

Facilitator notes

Recognise, respond and refer:

- Be aware of hints or signals that indicate signs of abuse
- Find an appropriate time and place
- Be direct
- Let them know you are available if they ever want to talk
- Refer: Any person who is registered as a teacher under the *Education and Training Reform Act 2006*, or any person who has been granted to teach under the Act, including principals, is mandated to make a report to the Department of Human Services' Child Protection if they form a belief on reasonable grounds that a child is in need of protection. Teachers and principals are mandated by law under section 184 of the *Children Youth and Families Act 2005* to make a report to child protection.

Non-mandated school staff members who believe on reasonable grounds that a child is in need of protection are encouraged to speak to their principal as well as being able to make a report to Department of Human Services; Child Protection.

Refer to appendix 4 in the manual for details of referral pathways.

Violence against women statistics

Objective

Increase awareness of the extent and severity of violence against women and inspire participants to take action

Time required

20 minutes

Resources

Cards with the statistics of violence against women
Cards with corresponding statements (see peer educator training session two)

Instructions for facilitator

Spread the cards out on a table or on the floor and ask participants to match the statistical numbers and the corresponding answers. The participants must work together as a team and match up the correct statistics to the correct sentences. Ask the following questions to prompt discussion:

- Did you already know any of these statistics?
- Which statistics surprised you the most?

Common myths and attitudes that support violence against women

Objective

Dispel myths around violence against women and violence in young people's relationships

Time required

15 minutes

Resources

Myth cards (see peer educator training session two)

Instructions for facilitator

Ask participants to work in pairs and then hand out the myth cards to each pair.

Explain that all of these statements are myths. Ask participants to prepare responses to these claims. If participants don't know the answer to a myth, ask them to think about where the idea might have come from.

After this has been completed, ask pairs to read aloud their responses to the group. Add to their responses with more information regarding relevant research or facts. Ask participants whether any of the facts surprised them.

Facilitator notes

Myths with answers for facilitators:

Violence against women is not common in Australia.

Violence against women is extremely common in Australia. One in three women has experienced violence at least once in their life.

If a woman wears revealing clothes, she is 'asking for it' or 'she deserves it'.

Rape or sexual assault is not caused by a woman choosing to wear certain clothes. It happens because the perpetrator chooses to commit a crime. No one asks to be raped and no one deserves it.

Alcohol or drugs caused the violence.

Violence is a choice. Alcohol and drugs are often used by perpetrators as an excuse for their behaviour. Almost equal numbers of perpetrators are drunk or sober.

Men are naturally violent and sometimes just lose their temper and can't control it.

Violence is a choice. Being angry is an emotion, but people choose whether or not to be violent. Men are not naturally violent. They are conditioned by our society to believe that violence is normal and acceptable. Often perpetrators are not violent towards other men or people in positions of power. Perpetrators choose to use violence to gain power and control.

Sexual assault occurs because men can't control their need for sex.

Again, violence is a choice. Men can make choices not to assault someone. Perpetrators use sexual assault to gain power and control.

A woman is contributing to the problem if she doesn't leave the violent relationship. It is her own fault if she stays. Things can't be that bad if she hasn't left.

There are many reasons that women don't leave a violent relationship, such as lack of finances, isolation and lack of support, social stigma, fear that violence will escalate, commitment and concern for the children. Abusive partners often go to great lengths to make it hard for a victim/survivor to leave a relationship, such as social isolation, economic deprivation, threats of violence, controlling and demanding to know the person's whereabouts at all times.

It's a man's right to have sex within a marriage or relationship.

Rape is rape. Sex in marriage and relationships should always be consensual and never forced.

Violence against women only occurs in certain groups.

Violence against women occurs at every level in every community.

Violence against women is mostly committed by strangers.

More than two-thirds of women who have experienced violence have known the person who committed the violence.

Some people deserve to be beaten because they provoke the violence.

No one deserves to be assaulted. The responsibility rests solely with the perpetrator. There is no excuse for violence. Some women will defend themselves in an abusive relationship but there is a difference between abusing someone and defending yourself from being abused further.

Distinguishing between response and prevention as approaches to preventing violence against women

Objective

Understand the different levels of prevention

Time required

10 minutes

Resources

Upstream and downstream video, available at <http://vimeo.com/63417881>

Projector

Instructions for facilitator

Explain that, when faced with violence against women, the typical and quite human and empathic response is to consider the impact on the individual person and attempt to pour all efforts into assisting them. Violence against women is preventable and therefore we need to also focus our efforts on preventing violence against women before it occurs. We now know the determinants of violence against women and thus can work to prevent it. Show the upstream/downstream video to demonstrate the different forms of response. Then show the corresponding PowerPoint slide with definitions for primary, secondary and tertiary prevention.

Facilitator notes

Unless we understand the causes or determinants of violence against women by an intimate partner, we will not be able to develop and implement strategies that will lead to the reduction of violence against women and, ultimately, prevent it from occurring.

It is also important to acknowledge the importance of secondary and tertiary prevention of violence against women, because sadly there will probably always be a need for support services for victims/survivors and their children.

Different stages of prevention:

- Primary prevention — initiatives that aim to prevent violence before it occurs by redressing the underlying causes, such as gender inequity (VicHealth, 2007)
- Early intervention (sometimes referred to as secondary prevention) — action targeting individuals or population sub-groups who are showing early signs of violent behaviour (VicHealth, 2007)
- Tertiary response — initiatives that aim to reduce the effects of violence once it has occurred and prevent its reoccurrence (VicHealth, 2007)

Causes of violence against women

Objective

To understand the causes of violence against women

Time required

1 hour

Resources

PowerPoint presentation

Projector

Gender activity

Instructions for facilitator

Divide participants into four groups and ask them to brainstorm the different characteristics attributed to women and men that are valued by our society. Ask them to consider the following questions:

- Which attributes hold more power and control within our society?
- What traits are most valued within our society?
- How do these different expectations of how men and women should act affect your daily life and relationships?

Allocate each group a different topic (e.g. the media, sport, home and work) and ask each group to brainstorm:

- How and why are women and men unequal in each of these areas?

Show the corresponding PowerPoint gender slides that give examples of inequalities in sport, media, home and work.

Facilitator notes

Depending on the pre-existing knowledge of the group, it can be useful to first define the following key terms:

Sex

The physical characteristics, such as hormones, chromosomes and anatomy, used as a basis to describe people as male, female or intersex (WHW, 2014).

Gender

The socially constructed norms, roles, responsibilities and expectations that shape our understanding of what it means to be a woman or a man within a given society at a particular time (WHW, 2014).

Gender stereotypes and inequity

Rigid understandings of gender reinforce power differences between women and men, which undermine women's health, safety, wellbeing and status in society. Additionally, those who challenge narrow conceptions of sex, gender and sexuality experience more frequent discrimination, harassment and violence.

Ecological model activity

Instructions for facilitator

Show the PowerPoint slide and explain the World Health Organization's ecological model and its overlapping circles of individual/relationship, community/organisational and society.

Divide participants into four groups. Ask groups to draw the ecological model on butcher's paper and list what needs to be in place at each level to create a gender equitable society.

Then facilitate a whole group discussion where groups can share their answers.

Facilitator notes

Refer to the World Health Organization's (2004) *Preventing violence: A guide to implementing the recommendations of the world report on violence and health*, for further information on the ecological model.

An ecological approach to understanding violence against women

Source: VicHealth (2007)



1. Societal: the cultural values and beliefs that shape the other three levels of social ecology
2. Community and organisational: the formal and informal social structures that impact on a person
3. Individual and relationship: the developmental experiences and personality factors that shape a person's responses to stressors in their environment and the intimate interactions a person has with others

Causes of violence activity

Facilitator notes

Explain that these 'bigger picture' things in society are the causes – they enable violence. There are many contributing factors such as alcohol use or experiencing violence as a child, but these do not cause violence against women.

Causes of violence	Prevention focus
Unequal power relations between men and women	Promoting equal and respectful relationships between men and women
Adherence to rigid gender stereotypes (VicHealth, 2007)	Promoting non-violent social norms and reducing the effects of prior exposure to violence

Evidence-based approaches: You Me and Us as a strategy to prevent violence against women

Objective

Understand the evidence around how You, Me and Us works to prevent violence before it occurs

Time required

45 minutes

Resources

PowerPoint presentation

Projector

Peer educator

Resources for selected You, Me and Us activity

Instructions for facilitator

Explain that You, Me and Us works to redress the causes of violence with corresponding PowerPoint presentation.

Introduce the peer educator who will talk firsthand about their experiences in the You, Me and Us project. The peer educator will give a personal contribution on what she thinks of the project and where it has made a difference in her life. She will particularly focus on the following areas: education and training, leadership, decision making, having a voice and the general personal impact on her life.

Ask the peer educator to facilitate a session from either the 18 to 24 or the 10 to 13 session plans. It is recommended to run one of the gender activities to reinforce how the You, Me and Us project challenges gender stereotyping to promote respectful relationships.

Facilitator notes

You, Me and Us works to redress the causes of violence by:

Reducing power inequalities between women and men

You, Me and Us example: Peer educators, young women aged 18 to 24 from Melbourne's west, are trained to co-facilitate respectful relationships education sessions. This provides young women with the opportunity to access further training to increase their future employment opportunities and to be involved in leadership and decision making processes.

Challenging rigid gender stereotypes to promote respectful relationships

You, Me and Us example: One of the main activities in the respectful relationships education sessions is to question gender stereotypes and examine the negative impacts stereotypes can have on us as individuals and our relationships. The program works with young people to explore ways in which we can challenge stereotypes and why it is important to challenge stereotypes.

Organisational action planning

Objective

Creation of tailored action plan for follow-on work

Time required

1 hour

Resources

Professional development booklet

Butcher's paper

Markers

PowerPoint presentation

Projector

Instructions for facilitator

Ask participants to work on their action plans for their setting. If two people attend from the same setting then they will work on one action plan together.

Distribute the audit documents that they completed prior to the training.

Ask participants to feed back their plan to the large group.

Ask participants to share possible barriers to completing their action plan. Support the group to brainstorm ideas for overcoming those barriers. Participants might be able to offer advice about how to advocate to others within similar settings. For example, a principal from a school may be able to offer advice on how a welfare officer can advocate for policy change with their principal.

Facilitator notes

Please refer to the action planning tools and examples provided in the professional development booklet for further information. Please also refer to the audit tools in the professional development section of the manual. Please note that action tools and examples have been developed for the three different settings, including educational institutions, youth organisations and sports clubs.

Reflection

Objective

Reflect on the training and reinforce key messages participants are taking away

Time required

10 minutes

Resources

Butcher's paper

Instructions for facilitator

Place a large piece of paper in the middle of the room. Ask participants to draw a mind-map of what they learnt and understood from the training.

Evaluation survey

Objective

Collect evaluation data on attitude and knowledge post training

Time required

10 minutes

Resources

Professional development post-training evaluation

Instructions for facilitator

Ask participants to complete the post-training knowledge test.

Facilitator Notes

Refer to the evaluation section of this manual for evaluation tools for professional development training

Finish

Appendix 8: Whole-of-organisation audit tool

Example of the audit tool developed for educational institutions that are completed during the You, Me and Us professional development training.

Educational institutions

RESPECTFUL RELATIONSHIPS

Whole-of-school audit

Name of school:

.....

Name of key staff contact:

Section 1: Curriculum, teaching and learning

Supporting You, Me and Us

	Yes	Partial	No
Has your school organised You, Me and Us respectful relationships education sessions for all young people in the targeted age groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you designated a key contact to host the You, Me and Us educators in your school and to discuss feedback after the session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your curriculum regularly include modules about or related to respectful relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Policy and practices

Organisational policies and procedures

	Yes	Partial	No
Does your school incorporate a principle of shared responsibility for maintaining a respectful organisational culture in relevant policies, procedures and communications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your school have an organisational policy that promotes equal and respectful relationships between students and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do your school policies detail procedures for dealing with sexist behaviour, harassment and bullying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a key staff member or a school working group that is responsible for raising awareness of the existence and prevalence of unhealthy relationships and the importance of respectful relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDICES

Section 3: The relationship between the organisation, parents and family, and the community

Family involvement in activities

	Yes	Partial	No
Have you communicated to parents and caregivers that young people are participating in You, Me and Us to show your school's commitment to respectful relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where possible, does your school explicitly encourage the participation of parents and caregivers of both sexes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Family/community involvement in procedures

Where possible, does your school involve parents and caregivers or community members and organisations as key partners in developing and supporting respectful relationships policy and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school have procedures to ensure a welcoming, fair and safe environment for women and girls in all aspects of your school's engagement with families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Community links

Have you considered how you can share the positive outcomes of participating in You, Me and Us with other schools and community organisations with which you work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school identified and created links with local community and health organisations that work towards safe, respectful and violence-free communities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Organisational culture, ethos and environment

Physical environment

	Yes	Partial	No
Are materials that support respectful relationships, such as posters, brochures and stickers, clearly visible at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this material remain in place without being damaged or defaced?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your school display declarations that demonstrate your organisational commitment to respectful relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Be an advocate in your school

Do you lead by example and challenge sexist and disrespectful behaviour in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Is it clear that sexist behaviour, language and other attitudes that support unequal relationships between female and male staff and students is unacceptable and not tolerated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Do you promote respectful relationships programs such as You, Me and Us in your school newsletter and other promotional materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Staff development

Yes	Partial	No
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Is there a structure in place where you can disseminate learning from the You, Me and Us professional development training to your colleagues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Have staff participated in other sexuality education or respectful relationships education programs or training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Do staff have access to respectful relationships resources and tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Appendix 9: Professional development action plan

Educational institutions

RESPECTFUL RELATIONSHIPS

Whole-of-school action plan

Name of school:

.....

Name of key staff contact:

Curriculum, teaching and learning

Action 1 :

Action 2 :

Policy and practices

Action 3 :

Action 4 :

The relationship between the organisation, parents, family and the community

Action 5 :

Action 6 :

Organisational culture, ethos and environment

Action 7 :

Action 8 :

Suggested activities

Section 1: Curriculum, teaching and learning

Supporting You, Me and Us

- Book additional You, Me and Us sessions
- Designate a staff member as the You, Me and Us coordinator
- Prepare homework tasks that encourage students to share with friends and family what they have learnt about respectful relationships or to further explore respectful relationships
- Prepare additional modules about respectful relationships to further investigate the ideas and themes presented in the You, Me and Us session.

Section 2: Policy and practices

School policies and procedures

- Review and revise relevant school policies to include specific references to gender equity and respectful relationships
- Develop new school policies to promote respectful relationships between students and staff
- Review staff induction manuals, processes and performance reviews to incorporate a principle of shared responsibility for maintaining a respectful organisational culture in relevant policies, procedures and communications
- Designate a key staff member or a school working group that is responsible for raising wider organisational awareness of gender inequity and the importance of respectful relationships.

Section 3: The relationship between the organisation, parents, family and the community

Family involvement in school activities

- Where appropriate, host a 'family day' at the school to encourage engagement from both male and female parents, caregivers and partners
- Work with the school's parents and friends association to encourage parents and caregivers of both sexes to become members
- Where appropriate, hold parent-staff meetings outside of business hours to encourage and support working parents and caregivers of both sexes to attend
- Communicate to families that students are participating in You, Me and Us to show the school's commitment to respectful relationships
- Host an evening event for families to highlight and discuss the school's commitment to gender equitable respectful relationships.

Family involvement in school procedures

- Set up a working group in the school to develop new policies or update existing ones. Involve parents and caregivers as key partners in this process
- Develop procedures to ensure a welcoming, fair and safe environment for women and girls in all aspects of your school's engagement with families. This will include considering the availability of childcare

at school events; child-friendly events; safety concerns for women when coming to the school in the evening; availability of designated and qualified staff members who can support and refer families who might be experiencing violence to appropriate support services.

Community links

- Spread word of the success of You, Me and Us sessions to other schools and community organisations you work with by making a presentation at a meeting or writing a short piece for a sector publication
- Publicise the school's commitment to gender-equitable respectful relationships programs in your newsletter, brochures and other promotional materials
- Create links with local community and health organisations that work towards safe, respectful and violence-free communities
- Develop professional networks with other schools to further support your school's response to gender equitable respectful relationships. You could network with others in this training who work in a location close to you, or in a school that is similar to yours.

Section 4: Organisational culture, ethos and environment

Physical environment

- Source and display materials around your school that support gender-equitable respectful relationships, such as posters, brochures and stickers
- Create and display declarations that demonstrate the school's organisational commitment to gender equitable respectful relationships.

Be an advocate in your school

- Demonstrate good bystander behaviour by challenging sexist and disrespectful behaviour in the workplace
- Develop clear ways to communicate that sexist language, behaviour and comments made by staff or students are unacceptable and will not be tolerated
- Publicise the success of You, Me and Us in your school newsletter, with a school display or via an email to families.

Staff development

- Disseminate what you've learned today at your staff meetings. Ask for a space on the agenda
- Prepare a short article or notes for other staff members on this training. This might include a staff newsletter or an email that goes to all staff
- Source relationship violence or violence against women awareness and response training for staff; for example:
 1. VicHealth 'Preventing violence against women' training
 2. Domestic Violence Resource Centre Victoria 'Preventing violence against women: turning awareness into action' training
- Source books, leaflets and information sheets for staff and volunteers in the areas of gender equitable respectful relationships and prevention of violence against women. Communicate where these resources can be accessed, such as at the library or front desk
- When working with both internal and external groups who deliver staff and student training in your school, suggest that the topic they cover include a focus on gender equitable respectful relationships.



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