



University of Huddersfield, UK

Curriculum To Support The Prevention Of  
**INTIMATE PARTNER VIOLENCE  
IN THE UK**

**A Curriculum Framework**  
developed by the  
None in Three Research Centre  
for the Global Prevention of Gender-based Violence



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He also co-authored (with Professor Tony Bush) the standards framework for principal development across the Commonwealth, especially in Small Island States, currently being piloted in Mauritius. Paul is an experienced academic manager and educational consultant with over 95 publications. Paul is a visiting professor for the Ni3 Research Centre, and he authored the framework for this curriculum to support the prevention of intimate partner violence in the UK.

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Curriculum to Support the Prevention of  
Intimate Partner Violence in the UK  
(eBook/digital)



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# Framework

## Introduction

This is a flexible programme of study on gender-based violence (GBV), more specifically, intimate partner violence (IPV). It is designed to complement, not replace, existing provisions in Relationships, Sex and Health Education (RSHE) and Personal, Social and Health Education (PSHE). This programme of study can be used independently and/or in conjunction with the None in Three anti-IPV game, designed with the support of international and UK experts to assist children and young people in the UK. The game focuses on the prevention of IPV in relationships. The name of this video game is Danielle; it is available for free download at:

<http://www.noneinthree.org/united-kingdom/game/>.

Preliminary trials of the game's efficacy to change the players' attitudes towards dating abuse, have shown promising results.

This programme of study identifies the key concepts and skills that support students' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002. It is based on the theme of relationships.



**It is important that schools do not attempt to cover all the suggested content in this document linearly, as doing so would lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, it is advised that schools select content relevant to their students and use/adapt these as a context through which overarching concepts can be explored to develop the essential skills and attributes.**

## Purpose of the Study

This programme of study is a planned, developmental programme of learning through which children and young people acquire important knowledge, understanding and skills to shape their formation of healthy relationships. This programme of study provides knowledge to students on a range of issues related to IPV. It can also benefit the development of qualities and attributes students need to thrive as individuals, family members and members of society and can make an invaluable contribution to the development of prosocial behaviour, personal safety, and well-being.

This programme of study enhances personal development by helping students develop an awareness of IPV and build confidence, resilience and self-esteem. It enables students to identify and manage risk, make informed choices and understand what influences their decisions and actions. Building reflective skills helps young people understand their emerging identities, respect and accommodate differences and change, manage emotions and communicate constructively in various settings. Developing an understanding of themselves, empathy for others and enjoying harmonious relationships will help students form and maintain good relationships.



## Overarching Concepts

1. **Identity** (personal qualities, attitudes, skills, attributes, achievements and what influences these aspects)
2. **Relationships** (including different types and in different settings)
3. **Health and well-being** (individual physical, emotional, social well-being, including within relationships)
4. **Risk and safety** (identification and assessment to manage risk for self and others and understanding behaviour and strategies to employ in different settings)
5. **Diversity and equality** (in all its forms)
6. **Rights and responsibilities** (including the notion of universal human rights, fairness and justice, consent in different contexts and respect in the context of relationships)
7. **Change and resilience** (change as something to be managed and resilience in terms of skills, strategies and resources that can be drawn on when faced with challenging change or circumstances)
8. **Power** (how it is used and encountered in a variety of relationships, including persuasion, bullying, negotiation and 'win-win' outcomes)

## Skills Development

### Intrapersonal skills for self-management and self-efficacy for challenging IPV and seeking help

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of one's own needs, motivations and learning, strengths, and next steps for development, how perceptions of the behaviour of peers can influence one's own behaviour)</li> <li>2. Learning from experience to seek and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising how unhelpful thinking and behaviour can influence relationships with</li> </ol> | <ol style="list-style-type: none"> <li>others (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change, setbacks and stress and reaching out to others for help)</li> <li>7. Self-regulation (including managing strong emotions e.g., negativity and impulsiveness)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (including time management)</li> </ol> |
|---|--|

### Interpersonal skills for positive relationships

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments, and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability</li> </ol> | <ol style="list-style-type: none"> <li>to provide, receive and respond to constructive feedback and take on different roles; the ability to recognise and learn from the experience of others)</li> <li>5. Negotiation (including flexibility, self-advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive affirmation for self and others</li> </ol> |
|--|---|

### Skills of inquiry

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> </ol> | <ol style="list-style-type: none"> <li>4. Drawing and defending conclusions using evidence and not just assertion</li> <li>5. Identification, assessment (including prediction) and management of risk</li> <li>6. Evaluating social norms</li> </ol> |
|--|---|

## Aims

1. Accurate and relevant knowledge about IPV
2. Opportunities to turn that knowledge into personal understanding
3. Opportunities to explore, clarify and, if necessary, challenge values, attitudes, beliefs, rights and responsibilities
4. Development of skills, language and strategies needed to live healthy, safe, fulfilling, responsible and balanced lives.



### Student Age Range

14 – 18 years old

## Attainment Targets

There are no attainment targets for this programme of study. Opportunities for formative assessment for learning should be built into provision. Baseline assessment, to understand students' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing students with opportunities to reflect on and assess their learning in the context of their everyday occurrences is important.

## Subject Content

The theme of relationships is important to this programme of study on IPV. It is important to provide knowledge, understanding and the development of language, skills and strategies to support students in seeking to change discriminatory attitudes and behaviours towards women, girls, sexual minorities and gender non-conforming people. It is important to recognise that many decisions made in a social context are influenced by the attitudes, values and beliefs of significant others. A programme of study on IPV should respect and take account of students' prior learning and experiences and

should reflect the universal needs shared by all students and the specific needs of students in a school. This programme of study should be taught through a spiral approach, revisiting themes while increasing the challenge, broadening the scope and deepening students' thinking. This programme of study prepares students for both their future and their present day-to-day lives and provides opportunities for them to recognise and reflect on how learning about IPV is relevant to them and can be applied in their own lives, currently or in the future.



## Building a Programme of Study

The framework below, combined with the skills and concepts identified above, is intended to support teachers and students in getting the most from this programme of study on **IPV**. Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, peer pressure and coercion can have a lasting impact on self and others).

This framework is not definitive, and teachers can adapt and enrich it as they feel appropriate based on the needs of students and/or their readiness. This programme of study can address IPV in direct and indirect ways through a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. It is intended to complement existing school policies and DfE guidance documents, including those relating to the DfE's statutory guidance for personal, social, health and economic education ([PSHE](#)) and relationships, sex and health education ([RSHE](#)), preventing and tackling bullying (including online bullying), safeguarding and equality and health education.



## Programme of Study: Core Content

### Students Should be Taught

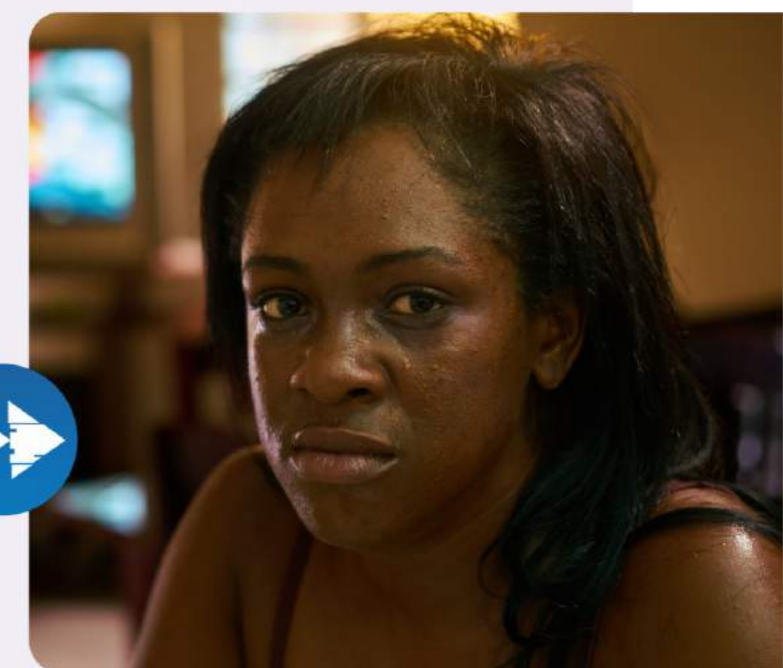
1. To develop healthy attitudes and behaviours within intimate relationships (to reduce IPV prevalence in the long-term and to facilitate help-seeking by those affected by abuse and by those perpetrating it)
2. To increase their knowledge about IPV in relationships
3. To be empowered and develop agency and resilience





## Suggested Areas of Focus

1. Educating and informing young people about the characteristics of unhealthy relationships to prevent normalisation and increase empathy with those young people who have been victims of IPV
2. Helping young people understand that their behaviours can have far-reaching consequences for the other person in the relationship, for example, failing grades, isolation from friends and declining mental health
3. Demonstrating the importance of mutual respect and equality within relationships and helping young people to understand that the inability to regulate emotions, such as jealousy and related controlling behaviours are features of abuse and should not be confused with love
4. Depicting the subtleties and complexities of grooming, coercion and manipulation that can be evident in intimate relationships, including the use of real-world technologies to control and abuse, to ensure that young people develop awareness and see the consequences of their decision making
5. Providing information about sexual coercion/abuse and helping young people recognise that anybody can be a victim and/or perpetrator; it does not just happen to 'others'
6. Examining the legal position around young people's relationships, for example, the consequences of sending and distributing explicit photos over social media and other offences such as voyeurism (e.g., upskirting) and the impact this can have on the victim, perpetrator, and wider family
7. Considering the legal age of consent. Examining issues of consent to enable young people to consider their own behaviours, concerning the law, to understand that persuading/coercing someone to engage in sexual activity is not acceptable
8. Helping young people recognise their agency within relationships, which is increased once knowledge about unhealthy relationships is embedded
9. Demonstrating the value of seeking help and support to overcome difficulties and developing awareness to support and encourage help-seeking behaviours
10. Helping young people recognise that they are not passive observers, that bystander intervention is important in tackling IPV and that peer interventions can be very powerful in helping to recognise that it is everybody's business
11. Demonstrating the importance of disclosure and sharing of emotions in challenging IPV and building resilience
12. Demonstrating that a supportive environment, such as staff at a school/college and/or family members, can provide constructive help and that speaking openly is to be encouraged





## Methods and Ni3 Research Findings

### Methods

The methodological approach taken for the creation of the curriculum consists of an iterative and collaborative review process for developing:

- 1) the curriculum framework; and
- 2) the curriculum design and content.

### Development of the curriculum framework

Development of the curriculum framework involved:

- [Consultation with country experts and stakeholders to identify themes and issue;](#)
- [Review of empirical research carried out by the None in Three Centre;](#)
- [Review of wider literature;](#)
- [Mapping of curriculum framework against country policy and legislation;](#)
- [Preparatory and feedback work for access into schools.](#)

### Development of the curriculum design and content

- The curriculum design and content are shaped by an interdisciplinary youth-centred approach that draws on and combines critical pedagogy, creative and performing arts, an ecological framework for human development and integrative and intercultural therapeutic practice (see 'References for Curriculum Design and Content' in the 'Resources' section).
- The purpose of the suggested scheme of work topic is to facilitate the development of critical awareness and enable reflection and action for change within self and others based on enhancing recognition of stressors, capacity for developing emotional resilience, coping strategies, help-seeking behaviour, problem-solving skills and care for self and others.
- Suggested scheme of work activities aim to be cost-effective and rooted in social justice and democratic principles centred on strengthening young people's voice, visibility and agency in an empowering and enabling learning process. The objective is to contribute to conditions for an inclusive, equitable, ethical provision of teaching practice in a safe, contained and bounded learning process. This curriculum design and development was mapped closely against the PSHE Association Quality Assurance and Assessment Framework, which shaped examples and suggestions for teachers and students. It aimed to be responsive to the principles of the PSHE Association Quality Mark.
- Transferability, sustainability, replicability and adaptation potential for the diverse contexts of UK schools were woven into design and content through an iterative participatory and collaborative process. This approach involved eliciting feedback and validation from the Ni3 Centre experts and international advisors. UK team feedback and validation contributed to: i) the initial scheme of work design based on the plotline for the video game 'Danielle' - with particular attention given to facilitating how teachers could use the game alongside the curriculum materials to link activities with each chapter of the game (see the plotline for the video game 'Danielle' under 'Resources'); ii) the integration of Ni3 qualitative and quantitative research findings to inform the design and content and; iii) the revised version responsive to PSHE specialist and Safeguarding Lead specialist feedback.

## Ni3 quantitative survey research findings that shaped the context for the curriculum design<sup>1</sup>

### [UK Resources - None In Three](#)

It is important for educators to be aware of the ways in which diverse children and young people may experience child abuse and neglect (CAN) in their lived context, as this can contribute to their existing awareness, understanding, attitudes and behaviours regarding intimate relationships. For instance, the Ni3 quantitative survey findings draw the attention of educators to the aspects outlined below that have featured in the lived experiences of diverse children and young people who participated in the survey.

- The most commonly reported form of abuse outside the home was emotional abuse, with 29% of children and young people reporting that they had experienced this at least once or twice.
- Young people aged 15-18 years were more than three times as likely to report experiencing non-contact sexual abuse<sup>2</sup> outside the home compared to young people aged 10-14 years.
- Girls were more than twice as likely to report non-contact sexual abuse outside the home compared to boys.
- Young people with mixed heritage backgrounds were more likely to report experiencing non-contact sexual abuse and emotional abuse than children from other ethnic groups.
- Almost one-third of young people reported witnessing domestic abuse in the home, such as verbal violence. 11% reported exposure to physical violence and 5% reported exposure to serious violent threat within the home.
- Girls were more likely to report their experience of exposure to verbal violence than boys.
- The prevalence of experience of exposure to violence within the home was similar among young people from all age and ethnic groups.

<sup>1</sup>Kirkman, G., Mason, S., Debowska, A., Sharratt, K., & Jones, A. (forthcoming), *Childhood maltreatment, exposure to violence, and mental health outcomes among boys and girls from the UK: A brief survey report*. None in Three Research Centre, University of Huddersfield, UK.

<sup>2</sup>Non-contact sexual abuse includes: Showing pornography to a child; deliberately exposing an adult's genitals to a child; photographing a child in sexual poses; encouraging a child to watch or hear sexual acts; inappropriately watching a child undress or use the bathroom (see, for example, <https://www.stopitnow.org/ohc-content/tip-sheet-defining-and-understanding-child-sexual-abuse>).

It is important for educators to bear in mind the mental health and well-being issues that diverse children and young people may bring to their learning context and hold this awareness when introducing teaching/learning on the sensitive topic of IPV. Mental health and well-being awareness in the learning context facilitates recognition of the importance of integrating support and care for the well-being of students within the learning context. For instance, the Ni3 quantitative survey findings outlined below create awareness of the disaggregated profile of mental health outcomes shared by diverse children and young people who participated in the survey.

- 8% of children and young people reported mild to severe anxiety symptoms and 13% reported mild to severe symptoms of depression.
- Girls are twice as likely to report mild, moderate and severe anxiety, more likely to report mild and moderate depression and three times more likely to report symptoms of severe depression compared to boys.
- White young people were more likely to report elevated symptoms of anxiety and depression.
- Girls were twice as likely to report non-suicidal self-injury and attempted suicide and reported more suicidal ideation.
- White and mixed heritage young people were more likely to report non-suicidal self-injury and suicidal ideation.



## Ni3 qualitative research findings that contributed to the content of the scheme of work<sup>3</sup>

[UK Resources - None In Three](#)

### Key concepts

- IPV can take many forms such as physical, psychological, sexual (harassment, assault, rape) and coercion. There is a continuum of abusive behaviours some of which are facilitated by digital technologies.
- IPV can differ in its level of severity of abuse, which can be assessed in terms of the degree of harm incurred (minor, moderate, severe), frequency (how often it happened) and duration (the period in which the abusive behaviours were maintained).
- Definitions and perceptions of informed consent and context-specific exploration of when consent is not given to ensure that the victim is not to blame and that the perpetrator needs to be held to account. For instance, some interviewed participants shared that it would have been incredibly foolish to say 'no'; some were not even aware they had the right to say no in a relationship.
- There is a lack of understanding on the part of IPV perpetrators about consent within intimate relationships. For example, interviewed perpetrators never admitted that they repeatedly raped their partners; they all said they 'persuaded their partner to have sex'.

### Contributing factors

- Normalisation of violence and vulnerability that comes from experiencing parental domestic abuse during childhood and/or early experiences of abuse in a dating relationship.
- Young age and inexperience.
- Unhealthy 'toxic' ideas about masculinity.
- Misogyny, gender bias and discriminatory beliefs.

### Warning signs

- Awareness about what constitutes an unhealthy relationship.
- Recognising signs of an abusive relationship.

### Potential consequences

- Low self-esteem, self-worth and self-confidence.
- Mental health issues [depression and/or anxiety, borderline personality disorder, Post Traumatic Stress Disorder (PTSD), Continuous Traumatic Stress (CTS)].
- Self-harm and suicidal ideation.
- Negative impact on formal educational opportunities (e.g., truancy, dropout, low attainment, disruption and lack of engagement in the classroom).

### Coping strategies

- Developing awareness of available support providers and how these can be utilised.
- Developing self-awareness of perpetrator traits and reaching the realisation that change is unlikely despite hoping to the contrary.
- Trying to appease the perpetrator to avoid or de-escalate possible conflict.
- Recognising how difficult it can be to leave an abusive partner.
- Overcoming barriers preventing access to professional support from social services, local councils and/or the police, particularly when seeking protection from the continuation of abuse and threat after leaving the relationship.
- Rebuilding self-value; enhancing self-esteem, self-worth and self-confidence.

<sup>3</sup>Kirkman, G., Hulley, J., Bailey, L., Latif, A., Jones, A., Gibbs, G., & Gomersall, T. (2021), *Young women's experiences of intimate partner violence in the UK and voices of men who perpetrate it: A qualitative study*. None in Three Research Centre, University of Huddersfield, UK.

## Scheme Of Work: Topics And Activities

### Duty of Care: Applying Best Practice Principles in Session Activities<sup>4</sup>

1. **Ensure all students are aware** prior to the session that educators will be discussing IPV. Be mindful of the impact of possible re-traumatisation for students who have been abused or are currently in situations where they are subjected to ongoing abuse in their own or their parents'/guardians' relationships. Build self-care and help-seeking activities into each session.
2. **Maintain a duty of care** and ensure that there are professionals on hand within the school setting who can offer support and guidance to students should any find it difficult to engage with the session content, become upset, disturbed or triggered by the content. It would also be useful for students to be provided with contact details of professionals for confidential counselling support within the school. Recognise that students who begin playing up in the session might be doing so because they find the subject matter triggering. Signpost students to sources of professional support outside of the school setting to have alternative options should they be reluctant to involve anyone from the school.
3. **Agree values, expectations, behaviour and boundaries** to create a safe and supportive space prior to starting session activities.
4. **Confidentiality.** Let young people know that their personal information will not be shared at the start of a session. Students should know that teachers' disclosure to relevant professional support for safeguarding purposes may only occur if there is a risk of harm to their own or other people's survival and well-being. It is important to ensure that students are mindful about the extent to which they share personal information in the class and know about professional sources of support that they can access should they wish to speak in detail about personal issues. It is also important that everyone in the class agrees to respect the confidentiality of any shared personal information. It would be beneficial to establish the importance of mutual trust, positive regard and respect during the sessions.
5. **Responding to personal stories.** Students should not be forced to share personal experiences. If they choose to share, respect and appreciate what they say. Group support can help with constructive reinforcement and generate thoughts about new ways of keeping themselves safer.
6. **Be familiar with the school's child protection procedures and policy** to respond appropriately if a student discloses experience of abuse. Ensure that students know that they have done the right thing in disclosing their experience.
7. **Know where to get help** before working with students, find out what individuals or organisations are available to provide support if a student needs help with an abusive situation within and/or outside the school. There may be counselling centres, telephone hotlines, or children's charities in the community - let the class know where to get help before the start of sessions and provide them with a list of organisations and phone numbers from the outset.
8. **Clarity.** Set up and explain activities, facilitate discussion and check learning.
9. **Student voices.** Elicit and record student evaluation of activities for each session.
10. **Self-care for teachers** as students' disclosures may lead to distress. It is important to look after one's own well-being through rest and relaxation. For example, enjoying nature and creative activities can help to reduce stress. Nourishing an active social life and nurturing good physical health is beneficial. Maintaining access to peer support and being mindful and attuned to one's feelings, thoughts and physical sense of being is also a part of self-care. It is good practice to reach out for support by speaking to a counsellor or contacting a specialist organisation ([UK- help and support- None in Three](#)).

<sup>4</sup>Adapted from: Jones, A. (2018). *Engaging children and adults in violence prevention: JESSE*. Huddersfield: None in Three Research Centre, pp.14-18.

## Suggested Responsibilities in the Implementation of Session Activities<sup>4</sup>



### The teacher's role during each activity

- Encourage and facilitate open and respectful age-appropriate discussion for the activity.
- Create an accepting, safe and supportive environment to maximise sharing and learning when talking about sensitive topics such as IPV.
- Help students to think about how they and others might feel.
- Provide factual and accurate information.
- Assist students in accessing support available within the school and/or from relevant authorities/support services if they seem distressed or reveal that they may be at risk of abuse.
- Set class rules to help students understand what behaviour is expected of them from the beginning. If possible, encourage students to draw up their own set of ground rules, then post the rules in a prominent place and remind students of them if required.
- Introduce the activity and check understanding of instructions.
- Facilitate and monitor the activity.

### Example of class rules

- We value and respect one another's questions and opinions.
- We do not talk about personal matters shared in class with people outside the classroom; we keep personal matters confidential and seek professional support and help where required.
- We will not record any information shared (using electronic devices or otherwise). The teacher can give permission and facilitate recording of agreed activities that the class may like to display, with the consent of all class members.
- We do not interrupt one another.
- We do not put down or criticise other people in class.
- We do not laugh at someone who is clearly making a serious point.
- We have a right to pass if we do not want to answer a question.
- We can choose not to do an activity if we are uncomfortable with it.
- If we do not want to ask a question in front of everyone, we can write it down and give it to the teacher.
- An activity may make us sad or think about someone we know who is going through similar things. It is OK to experience your feelings and thoughts.

### Handling questions when the answer is not known

Teachers may not know the answer to all questions and as there are many myths about IPV it is important to provide accurate information. If uncertain, it is better to say something like "I do not know the answer and I can find out for you." Teachers could also encourage students to do their research. What is essential is that teachers find appropriate ways to correct negative beliefs, such as that victims are in some way to blame, leaving students feeling as if they are at fault. Negative beliefs shift the focus of responsibility away from the person who perpetrates abuse. This [Ni3 website for children and young people](#) has a lot of useful information and can also signpost teachers and students to additional resources.

### Developing session plans

How session plans are developed will be determined by students' age, level of understanding and stage of development. It is important to select activities that students can handle and think about the themes, aims, differentiated learning outcomes and key learning points (mapped to the objectives of the video game 'Danielle'). The plotline for 'Danielle', available under 'Resources', includes each chapter's objectives and learning points. The most pertinent key learning aims and outcomes can be selected and prioritised from the suggested scheme of work to shape the focus and content of sessions in the available time.

<sup>4</sup>Adapted from: Jones, A. (2018). *Engaging children and adults in violence prevention: JESSE*. Huddersfield: None in Three Research Centre, pp.7-8.

# TOPIC: Gender Inequality

## Aims

**Mapped to Chapters 1 and 2 key learning points in the plotline for the video game Danielle, available under 'Resources'**

- Help develop students' attitudes and behaviours within their intimate relationships by educating and informing them about the characteristics of unhealthy relationships and by demonstrating the importance of mutual respect and equality within relationships.
- Increase empathy with young people who have been victims of IPV and challenge the normalisation of IPV.
- Increase students' knowledge about IPV in relationships by depicting the subtleties and complexities of grooming, coercion and manipulation that can be evident in intimate relationships, including using real-world technologies to control and abuse.
- Provide information about sexual coercion/abuse and help students recognise that anybody can be a victim and/or perpetrator; they are not 'others'.
- Empower students by helping them recognise their agency within relationships, which is increased once knowledge about unhealthy relationships becomes embedded, and by demonstrating the importance of disclosure and the sharing of emotions.

## Learning Outcomes

**By the end of the session, students:**

- Must become familiar with the negative impact of gender inequalities on intimate relationships;
- Should reflect on learning through lived experience<sup>5</sup> to examine why certain perceptions of gender expressions can construct people as legitimate targets for sexual conquest or as entitled to dominance, control and conquest;
- Could identify shifts in understanding and consider how changes in attitudes and behaviours can enhance respect and healthy boundaries in intimate relationships.

<sup>5</sup>Lived experience refers to the empathetic immersion in the lives and concerns of self and others that are shaped by knowledge and understanding of self, others and the world situated in socio-cultural realities. (See, for example, McIntosh, I., & Wright, S. (2018). [online] Exploring what the notion of 'lived experience' offers for social policy analysis. Retrieved from: <https://dSPACE.stir.ac.uk/retrieve/99516f72-a913-4415-8083-f97d56d1a76b/McIntoshandWrightJSPprepublicationsversionLivedExperience.pdf> (Accessed 10/04/2021).

## Teaching and Learning Activities

- Students work in small groups or pairs to explore their response to the following two questions: 1) What is [gender identity](#)? and 2) What are the types of gender identities that can shape people's lived experience?
- Students work together to create persona dishes for a spectrum of gender identities provided by the teacher. They can imagine and represent chosen gender identities as persona dishes they enjoy e.g., cake, pizza, biryani, soup, jollof rice, jerk chicken. They should add five toppings to the dish they create for each gender identity. The toppings represent characteristics that they believe people attribute to their identity, shaping how they may be seen.
- Students can display their artwork in the centre of the class and position it where they want it. Students explain how their constructed images represent a spectrum of gender identities and how the five toppings on each image represent the ways they notice people perceive different gendered identities. In accordance with how comfortable and safe they feel, they can share their thoughts/feelings about ways in which different gender expressions are perceived/valued/not valued and how they would respond to other people's perceptions of gender expressions related to the dish and toppings that they have created.
- Students can identify and discuss whether certain gender expressions shaping people's identities are viewed as legitimate targets for sexual conquest (e.g., feminine gender expressions) and consider why this might be so? They can discuss whether certain gender expressions, such as masculine gender expressions, are linked to perceptions of dominance, control and conquest and consider why this might happen?

**Scaffolding:** The teacher should ensure everyone is familiar with key terms for gender expressions such as masculine, feminine, gender-neutral, androgynous, gender-conforming, gender-nonconforming and definitions of different gender identities. Whole class discussion should be facilitated by the teacher to cover key learning points and explore norms, values, culture, family lifestyles and communication patterns that can influence perceptions of gender expressions and identities. It would be useful to connect this with how values and attitudes get transmitted, drawing on examples of character, dialogue and experience from Chapters 1 and 2 in the plotline for the video game 'Danielle'. For example, students can share and discuss thoughts and feelings about James' expectations of Danielle as his girlfriend and what may have influenced his attitude and beliefs.

### Extension Activities

In small groups, students discuss and create a poster (A3 poster size paper/manila paper) 'think tank' with their key points in response to one of the following 5 questions:

1. How may gender-based inequalities exist in society and relationships?
2. What may cause gender-based inequalities in society and relationships?
3. To what extent are feminine identities viewed as legitimate targets for sexual conquest?
4. To what extent are masculine identities linked to perceptions of dominance, control and conquest?
5. In what ways can understandings of gender-nonconformity help to challenge dominant perceptions of femininity and masculinity?

**Additional activity:** Students can work in small groups to critically discuss the impact of pornography on validating damaging stereotypes and behaviours in sexual relationships. For example, they could reflect on whether pornography features in diverse youth cultures. This could be followed by critical analysis of the role that pornography may play in

education about sex for themselves and peers. They may consider unrealistic expectations within pornography across different gender expressions and relationships and debate how it may influence current trends in sexual relationships (i.e., what is asked for or expected of them). Students should develop an awareness of the potential dangers of pornography - linking to, for instance, mutual respect, consent, gender stereotyping and sexual coercion.

**Scaffolding:** Students can present their 'think tank' poster key points to the whole class. Whole class discussion, facilitated by the teacher, should follow each 'think tank' poster presentation. The teacher can also provide a slide or information sheet with statistics for gender-based inequalities in terms of employment, wages and gender-based violence to point out some factual details. If relevant and appropriate, the role and influence of pornography in young people's intimate relationships can be sensitively examined (material to facilitate engagement with this topic can be found in the 'Additional information' section under the heading 'Resources to work with and help young people').

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on any changes/shifts in awareness, understanding, attitudes and behaviours regarding intimate relationships.



### Suggested Resources

- Coloured paper with different textures e.g., white paper, brown cardboard, black, white and other coloured poster paper.
- A variety of artwork material for cutting, gluing and making things.
- A variety of coloured writing, drawing, colouring materials with different textures.
- Identified materials for extension activity. For instance, culturally situated media images stereotyping certain gendered expressions as passive, subservient and inferior and others linked to perceptions of dominance, power, control and superiority. An example may be culturally diverse media images portraying women as sexualised objects.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras, and/or audio-recorders. Recording requires whole class consent and should be monitored, supported and facilitated by the teacher.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for instance, the list of weblinks in the 'Additional information' section under 'Resources'.



# TOPIC: Abuse

**Advisory note:** It is important for the teacher to be mindful of the risk of re-traumatisation for students who have experienced abuse or may be experiencing ongoing abuse. Teachers who are trained, experienced and confident in tackling these sensitive issues could deliver the activities. Teachers may also want to consider doing the activities in collaboration with a counsellor and should remind students how they can access help if

an activity generates concern or distress. It would be beneficial to build self-care and help-seeking guidance and exercises in each activity. Please see links for suggestions under 'Additional information'. It is important that each session is carefully planned, facilitated, held and contained to benefit students' awareness and develop their empathy in a safe and supportive manner.

## Aims

**Mapped to Chapter 3 key learning points in the plotline for the video game Danielle, available under 'Resources'**

- Help develop students' attitudes and behaviours within their intimate relationships by educating and informing them about the characteristics of unhealthy relationships and by demonstrating the importance of mutual respect and equality within relationships.
- Increase empathy with young people who have been victims of IPV and challenge the normalisation of IPV.
- Increase students' knowledge about IPV in relationships through depicting the

subtleties and complexities of grooming, coercion and manipulation that can be evident in intimate relationships, including using real-world technologies to control and abuse.

- Provide information about sexual coercion/abuse, and help students recognise that anybody can be a victim and/or perpetrator; they are not 'others'.
- Empower students by helping them recognise their agency within relationships, which is increased once knowledge about unhealthy relationships is embedded, and by demonstrating the importance of disclosure and the sharing of emotions.



## Learning Outcomes

**By the end of the session, students:**

- Must demonstrate an understanding of different forms of abuse and their multi-layered aspects;
- Should reflect on how unhealthy relationships begin and develop;
- Could examine learning about forms of abuse related to the lived experience of self and others.

## Teaching and Learning Activities

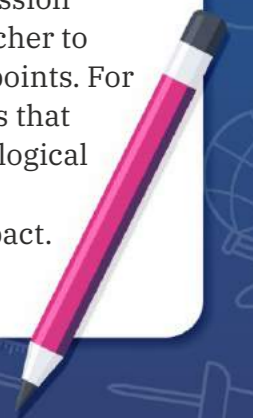
- Students, organised into small groups, should be provided with two sets of cards with: a) definitions of different forms of abuse and b) quotes from people about the lived experience of these different forms of abuse. Placed around the room, students should see titles for different forms of abuse such as emotional/psychological, verbal, physical, sexual, financial, social and social media abuse. Students work together to discuss and match a) the definitions and examples on the two sets of cards and b) place the matched definitions and examples under the related title for different forms of abuse.

**Scaffolding:** Whole class discussion should be facilitated by the teacher to cover key learning points. Students should consider how consent is understood and explore situations when consent is/is not given. Students can discuss reasons for the matched cards and their placement. Characters, dialogue and examples can be drawn from Chapter 3 in the plotline for the video game 'Danielle'.

- Students, in their small groups, should be given a set of cards with statements relating to the multi-layered aspects of abuse and violence in intimate relationships. On one A3

poster size paper/manila paper, students should draw an archery target with six concentric circles with the figure of Danielle from the game (or an abstract symbol for a figure) in the middle. The image of Danielle/abstract figure represents a figure experiencing abuse. Students discuss and stick each card with masking tape in the circles, far or near the figure, according to the group's perceptions of the severity of abuse. The further the card is placed from the figure, the less severe the abuse is considered. In group discussions, students consider reasons for placing the card (e.g., socio-cultural norms and gendered roles).

**Scaffolding:** Each group presents the poster and their placement of cards to the whole class. The teacher facilitates discussion regarding reasons for card placement and what would make the cards shift closer or farther from the figure. Students can discuss how the points made relate to understanding how unhealthy relationships can begin and develop. Whole class discussion should be facilitated by the teacher to cover prioritised key learning points. For instance, Ni3 research presents that many victims state that psychological abuse can have a significant detrimental and long-term impact.





### Extension Activities

Students work in small groups to imagine the lived experience of Danielle, as Danielle or Danielle's friend, in Chapter 3 of the plotline for the video game 'Danielle'. Each group creates a brief two-minute description of the character's experience of being coerced/persuaded to have sex. Students discuss and reflect on the felt experience of coercion and persuasion described and share their thoughts and feelings about issues of consent.

**Scaffolding:** Whole class discussion should be facilitated by the teacher to cover key learning points regarding issues of consent. For example, students could consider aspects such as the age at which young people can give consent, their legal rights and the law. Students can be invited to reflect on issues of consent with some specific examples. For instance, they can consider whether James got Danielle's consent in Chapter 3. They could be invited to discuss issues of consent in different created scenarios presented by the teacher, such as Danielle flirting with James, going to his house or if either one of them consumed alcohol. It is important to avoid victim-blaming when considering why the character stays. The focus could also involve looking at how the entitlement and male privilege demonstrated by James could be prevented/challenged and what help/support is required for Danielle.

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on any changes/shifts in awareness, understanding, attitudes and behaviour regarding different forms of abuse in intimate relationships.



### Suggested Resources

- Teacher-generated learner-centred cards for the activities.
- Learner-generated materials. A3 poster size paper/manila paper, marker pens, masking tape.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras, and/or audio-recorders. Recording requires whole class consent and should be monitored, supported and facilitated by the teacher.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional information' section under 'Resources'.



# TOPIC: Perpetrator Behaviours

## Aims

**Mapped to Chapter 3 key learning points in the plotline for the video game Danielle, available under 'Resources'**

- Help develop students' attitudes and behaviours within their intimate relationships by educating and informing them about the characteristics of unhealthy relationships and by demonstrating the importance of mutual respect and equality within relationships. For instance, help students understand that the inability to regulate emotions, such as jealousy and associated controlling behaviours is a feature of abuse and should not be confused with love.
- Increase empathy with young people who have been victims of IPV and challenge the normalisation of IPV.
- Increase students' knowledge about IPV in relationships through depicting the subtleties and complexities of grooming, coercion and manipulation that can be evident in intimate relationships, including using real-world technologies to control and abuse.
- Provide information about sexual coercion/abuse, and help students recognise that anybody can be a victim and/or perpetrator; they are not 'others'.
- Empower students by helping them to recognise their agency within relationships, which is increased once knowledge about unhealthy relationships is embedded. For instance, help students recognise that they are not just passive observers and that bystander intervention is important in tackling IPV.
- Demonstrate the importance of disclosure and the sharing of emotions in challenging IPV and building resilience. For example, demonstrate that a supportive environment can provide constructive help and that speaking openly is to be encouraged.
- Increase students' knowledge of the law (i.e., consequences for perpetrators/victims in [taking and sharing explicit images](#), [non-consensual voyeurism such as upskirting](#) and [having sex without consent](#)).



## Learning Outcomes



**By the end of the session, students:**



- Must become familiar with different types of behaviours used by perpetrators;



- Should examine ways in which perpetrator identities can be multi-layered;



- Could reflect on the lived experience of self and others to explore well-being and rights issues to enhance protection and care of self and others.

## Teaching and Learning Activities

Students work in small groups to read one teacher-generated case study presenting a perpetrator and prepare a brief whole class presentation in response to the following questions:

1. What type of behaviour is demonstrated in the case study?
2. What are the characteristics of the behaviour?
3. How is abuse and control taking place in the relationship?
4. What are your thoughts/feelings about what a perpetrator and/or victim may be experiencing in the case study?
5. What are your thoughts about what a person should/shouldn't do to be safe? What would /wouldn't you do?

**Scaffolding:** Whole class discussion should be facilitated by the teacher to cover key learning points. It is important that perpetrator identities are recognised as multi-layered.

For instance, in the game, James is also a brother, a son, isolated, threatened, fearful and has experiences of powerlessness. Notions of gendered entitlement, consent and coercion can also be explored. It is rare that just one behaviour is displayed. For example, the game tackles the issue of sexual coercion and James is controlling, manipulative, persuasive and threatening (i.e., he says to Danielle 'I'll go with someone else if you don't'). In the game, James also uses several different tactics that are important to consider. The teacher could facilitate discussion about the role of 'persuasion' in sexual coercion and strengthen students' understanding of consent. In 2015, the police reported that there were nearly 4,000 alleged physical sexual assaults and more than 600 rapes in schools - one every day schools are open - and this figure excludes all those that go unreported (see '[School sex crime reports in UK top 5,500 in three years](#)', BBC News, September 2015).

### Extension Activities

Bearing in mind a particular type of behaviour, students work in small groups to write the script for a short five-minute play with a sad ending resulting from perpetrator behaviour. This could also be based on retelling the story of James' behaviour in Chapter 3 of the plotline for the video game 'Danielle'. Students consider the following points:

- Where is the story taking place? What is the setting?
- Who are the characters in the play?
- What is the situation?
- What are the characters doing at the start of the play?
- What do the characters say/do to each other during the play?
- What do the characters say/do to each other at the end of the play?

**Scaffolding:** The teacher circulates and provides feedback and support with script development. Each group takes turns to perform their play. The rest of the class watches. At the end of the play, the teacher asks the audience to consider how the ending could be changed to a positive

outcome. What could the characters do to be and become safe and/or support others in feeling and being safe?

Students can consider the safety of the school environment and discuss where there are unsafe places that should be brought forward for the school to address. The teacher invites audience members to participate in the play and change the ending. For example, students could be invited to consider how the perpetrator's behaviour could be challenged. The teacher could invite exploration of bystander interventions and students could explore how to directly challenge/distract/get help. They can think about strategies that could be employed and discuss the reasons for their choice. Students should develop awareness that a person can be both a victim and perpetrator and move from one state to the other by drawing on the example of James and his background presented in the game. It is also important to discuss what the consequences for the perpetrator should involve. Whole class discussion and students' participation in the play should be facilitated and supported by the teacher to invite reflections on key learning points.

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on any changes/shifts in understanding, attitudes and behaviours
- regarding perpetrator behaviours.

### Suggested Resources

- Brief teacher-generated learner-centred and differentiated culturally diverse age-appropriate case studies, of approximately one or two paragraphs, collectively presenting a variety of perpetrator behaviours. Each case study should be based on different young people's lived experiences of a type of perpetrator behaviour. Examples of perpetrator behaviours can cover: Unpredictable variations in mood, gaslighting, masking abuse, false remorse, normalisation of domination and aggression as masculine traits reinforced through socialisation, victim-blaming, self-victimisation, failure to take responsibility for own actions, cognitive distortion and projection, lack of empathy, inability to regulate own emotions, insecurities and jealousy as a trigger, escalation, [love bombing](#)<sup>6</sup> and presenting the image of a 'charmer/perfect partner'.
- Teacher-generated culturally diverse information and images specifically to do with online abuse could be included as a prompt to explore the many ways technology can be used to abuse in the relationship and post-separation, as this can pose a significant problem in young people's relationships.
- Learner – generated materials.
- A3 poster size paper/manila paper, marker pens, masking tape.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras, and/or audio-recorders. Recording requires whole class consent and should be monitored, supported and facilitated by the teacher.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional information' section under 'Resources'.

<sup>6</sup>Love bombing is when someone overwhelms you with loving words, actions and behaviour as a manipulation technique. See <https://www.healthline.com/health/love-bombing>

# TOPIC: Help-seeking Barriers

## Aims

**Mapped to Chapter 4 key learning points in the plotline for the video game Danielle, available under 'Resources'**

- Help develop students' healthy attitudes and behaviours within intimate relationships and increase their empathy with young people who have been victims of IPV.
- Increase students' knowledge about IPV and help them recognise that anybody can be a victim and/or perpetrator; they are not 'others'.
- Empower students by helping them recognise their agency within relationships, which is increased once knowledge about unhealthy relationships is embedded. For instance, help students recognise that they are not just passive observers and that bystander intervention is important in tackling IPV. Peer interventions can be very powerful in encouraging young people to recognise that this is everybody's business.
- Demonstrate the importance of disclosure and the sharing of emotions in challenging IPV and building resilience.
- Help develop students' awareness that a supportive environment, such as staff at a school/college or family members, can provide constructive help and that speaking openly is to be encouraged.

## Learning Outcomes

**By the end of the session, students:**

- Must become familiar with help-seeking barriers;
- Should reflect on learning regarding help-seeking behaviour related to the lived experience of self and others;
- Could examine ways of addressing and responding to help-seeking barriers.

## Teaching and Learning Activities

Students work in small groups to read one allocated teacher-generated case study presenting a help-seeking barrier and, in their group, prepare a brief whole class presentation in response to the following questions:

1. What type of help-seeking barrier is demonstrated in the case study?
2. What are the characteristics of the help-seeking barrier?
3. What are your thoughts/feelings about what the person is experiencing in the case study?
4. What are your thoughts about what should/should not be done to help a person be/become safe? What would/wouldn't you do?
5. Who might be best placed to take action to prevent further abuse?
6. What should school educators do to prevent and/or stop the experience and/or continuation of IPV?
7. What can be done to make the school a safer place?

**Scaffolding:** Whole class discussion should be facilitated by the teacher to cover key learning points. Students must be supported in developing an understanding of a range of help-seeking barriers such as feelings of guilt, fear of stigma and public shame, minimising perpetrator behaviour and maintaining the belief the behaviour will change, self-doubt and self-blame, peer collusion, victim-blaming, emotional dependency on the perpetrator, fear of reprisals and recrimination, normalisation of abusive behaviours, lack of family/peer-support and isolation. Students should be encouraged to examine ways of helping to prevent victim-blaming on perceived passivity in the face of abuse.

**Alternative option:** The teacher-generated case study could be replaced by one or more short films or documentary films portraying help-seeking barriers for young people experiencing IPV. The whole class could observe this and the aforementioned questions could be adapted for observation notes and discussion.

### Extension Activities

**Advisory note:** This activity can have a high risk of traumatisation for students who have suffered abuse or may be experiencing ongoing abuse. Only teachers who are trained, experienced and confident in tackling these sensitive issues should try this. They may want to run the session jointly with a counsellor and should remind students of the ways they can access help if this activity generates concerns or distress. It is important that the activity is carefully planned, facilitated, held and contained to benefit students' awareness and develop their empathy in a safe and supportive manner.

- Students imagine that a stream of paper, spread across the room, is a river that represents their life journey. The start of the stream is the past (who a student was two years previously), the middle of the stream is the present (who a student is currently) and beyond that is the future (whom a student is becoming).
- Students imagine standing in the shoes of someone either experiencing IPV or perpetuating control and abuse in an intimate relationship. They notice the negative feelings and thoughts that they have. They consider feelings and thoughts that may prevent them from seeking help or desisting from abusive behaviours. They write these thoughts on paper, scrunch the paper up and throw it on the river. These are the pollutants.
- Students think about the positives in their past experiences that gave them happiness, support, strength and encouragement. They note three main thoughts and feelings about this on post-it notes in a few words or a couple of sentences and add the post-it notes to the part of the river representing the

past. They think about how this shapes how they may be in the present. They then write down three good things currently in their lives on post-it notes and add this to the river representing the present. They think about how they would like to be in the future- what they would like to become. They record three main thoughts and add post-it notes to the river representing their future. The post-it notes nurture, enrich and help their river of life to thrive and grow.

**Scaffolding:** Once every participant has completed the activity, students can walk down the river and read the positive post-it notes and the scrunched-up pollutants. The teacher can facilitate this by walking down the river signposting some of the positive post-it notes and pollutants. Whole class discussion should be facilitated by the teacher to cover key learning points, drawing on what students write, to discuss ways of addressing and responding to help-seeking barriers. For instance, students could explore how they understand the described challenges, how change could be undertaken and who could be asked for help. If it facilitates the task and students are open and comfortable with the suggestion, the teacher can divide the class so that half the students play the role of perpetrators and half play the role of victims. This may deepen debate to examine the motivators of those who abuse. The teacher should help students consider what could prevent change in the abusive behaviours (i.e., if perpetrators feel that they are getting exactly what they want, then what would need to be different for them to move away from abusive tactics). Recognising and developing awareness about how perpetrators may like power and control is also important to understand.

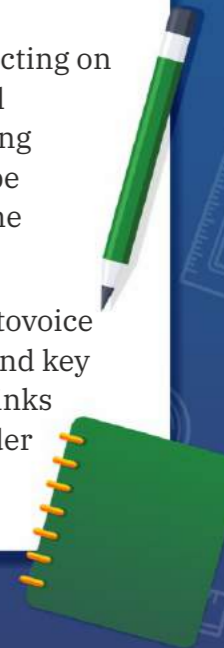
### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on changes/shifts in awareness, understanding, attitudes and behaviours regarding help-seeking barriers.



### Suggested Resources

- White drawing paper roll 20m by 30cm. The teacher and students roll out the paper in one stream or more streams, as required, across the room with an adequate gap between the streams. Each stream of paper can represent a river.
- Multi-coloured large post-it notes.
- White paper sheets (half of A4), marker pens, ink pens and/or pencils.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras, and/or audio-recorders. Recording requires whole class consent and should be monitored, supported and facilitated by the teacher.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional information' section under 'Resources'.



# TOPIC: Mental Health Problems and Other Effects

## Aims

Mapped to Chapter 4 key learning points in the plotline for the video game Danielle, available under 'Resources'

- Help develop students' awareness about the characteristics of unhealthy relationships to prevent normalisation.
- Increase students' empathy with young people who have been victims of IPV.
- Increase students' knowledge about IPV and help them understand the potentially detrimental effects of abuse, such as failing grades at college, isolation from friends and declining mental health.
- Empower students by helping them to recognise their agency within relationships, which is increased once the knowledge about unhealthy relationships is embedded. For instance, help students recognise the importance of seeking help and support to overcome difficulties.

## Teaching and Learning Activities

Students work in small groups to undertake and complete a WebQuest<sup>7</sup> activity exploring a mental health problem or other effect for a young person experiencing IPV.

**Scaffolding:** The teacher introduces the content focus and key areas to consider for the WebQuest. This involves providing background information, key vocabulary and concepts, which students need to understand to complete the tasks involved. Students should be provided with instructions and information about what they must do as

they work their way through the WebQuest activity. The WebQuest activity should be firmly anchored in lived experiences. The teacher guides students through a set of research tasks with each group exploring a mental health problem or other effect, using a set of predefined web-based resources presented in clickable form within an online activity instruction sheet. The teacher facilitates each group's engagement in and presentation of self-evaluation regarding what was learned through the WebQuest activity.

<sup>7</sup>WebQuest is an inquiry-based activity where students are provided with access to specific on-line resources to help them complete the activity task, see for example the weblink <https://www.teachingenglish.org.uk/article/webquests>.

## Learning Outcomes

- By the end of the session, students:
- Must become familiar with detrimental effects of IPV on mental health and well-being;
  - Should reflect on learning, exploring other effects of IPV;
  - Could examine coping strategies and access to support provision.

## Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on any changes/shifts in awareness, understanding, attitudes and behaviours regarding the effects of IPV on mental health and well-being.

## Extension Activities

Students can work online, individually or in pairs or small groups, to create an academic research poster examining coping strategies and access to support provision. Students can upload their research poster for display and discussion

on a group forum for the class.

**Scaffolding:** The teacher provides guidance and support for designing an academic research poster containing visuals, text and references.

## Suggested Resources

- Access to the internet.
- Desktop computers, laptops or iPads.
- Online access to a variety of teacher designed WebQuest activity sheets. Each activity sheet should provide the content of one mental health problem or other effects on well-being. The range of related mental health problems and other effects could include depression, anxiety, perceived powerlessness, self-blame, low self-esteem and feelings of worthlessness, psychological entrapment, fear and living on high alert, sexual health problems, physical injuries, social isolation and impact on functioning in education and work.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras, and/or audio-recorders. Recording requires whole class consent and should be monitored, supported and facilitated by the teacher.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional information' section under 'Resources'.

# TOPIC: Protective Factors & Resilience

## Aims

**Mapped to Chapter 5 key learning points in the plotline for the video game Danielle, available under 'Resources'**

- Help develop students' awareness about the characteristics of unhealthy relationships to prevent normalisation.
- Increase students' empathy with young people who have been victims of IPV.
- Increase students' knowledge about IPV by examining the legal implications for the victim and perpetrator.
- Examine the issue of consent to enable students to understand the legal age of consent and consider their current behaviours and the law.
- Empower students by helping them to recognise their agency within relationships, which is increased once knowledge about unhealthy relationships is embedded.
- Demonstrate the importance of seeking help and support to overcome difficulties by providing real-world information to help students know the law, their rights and where to seek help.
- Help develop students' awareness that a supportive environment, such as staff at a school/college or family members can provide constructive help and that speaking openly is to be encouraged.

## Learning Outcomes

**By the end of the session, students:**

- Must become familiar with a range of protective factors;
- Should reflect on strategies for building resilience to move forward in a life-enhancing manner;
- Could draw on lived experience to recognise one's power to survive and contribute to the survival of others.

## Teaching and Learning Activities

- Students work in small groups and each group chooses one of the following topics: Education, formal support networks, rights, services, law, informal support networks, range of adults (with briefly highlighted roles and responsibilities) who can provide support. Each group creates a tree on A3 poster paper/manila paper. The group works together to identify the key components of protective factors related to the selected topic. These are used to label the roots of the tree. The group considers the benefits of the roots for the tree- what can grow with the roots. The group labels the leaves and fruits on the tree with the key words of the benefits.

**Scaffolding:** The teacher facilitates group work and the display and presentation of each group's tree poster to the whole class. Whole class discussion should be supported by the teacher to cover key learning points.

- Students continue to work in small groups and undertake and complete a WebQuest activity exploring one of

the topics they did not choose in the previous activity. As a whole, the class should cover all the mentioned topics (i.e., education, formal support networks, rights, services, law, informal support networks, adults who can provide support).

**Scaffolding:** The teacher introduces the content focus and key areas to consider for the WebQuest. This involves providing background information, key vocabulary and concepts, which students need to understand to complete the tasks involved. Students should be provided with information about what they will have to do as they work through the WebQuest activity. The WebQuest activity should be firmly anchored in a real-life context. The teacher facilitates each group's exploration, of the provided topic, through a set of research tasks. Each group's engagement in and presentation of self-evaluation regarding what was learned through the WebQuest activity should be facilitated by the teacher.

## Extension Activities

Students make real-world posters on the importance of seeking help and support to overcome difficulties related to the researched topic in their WebQuest as a way forward to develop help-seeking behaviours.

**Scaffolding:** The teacher supports and facilitates the process and ensures that the real-world posters are responsive to and integrate key learning points. For example, students could consider where the need for power and control comes from, what can be helpful to alter patterns of behaviour and what can help perpetrators stop abusive behaviour.

# TOPIC: Bystander Intervention

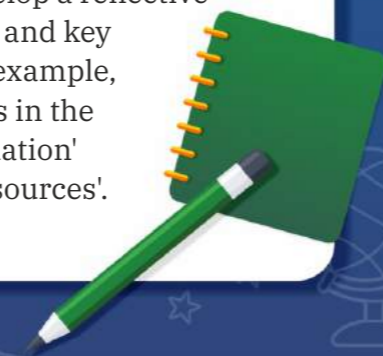
## Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on changes/shifts in understanding, attitudes and behaviours regarding protective factors and resilience in intimate relationships.



## Suggested Resources

- Access to the internet.
- Desktop computers, laptops or iPads.
- Online access to a variety of teacher-designed WebQuest activity sheets. One activity sheet for providing the content of each protective factor (e.g., education, strong pro-gender equality networks, supportive adults and peers, support services, rights and the law).
- Reference can be made to the 'Additional information' section under 'Resources' for exercises, information and activities about resilience from the child/young person and how this can be strengthened.
- A3 poster paper/manila paper, coloured marker pens, post-it notes in a variety of colours and sizes.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras, and/or audio-recorders. Recording requires whole class consent and should be monitored, supported and facilitated by the teacher.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional information' section under 'Resources'.



## Aims

**Mapped to Chapters 2, 4 and 5 key learning points in the plotline for the video game Danielle, available under 'Resources'**

- Help students to understand that tackling IPV is everyone's business and invite them to reflect on the possible effects of bystander apathy and complicity.
- Empower students to understand different forms of IPV in relationships and report incidents of abuse.
- Help students understand ways in which perpetrators may groom people using various tactics and increase awareness of the role of various agencies/individuals that can provide support.
- Empower students to explore active bystander intervention and how peers can play an important role in challenging, reporting and deterring abusive behaviour.
- Give students the opportunity to develop skills, knowledge and competencies that can help them make sound decisions for themselves and/or others in real-life situations.



## Learning Outcomes

- ✓ **By the end of the session, students:**
  - Must become aware that active bystander intervention (or lack of it) can have powerful consequences;
  - Understand that early bystander intervention can help reduce the likelihood of negative outcomes for both parties;
  - Should reflect on how peer relationships can help the victim and either challenge the perpetrator's behaviour or condone it;
  - Could examine how peer pressure can change attitudes and behaviours towards IPV.



### Teaching and Learning Activities

Students work in small groups to read one shared case study presenting bystander behaviour (different case studies can be developed by the teacher based on bystander behaviour demonstrated in chapters 2, 4 and 5 in the plotline for the video game 'Danielle'). Students prepare a brief whole-class presentation in response to the following questions:

- What type of bystander behaviour is demonstrated in the case study?
- What are the characteristics of bystander intervention/apathy/complicity?
- Why might some bystanders feel they cannot intervene and what could be done to make it easier to intervene?
- What are your thoughts/feelings about what the bystander is experiencing in the case study?
- What are your thoughts about what the bystander should/should not do?
- What would/would you not do?

**Alternative option:** the case study could be replaced by one or more short films or documentary films on the session topic portraying bystander behaviour towards young people experiencing IPV (see, for example:

- [Be more than a bystander](#)
- [How to be more than a bystander- Locker room scenario](#)
- [Party scenario](#)
- [Classroom scenario](#)
- [Facebook scenario](#)
- [Restaurant scenario](#)
- [Be an active bystander](#)
- [Bystander Intervention Video for Students by K-State](#)

The whole class could observe this and the aforementioned questions could be adapted for observation notes and discussion.

**Scaffolding:** Whole class discussion should be facilitated by the teacher to cover key learning points.

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on changes/shifts in awareness, understanding, attitudes and behaviours regarding bystander intervention.

### Suggested Resources

- Marker pens and paper.
- Teacher-generated bystander behaviour case study based on rewriting and reconstructing interaction between James, Logan and Kiran in the college cafeteria or in the college corridor regarding the relationship between Danielle and James (Chapters 2 and 4 in the plotline for the video game 'Danielle').
- Teacher-generated bystander behaviour case study based on rewriting and reconstructing the social media app and IM interaction between Danielle, Emily, James and Connor regarding the impact of IPV on Danielle's behaviour (Chapter 4 in the plotline for the video game 'Danielle').
- Teacher-generated bystander behaviour case study based on rewriting and reconstructing Hannah's interaction with Danielle regarding Danielle's nude photos that James posted on social media (Chapter 5 in the plotline for the video game 'Danielle').
- Short films or documentary films on bystander behaviour towards young people experiencing IPV in their relationship.
- Optional resources for recording and reflecting on activities if required: Mobile phone, digital cameras, and/or audio-recorders. Recording requires whole class consent and should be monitored, supported and facilitated by the teacher.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional information' section under 'Resources'.

# TOPIC: End of Programme of Study Evaluation

## Aims

### Mapped to the plotline for the video game Danielle available under 'Resources'

- Summary and analysis of session topics and activities with students.
- Documenting and analysing students' reflections, self-analysis and shared feedback.



- Collation and discussion of observation, feedback and review of the process during and after each session and/or activity. For example, students could present some key points that they notice and are comfortable sharing during the end of programme of study evaluation. This may be relevant if they are asked to maintain a reflective written/audio-visual/art-based journal or diary to document and reflect on their thoughts/feelings and key learning from each session and/or activity.

## Learning Outcomes

**By the end of the session,** students should be able to reflect on and evaluate the extent to which their learning experience has created shifts in their understanding, knowledge, attitude and behaviour, including:

- Changing behaviours and attitudes towards IPV;
- Addressing negative attitudes contributing to IPV;
- Learning about the impact of IPV on self and others;
- Increasing affective and cognitive empathy towards people who have experienced IPV;
- Developing help-seeking initiatives and awareness about where and how to access help and support.



## Suggested Resources

Please click on the examples below for resources providing ideas and tools that can be adapted for use in the evaluation of teaching and learning activities.

- [A mini-evaluation pack for youth groups and organisations](#)
- [Participatory evaluation with young people](#)
- [Evaluating participation work](#)
- [Am I reflective learner ?](#)
- [The learning diaries/ 5 fantastic ways you can get young people to love evaluation](#)
- [Behaviour reflection activity](#)
- [Using journals and learning \(b\)logs to assess learning](#)

### Participatory art approaches

See, for example, the list of weblinks under the 'Additional information' section in 'Resources' for approaches, such as photovoice to develop a reflective diary on activities and key learning.

## CHAPTER 1

## Social media and monitoring

## Plotline for the Ni3 Video Game 'Danielle'

<http://www.noneinthree.org/uk/game>

## MAIN CHARACTERS



Danielle Price



James Blackburn



Hannah Shepard



Emily Wilcox



Kiran Bains



Logan Wright

The player starts at Danielle's home and is prompted to check their phone. The player can see that they have notifications for two apps; Socialise, the in-game social media platform and the Instant Messaging service (IM). The player has the chance to look at both apps in the phone's menu; if they open Socialise, they will see that their friend Emily has tagged them in a post about being back at college after the October break and can choose whether to '♥' the status. They have had a group message from Hannah, Emily and Connor on the IM app and a private message from James, Danielle's boyfriend. Again, the player can interact with both chats and choose from dialogue options.

Next, the player is given the option to choose her makeup for the day but is given a set outfit, which Danielle's inner monologue will explain was picked out the night before as this will be a relevant plot point later. To introduce the player to the walking and environmental interaction, they will be instructed to go collect their bag from the living room; when they get downstairs, however, the player will be prompted to a note on the kitchen counter from Danielle's mum who has left for work but has left some money on the counter for Danielle to get the bus to college and get some food at lunchtime. This scene ends with Danielle collecting her bag and leaving the house. The game then cuts to the college, where Danielle and her friends are walking down the corridor together, talking about

how they are not looking forward to resuming their classes and making plans to catch up at lunchtime. At this point, the player will engage in conversation with them and get to make some dialogue options until James approaches the girls and instructs Danielle to sit with him and his friends at lunchtime – Hannah, trying to lighten the mood, makes a joke that Danielle is spoken for today and tells James that she will return her after lunch. James does not appear to find this comment funny and walks off. Hannah tells Danielle she thinks James needs to relax a bit and that there is plenty of time in the day to see each other, while Emily says that if she had a man like James, she would be all over him. The girls part ways as they go to their respective classes.

While the player is in class, they get an opportunity to browse their phone, check their social media and IM friends. In chat, James is dismissive and demands to know why Danielle 'embarrassed' him in front of her friends. He also posts a passive-aggressive update on social media, which the player can see and choose to react to if they wish.

When Danielle leaves her class for lunch, she gets a notification from her phone that she has a new message from James telling her, again, to meet him for lunch. Danielle has a few ways of responding, all of which are essentially an apology to James, saying she already has plans, but they can eat together tomorrow. She

closes her phone and moves on, thinking that is the end of it but feeling slightly guilty. As she walks to the cafeteria, Danielle notices that a few of the girls seem to be talking about her, specifically her relationship with James. The player can also look at items in the corridors, one, in particular, being the trophy cabinet where Danielle will remember how she met James and how different he was back then, i.e., sweet, kind and patient. She then meets her friends for lunch to discuss where they are going after college, but throughout the conversation, she can see that James is leaning against a wall at the side of the cafeteria with his friends, watching the girls intently. At one point, James walks over to a group of girls sitting at a table in front of Danielle and leans in to whisper to one of them, who giggles and tells him to sit down. Danielle sees this happen and has an internal monologue about James wondering why he is doing this. Hannah also comments that James is acting out and calls him pathetic.

The group decides to meet up at their favourite coffee shop for a drink before going shopping, after which Danielle sees James give his mobile to one of the girls on the table in front to input her number before leaving the table. Despite Hannah's protests, she quickly gets up and follows him to try and speak to him about it. She tells him she is upset that he got another girl's number, but he gaslights her by telling her he is allowed to have friends and that she does not get to be upset because it is her fault that she did not have lunch with him. He then tells her that if she wants to make it up to him, she will hang out with him after college, even after protesting that she is busy. Eventually, James tells her he does not have time for her attitude and walks off to his next class. When Danielle

returns to her friends, Hannah questions why she lets him treat her like that, while Emily swoons over James and tells Hannah to mind her own business. Danielle can choose to respond or remain quiet. The scene ends as the girls continue chatting, although the player can see Danielle looking at her phone as James makes more Socialise updates about Danielle without explicitly naming her. The player then leaves the table and goes to the next class.

The scene then transitions to the girls sitting in the coffee shop with empty cups and food remains in front of them; clearly, they have been here a while. Connor is not here, but there is an IM in the group chat from him saying he was sorry he had to dash off like that but that it was great to see them. He also sends Danielle a private IM asking if he can get some advice from her and they have a short chat. While she is replying, she gets a series of angry messages asking where she is, and eventually, James reveals that he has already been to her house and her parents have told him exactly where she is. He calls her a series of names and shortly walks through the door of the coffee shop and proceeds to make a scene; he grabs Danielle by the wrists and pulls her away, calling her a liar. Danielle tries to calm him down but accidentally lets slip that Connor was also there, which further enrages James – he asks her how long they have been sleeping together, telling her he always knew she was not loyal. Danielle becomes increasingly upset. Hannah tells James to back off, but he ignores her and pulls Danielle out of the shop, again by her wrists. As they are leaving, Danielle can hear whispers about her and James from the other coffee shop patrons.



## CHAPTER 1 Key Learning Points

1. Behaviours in relationships are difficult to manage, particularly when they all start seemingly respectful, exciting & loving.
2. What is 'normal' in a relationship can confuse young people. Young people struggle with this, and this is played out with Danielle's two main friends. Seeing the consequences of negative behaviours helps highlight what an unhealthy relationship is.
3. Gender inequality and gender stereotypes lead to particular expectations and roles within relationships that are more submissive for young women.
4. The grooming process of abuse is important to recognise and draws on many strategies to exploit, manipulate and blame the victim.
5. Social media can be used in negative, abusive ways to control and monitor; the impact of such behaviour on others is detrimental to their self-esteem and well-being.
6. Peers play an important part in challenging and deterring abusive behaviour; knowing what a healthy relationship is can empower young people to take action. Bystander intervention (or lack of it) has powerful consequences.

## CHAPTER 2

## Controlling and physical abuse

The beginning of this chapter is from Danielle's perspective, it is early morning and she is in her bedroom. The player will be prompted to look at their phone; when they do, they will see notifications on the social media app, which has updates from James, who has been hanging out with his friends doing training before college. Danielle can scroll through the comments on his updates, many of which seem to be from other girls at the college. Danielle's friends have made status updates about the weekend just gone; Hannah has been at her part-time job and Emily has been out shopping. Danielle then picks her clothing and makeup for the day. The player gets this opportunity to heed her inner thoughts about the events of the week before, and this can reflect how she dresses now. After the player exits the mirror or wardrobe, whichever is last, they are interrupted by a phone notification from James. They have a brief conversation where James is quite short with her and guilt trips her about the incident last week at the coffee shop. He tells her that if she were a good girlfriend, she would be trying to make it up to him. This leads Danielle to ask what she can do to make him happy again, which prompts James to say he wants a nude picture and further increases pressure by saying again that if she loved him, she would do it. Danielle has an internal debate before we see her lock her bedroom door and start to take off her shirt. The scene

fades to black here, implying that Danielle has given in to James.

The scene then switches to James' perspective in the locker room with Kiran and Logan after their training session. He starts with his phone in his hand and it is clear he has dating apps installed; he opens the IM app where the player can see that Emily has been messaging him. James has responded and encouraged this behaviour, which suggests he is not entirely loyal to Danielle; this further reinforces the lack of respect he has for her. There are also messages from his brother about his last gig and the 'groupies throwing themselves' at the band. For both conversations, the player gets the chance to reply; with Emily, James is trying to be more macho and dominant, whereas with Tyler he is trying to talk to him about his life. He switches to his conversation with Danielle, where the same dialogue from previously is visible with him badgering Danielle for nude pictures of her to gain his favour/pay him back for her behaviour last week.

Kiran sees him on his phone and asks him how things with Danielle are going and if they have patched things up since their argument last week. This prompts a short conversation, which serves as a recap of the events of the last chapter in case the player has forgotten. The three guys have a conversation about Danielle in which Kiran is supportive of her and tells James to be more patient and less

jealous of her spending time with friends, but Logan is dismissive and tells James he needs to 'sort his girl out' and make sure she knows she cannot be hanging out with other guys, such as her childhood friend Connor. This section of the game is key to getting across the internal monologue of James and demonstrates how peer relationships impact and change an individual's behaviour. James gets a notification from his phone, and when he looks at the chat with Danielle, he has an image to download from her. The player is prompted to click on the shortcut before the camera cuts away to the other guys who ask what he is looking at. At this point, the player can choose to have James either brag about it but keep the image private or brag and show the guys the image (the player will never see the image itself). Logan pushes James to show them the image and tells him specifically that he owes him for all the times he has shown James pictures from his partners.

Either way, at this point, Logan comments on Danielle's appearance, specifically her clothing and makeup, which plants a seed of doubt and jealousy in James' mind; he is now acutely aware of how other people might be looking at Danielle and he is not happy about it. James aggressively snaps at Logan and tells him to keep his eyes to himself, but afterward, his internal monologue indicates that he will have to make sure that Danielle sorts herself out too so that she is not leading other guys on. Logan backs off and the guys leave the locker room.

The next scene begins with Danielle at college, leaving a classroom. On the way to grab lunch, James will react to her clothing in some way; if she chose to wear fancier/more revealing clothes or

bold makeup, he asks whom she is trying to impress and who it is really for as well as insulting her, and if she wears demure clothing and makeup, he tells her that she looks ugly and should be trying harder to look better for him. After all, what will people think of him if his girlfriend is not hot? This is to drive home the catch-22 situation that Danielle is in – James is paranoid, defensive and controlling so whatever she does is not good enough. She leaves their encounter feeling depressed and questioning her self-worth.

If James decides to show his friends Danielle's picture, Danielle receives an IM from Logan while finishing her lunch, telling her she looks good. If James just bragged about the picture but did not show it, then Logan messages Danielle to say that he heard about what she sent James and that 'he wants a piece' too. The conversation plays out similarly from that point. Danielle is confused at first, but Logan either tells her or she realises that he is talking about her nude picture; Danielle is horrified and tells Logan to leave her alone but messages James asking him what he did with the picture. James manipulates her by telling her he is proud that she is such an attractive girl and that it is not his fault that he wanted to show her off to his friends. He tells her that he wants to see her tonight after college because he does not have practice and asks if her parents are working. When he finds out they are not, he tells Danielle he will be over at 6 pm. Danielle agrees - although she feels that she did not have a choice - hoping that not only will it make James happy but that she will get the chance to talk to him properly about the images she sent. The scene at college fades to black when the player interacts with the classroom door.

The scene cuts to Danielle's house; Danielle is in her living room and decides to get things ready for when James comes over. This includes setting up a film to watch, lighting a couple of candles and preparing snacks. While waiting for James to arrive, Danielle can browse social media and speak to her friends; Connor has sent her another private message asking if she is free to speak. When she does, Connor explains that he is romantically interested in Hannah and needs some advice. They talk for a while about this, until eventually, the doorbell rings. The player now decides how quickly to end the chat. If the player takes too long, James is rude and dismissive to Danielle when she opens the door, insinuating that she was up to no good or too lazy to come to the door.

Danielle retrieves the snacks from the kitchen while James goes straight into the living room. As Danielle returns, she sees that James is holding her phone and has started looking at who she has been talking to. Danielle tells him to stop and give her phone back. Eventually, he sees

the conversations with Connor and Hannah (who has been telling Danielle to leave James) and hits the roof; he gets in Danielle's face and shouts at her, telling her that she is lucky to have him and should be grateful for every second he spends with her. He tells her that if she continues to mess around with other guys behind his back, there will be 'serious consequences' and that she better cut Connor out if she knows what is good for her. Danielle protests that it is an innocent conversation with an old friend and tries to grab her phone back - but James forcefully shoves her back and wrestles it off her. Danielle stumbles and manages to catch herself but is stunned by his reaction. She falls silent and hovers where he shoved her back, unsure what she should do. James sighs and tells Danielle to look at what she is doing to him and how she is forcing him to act. He tells her he will forgive her and they can have a nice night by watching the film. Hesitantly, Danielle sits down with James to avoid angering him further and the screen fades to black.



## CHAPTER 2 Key Learning Points

1. How coercion and control build in an abusive relationship under the auspices of 'love', escalating quickly.
2. Implications of sharing explicit pictures online morally and legally and the consequences for both victim and perpetrator are explored.
3. Peer and societal pressure strongly influenced by gender norms lead to men being pressured to conform to behaviour that can be abusive and degrading to women.
4. Masculine identities are linked to dominance, control and conquest.
5. How girls are valued and viewed; girls have the right to make their own decisions about what they wear, where they go and with whom they spend time.
6. Role of peers in addressing or reinforcing gender stereotypes and relationship expectations.

## CHAPTER 3

## Coercion

The chapter begins as usual in Danielle's room with her looking at her phone. She has a very sweet message waiting from James, which makes her smile as she gets out of bed, but as she gets ready, she remembers what he has been saying about her appearance lately and the physical outburst last week. She dismisses it eventually and manages to convince herself it was not a big deal, that he was having a bad day. From here, the player will choose their outfit and makeup for the day; before picking, she is interrupted by another IM from James, who is asking where she is and wants to know what she is doing and why she has not responded. He is not being outwardly aggressive but it is clear that his controlling nature is evolving into attempting to control Danielle's whereabouts and behaviours so that she regularly 'checks in' with him. The player is given the choice to reply now or delay until after getting ready; replying now soothes James but shows that Danielle is giving into his abuse, whereas delaying angers James further, which leads to insults and belittlement. As the player picks their clothing and makeup, Danielle's inner monologue will lean heavily towards picking demure clothing thanks to James' chastising remarks, but the choice will ultimately be the player's. During the morning, Connor messages Danielle to thank her for her guidance previously and the player can choose to respond either warmly, indifferently or not at all if she is acquiescing to James'

demands. The scene ends as the player exits the house.

The perspective switches to James, who has just entered college and is going to the cafeteria to meet Kiran and Logan. While they are sitting at the table, Kiran and James make plans to play squash after college, which leads them to chat about being busy after college these days, which prompts a crude joke from Logan about James 'getting busy' with Danielle. He asks James if they have slept together yet, specifically mentioning when James saw Danielle last week and her parents were not home and pesters him about how far they have gone. James now has the opportunity to either lie and say that they have already slept together, which prompts Logan to high five him and ask for all the details, if James tells the truth that they have not been physical yet, Logan teases him instead by asking him if he is too shy to sleep with her. He also alludes that someone will sooner rather than later if he does not. Kiran tells Logan to act more mature and advises James to be more respectful and not to go around gossiping about Danielle if he wants to keep her as a girlfriend. While they are hanging out, James goes to grab a drink from a vending machine and pulls out his phone at the same time to message his brother for advice; he tells Tyler that he has been dating a girl for about six weeks and asks him how quickly he would have slept with her. Tyler's reply is pretty condescending, and he mocks

James for asking this kind of question and for not having slept with Danielle yet. Tyler also snoops around James' online profile and comments on one of his pictures that has Danielle by tagging James and telling him to 'get some'. This segment ends with James telling Kiran he needs to rain check on their squash plans to which Kiran protests and say he hopes James is not going to do anything stupid that he will regret.

Danielle meets Hannah and Emily at college in the library to do some personal study when Emily asks if they want to go out tonight to the cinema. Danielle thinks about it but decides that she does not want to risk upsetting James by being unavailable, especially as he has been demanding to see her a lot on the weekdays. She apologises and suggests doing something at the weekend, but Hannah interjects, telling Danielle that she is fed up with James controlling her every move. She tells Danielle he is no good for her, does not deserve her and should break up with him. They have a short argument, and the player can either choose to defend him or agree with Hannah that he does not treat her right. If Danielle says anything negative about James, Emily tells her to get over herself and tells her she will not find anyone better, irritating Hannah. Hannah tells Emily to mind her own business and tells Danielle to take a hard look at herself and how she wants to be treated before leaving the library. Emily gets a book, leaving Danielle alone with her thoughts and her phone, on which she promptly receives a notification. James has sent Danielle another sweet message and they engage in conversation. At one point in the chat, Danielle mentions that she has upset Hannah, to which James tells her that Hannah is 'stuck-up' and just jealous and that Danielle needs to get rid of her

as a friend. This prompts Danielle to reflect on what Hannah and James have said about each other. Eventually, James invites Danielle to his house, which excites her as she has not been there yet – she believes this is a sign that he is serious about her and enthusiastically accepts. The scene ends as she enters her next class.

The scene starts as James is letting Danielle into his house. The player gets the opportunity to walk around and investigate some items, although James seems somewhat distracted while the player does so. The player is eventually prompted to go to the living room with James, who pulls her to sit with him on the sofa. He is very passionate, kissing her on the neck and holding her close to him. Danielle pulls away as she is uncomfortable with how physical he is and tries to change the subject, saying she is happy they get to spend some time together at his house and asking what he wants to do. She suggests a couple of films or video games, but James tries to pull her back into an embrace - Danielle backs away again, which frustrates James; he demands to know why she pulls away when he is clearly into her. He compliments her appearance and tells her he wants to show her how much he loves her, but Danielle is unconvinced. She tells him that it is too soon and that she is not ready yet, but it becomes clear that James is not listening to her as he pulls her up from the sofa and leads her upstairs by her hand. On the way upstairs, Danielle has a lot of rushed thoughts about the situation, which make it obvious to the player that she does not want to do this but is normalising the situation to herself by thinking that it will not be so bad and that she just has to deal with it.

Once they are in James' bedroom,



## CHAPTER 3 Key Learning Points

Danielle tells him to stop and that she does not want to. James tells her to stop worrying; she will enjoy it and, after all, doesn't she want to show him how much she loves him? He also mentions that if she does not want to sleep with him, there are plenty of girls out there who will and that he will have to find a

girlfriend who really cares about him. These manipulation tactics make Danielle grow quiet and she does not argue further as she is scared about what might happen if she does. The scene ends with the camera pointing at the bedroom from the hallway as James closes the bedroom door.

1. The perpetrator's unpredictable variations in mood aim to confuse, further entrap and control the victim.
2. The objectives of the perpetrator are to convince their victim of their love, use victim-blaming to lower self-esteem, self-efficacy, raise self-doubt, isolate from family and friends and escalate abuse and control.
3. The isolation strategies used can be misinterpreted by friends and leave the victim very vulnerable.
4. Peer understanding, support and challenge are highlighted again, tackling IPV in adolescent relationships is everyone's business. This helps build resilience in young people.
5. Gender expectations and stereotypes in young people's relationships are linked to 'blurred lines' about sexual consent. Using coercion and/or forcible persuasion is not consent and consent can also be withdrawn at any time.
6. Abuse behaviours can result in young women feeling they have little control over their sexual decisions.
7. Masculine identities are linked to sexual prowess and conquest.

GAMEPLAY  
CHAPTER 1

How should I respond?

Just back off Hannah, I don't need you going on about this.

A few times. Nobody's perfect though Hannah, everybody argues every now and then!



## CHAPTER 4

## Isolation

The chapter opens with Danielle in her room, still in her pyjamas, thinking about how she is late for her college classes and has already missed one. The player listens to an internal monologue about how Danielle does not want to get ready for college and how it has been a struggle to find the motivation this past week. She hears her phone notification sound and wonders if it is James but she has lost the enthusiasm in her voice from when she used to speak about him; she sounds flat and unemotional. Gameplay resumes when Danielle gets out of bed. When the player looks at their phone, they see notifications for both the social media app and IM; the social media app has typical updates, but Emily will have posted a cryptic update directed at Danielle. However, we will also start to put in ads for IPV/counselling hotlines as subliminal messaging for both the character and the players. The IM messages are from James, Hannah and Connor- James states/demands that he will see Danielle at lunchtime and not to let him down; Hannah is asking why Danielle has not been eating or spending much time with them recently and why she bailed on their weekend plans to hang out; Connor wonders why Danielle has not been online on her computer for a while and asks when they are next playing their video game together. Danielle can either send a message back with a short apology or ignore the messages. If she talks to Hannah, they arrange to meet in

the library later. If she talks to Connor, the player can open up to him about James and how his demeanour has changed over the past few weeks. Connor encourages her to break up with him and the player can respond positively or negatively to this before the chat ends. Now that Danielle is out of bed, the player has a chance to look at items in the house again and see how Danielle's thoughts about them might have changed. When the player goes to choose clothes and makeup, Danielle comments that she cannot find the energy to put lots of effort into it right now. During this area of the game, Danielle wonders if she deserves James and whether or not she would be able to find anyone better than him.

The scene changes to James at college, hanging in the corridor with Kiran chatting about their college work. Kiran asks where Danielle is because he has not seen her yet this morning and she seemed down yesterday lunchtime; he pointedly asks James what he has said about her to people as he has heard some comments, to which James can either reply with an indifferent remark about how people talk no matter what (he never outright denies talking about her) or be proud about bragging about Danielle. Either way, Logan comes up to the pair and goes straight for a high five from James, saying that he has been hearing good things about Danielle the past couple of days and asks when James 'sealed the deal'. Kiran acts appalled and

tells James that he should not be talking about her like that but Logan shushes him to get more details; where did they do it, when, was she 'well up for it'? James admits that she was not into it but stopped objecting after a while. This disgusts Kiran further, who tells him to think about what he is doing – if Danielle does not want to sleep with him, he should not be forcing her. Logan acts like it is not an issue and that if she 'really did not want to she would have tried harder', which results in an argument between Logan and Kiran. James, the player, has a few different options; he can either side with one of the guys or stay quiet/out of the discussion, although the last option will also prompt Kiran to question James about why he is suddenly clamming up. As the guys are walking to their class, James can take the opportunity to talk to his brother about Danielle, who remains somewhat dismissive to James, especially if James admits that Danielle was somewhat coerced into it.

When the guys disappear into their class, the perspective changes to Danielle, who has just entered the college lobby – she has already missed one class today and sees the teacher in the corridor; the player can choose to either avoid them or apologise. After this, the player has a couple of choices of where they can go; to the cafeteria to get a drink or to the library to study before meeting Hannah. On the way to either location, the player will overhear negative comments from other students about Danielle since James has been openly discussing their personal lives. Eventually, the player is either directed to go to the library to meet Hannah (who will be already there if the player made

plans to meet her in the first scene) or will go to the library to work, at which point they see Hannah walk in. She marches up to Danielle, pulls out a chair to sit next to her and demands to know what is wrong; she has been hearing all sorts of rumours the past few days, but she has barely seen Danielle to talk to her about it and she has not had any replies to her messages. Hannah has also brought a couple of flyers and infographic sheets regarding consent and IPV. From here Danielle can either be honest about everything she has been through and her feelings about it or continue to be evasive with her friend. This, in turn, can escalate with Danielle becoming upset in different ways; she can either confide in Hannah that she is scared that James will do it again or hurt her, or she can become angry at Hannah and tell her to mind her own business before storming out of the library – but she takes the flyer that Hannah brought.

The final scene of this chapter is at James' house again, specifically his bedroom. The two teenagers are sitting on his bed talking when James begins to put his hand on Danielle's thigh. Danielle pushes it off and stands up, telling him she needs to speak to him about last week; she was not ready and did not want to go through with it. James is dismissive at first, assuring Danielle it was fine and she was just nervous but Danielle refuses to join him on the bed. This angers James, who grabs her by the wrists again and pulls her roughly towards him, although Danielle struggles against this and manages to break free from his grasp. At this point, Danielle realises that he will not stop and breaks up with him. She tells him to leave her alone and leaves his house in tears.



## CHAPTER 4 Key Learning Points

1. Identification of barriers to help-seeking such as normalisation of abuse behaviours, feelings of guilt, fear of stigma and public shame.
2. Impact of abuse and violence on mental health and educational attainment.
3. Teachers, counsellors and friends play a vital role in offering help and support to victims. There is no shame in disclosing abuse; it is integral to change and enables the development of effective strategies to end abusive relationships.
4. Peer pressure can change attitudes and behaviours to IPV- repetition of this is key to success.
5. There are many organisations available to offer support and guidance, which are evidenced within the game play.
6. Potential solutions explored, enabling critical thinking skills.
7. Encourages young people to step in the shoes of both the victim and the perpetrator and explore emotional and behavioural responses to situations

## CHAPTER 5

# Image-based sexual abuse and resolution

The chapter begins similarly to the previous ones with Danielle in her bedroom, but instead of getting up out of bed, she is sitting at her desk drawing the night before college. This shows that she is already beginning to improve in her attitude towards her education but is still somewhat isolating herself. If the player goes onto the social media platform, they will see snarky updates from James and Emily that are receiving a lot of attention – and drama - from their fellow college mates but if the player looks at her phone (which they will receive notifications while Danielle is at the desk) they will see that there is a build-up of IM messages for Danielle to read. There are messages from almost all characters; Hannah, Emily, James, Kiran and Connor. Hannah, Kiran and Connor are trying to reach out and support Danielle, Emily is being bitchy and passive-aggressive, and James is trying to insult but win back Danielle through 'negging' tactics. He tells her that she is pathetic and that no one else would ever put up with her, so she should just get over herself and return to him. Once Danielle has refused or ignored a specific number of messages, James eventually tells her that 'she will regret it' before signing off. Danielle is troubled by this but goes to sleep, hoping that tomorrow will be easier.

The game then switches to the perspective of Hannah, who wakes up a lot earlier than her friends to both get ready for the day and help take care of her younger sibling. As she is up first, she will see the photos first and try to take action; the player will be prompted to report links to the photos on the social

media website and scold Logan and James who have sent them in a group chat/privately en masse to people. Hannah can also send James a message to tell him how ashamed she is and that what he has done is both morally wrong and illegal. Hannah messages Danielle telling her not to go on social media and ignore whatever messages she gets. She also messages her, saying they should meet and talk today before leaving her bedroom.

When Danielle wakes up, she has even more messages than the night before, and a lot from random college mates and lots of notifications for the social media app where she has been tagged in dozens of comments. Danielle will be incredulous about why until she sees people referencing the nude photos she took for James in Chapter 2. While the player is at home, they will listen to Danielle's frenzied thoughts as to what to do; she struggles to decide whether or not to go to college or skip it but manages to motivate herself to go by thinking she can just avoid people for most of the day if necessary. The player then continues with the usual routine of choosing hair and makeup, although Danielle will be paranoid about what people will say after the images have been posted. At college, Danielle will hear other students talking about her.

Danielle will get messages from Hannah, who lets her know that she is at the coffee shop now and free to talk anytime she wants. The player will essentially have the opportunity to decide whether or not to meet up with Hannah, which will affect the ending.

## ENDING 1A

If the player meets up with Hannah, she will support Danielle and gently try to persuade her to see the college counsellor, even going as far as to offer to go with her, which Danielle accepts. Hannah also tells Danielle that what James has done is illegal and classed as distributing images of child sexual abuse and what has become known as 'revenge porn' - both of which are offences under British law. They discuss the best way for Danielle to recover; at one point in the

conversation Emily will walk into the coffee shop and mock Danielle for 'being stupid enough to put her face in the photos' to which Hannah will tell her to get lost. Danielle can also scold Emily by telling her how much of a bad friend she is if the player wishes or stay silent. Hannah tells Danielle that she is there for her no matter what and will go with her to the counsellor if that helps. The scene ends with Hannah and Danielle setting off to go speak to the counsellor together. This results in the best epilogue sequence.

## ENDING 1B

Same as above, but instead of Danielle agreeing to go to the counsellor, she decides against it. This is an 'average'

ending as Danielle will have peer support but not professional support. Danielle no longer isolates herself from her friends and stays in education

## ENDING 2A

If Danielle does not meet up with Hannah, she will end up in the school bathroom and has much internal struggle with what to do. She will notice a flyer for a counselling service on the

wall, and the player can choose whether or not to go. If they do, the player has a better epilogue sequence where Danielle spoke to the counsellor and is beginning to recover her friendship with Hannah but did not take police action against James.

## ENDING 2B

This ending begins the same as 2A, but Danielle decides not to go to the counsellor and ultimately becomes lonelier and struggles even more with her coursework. This is the worst epilogue sequence as she isolates herself from her friends, becomes depressed

and potentially drops out of college at 18 years old. After she drops out of college, she also gets back with James, and the epilogue describes how the abuse escalates and Danielle ends up pregnant at 19 years old as James refuses to wear protection. He emotionally blackmails her into having the child.



## CHAPTER 5 Key Learning Points

1. How to gain help – real-world organisations need to be used by the player to complete the course assignment.
2. Indecent images shared from one young person to another are illegal and image-based sexual abuse is illegal.
3. Abuse can heighten on leaving a relationship; seeking help and support is important to build resilience.
4. Avenues for support and illegality of image-based sexual abuse, highlighting the specific issue associated with images of young people who are legally classed as children.
5. Effective ways to keep safe – blocking on social media, contacting police, parents and the educational establishment.
6. Role of the perpetrator is to try and regain control; acknowledging some of the ways in which this might be done.
7. Increased knowledge acquisition of young people's IPV.
8. Influence of peer relationships to support the victim and challenge the perpetrator or condone it. The psychological impact of those behaviours on others is demonstrated.

## Danielle Price

**Main Female Playable Character (PC), age 16**



**Socioeconomic Status:** Middle Class

**Current Residence:** Family home

**Occupation:** First-year college student

**Income:** N/A

**Talents/Skills:** Natural artist and highly creative. Does much sketching in her spare time and her room at home has lots of it on the walls. She always carries at least one sketchpad with her.

**Birth order:** Firstborn.

**Siblings:** Only child.

**Parents:** Her parents dote on Danielle as their only child. They are supportive and provide her with anything she needs. However, they are lax in supervision and have instead taken a hands-off approach, which results in Danielle being away from home a lot with friends.

**Relationship status:** James, new relationship (< 3 weeks).

**Grandparents:** Close to both sets of grandparents as she is seen as a 'good kid', but her maternal grandfather has passed away. She sees her maternal grandmother around the holidays and a couple of other times a year. Her paternal grandparents live in the same town as her.

**Significant Others:** Hannah, Emily and Connor are childhood friends who remain close to this day.

**Relationship skills:** Introspective and adaptable, but too easily influenced by others. Conflicted by what she wants and how to stand up for herself. Loyal to a fault and makes excuses for the behaviour of others.

Danielle is a first-year college student at Westfield College alongside her close friends, Hannah and Emily whom she has known since childhood. Her other childhood friend – Connor – also goes to a nearby college and they all meet up at least once a week to hang out at a local coffee shop. Danielle has no siblings and her parents are very relaxed about where she goes, but she knows they support her no matter what.

Danielle has aspirations of working in the fashion industry and is undertaking an Art and Design course whereas her friends are on separate courses. She met James, a second-year student, on campus after watching one of his rugby matches and has recently started a seemingly healthy relationship with him, however within a few weeks, it has become clear that he has controlling and possessive tendencies. Emily tells Danielle that she should feel lucky to have a man like James, but Hannah reminds her that she needs to respect herself. Danielle can choose to distance herself from Emily if the player feels she is too much of a negative influence.

Danielle begins to feel pulled in different directions; her boyfriend is jealous, demanding that she spend all of her time with him and is quick to anger if she does not, while her friends are feeling slighted as she pulls away from them to placate her boyfriend. She is worried about what James might do if he gets agitated.

## James Blackburn

**Main Male PC, age 17**



**Household Socioeconomic Status:**

Lower Middle class

**Current Residence:** Family home

**Occupation:** Second-year college student and Junior Referee

**Income:** £20-40 per match

**Talents/Skills:** Born athlete; he is in the college rugby league club as the scrumhalf and plays squash recreationally with Kiran to keep fit. His tutors have commented that he can compete in any sport if he puts his mind to it.

**Birth order:** Secondborn.

**Parents:** James lives with his father, who remarried ten years ago. They are often busy and leave James and his brother to their own devices when his brother is home from university. They are neither supportive nor unsupportive but more aloof, which has led to James imitating his brother more often. When he does see his father at home, he is often drinking, which can lead to explosive outbursts towards his stepmother.

**Siblings:** Older brother, 21, with whom he has a fractured relationship and has learned some potentially harmful behaviour. He both idolises and is sometimes hurt by his brother, who mocks him for being younger and less experienced. His brother brags about the women he sleeps with at university, which leads to feelings of inadequacy and slight resentment on James' part.

**Relationship status:** Danielle, new relationship (< 3 weeks).

**Grandparents:** No living grandparents.

**Significant Others:** Kiran and Logan are friends he met at college (specifically the rugby league team) and have a close bond.

**Relationship skills:** Intense jealousy, suspicion, entitlement. He expects his girlfriend to do whatever he wants but flirts unrepentantly with women around him and maintains a presence on dating apps.

James is a second-year student at Westfield College studying Sport (Development, Fitness and Coaching). He leads a very active lifestyle and does multiple sports, specifically playing squash with his close friend Kiran and rugby league as part of his college team. He is not entirely sure what he wants to do in his future, but he does know that it will be sports or fitness-related.

He has recently become involved with Danielle, a new student at the school – much to the chagrin of his friend Logan – a childhood friend of James' - who disagrees with him being tied down so quickly when so many other women are out there. Although he cares about Danielle and finds her very attractive, he quickly becomes frustrated by her independence and spending much time with her friends, becoming jealous and possessive over her whereabouts.

He knows he is attractive and flirts with other women despite being in a relationship but then projects this onto Danielle, becoming insecure about her friendship with her childhood friend Connor. James has a slightly strained relationship with his older brother Tyler – although his brother is friendly enough and cares about him, he does mock James now and again, which makes him feel inadequate in comparison.

## Hannah Shepard

**Female Supportive PC, age 16**



### Household Socioeconomic Status:

Working class

**Current Residence:** Family home

**Occupation:** First-year college student and part-time sales assistant

**Income:** Minimum wage, 8 hours a week.

**Talents/Skills:** Good with children, excellent analytical and critical thinking skills.

**Birth order:** Firstborn.

**Parents:** Parents are divorced but amicably co-parent both Hannah and her younger brother. Her mother is a single mother determined to provide a stable household for her children, even if it means working so much that she does not see her family. Her father is in a new relationship and sees Hannah at least once a week.

**Siblings:** Younger brother, 12, whom she babysits on the weekend when she is not working and cares for immensely.

Although she loves her brother, she has seen first-hand how restrictive having children can be and has been inspired to create a better life for herself.

**Relationship status:** Single.

**Grandparents:** Has a good relationship with all grandparents who are alive and living within 40 miles.

**Significant Others:** Danielle, Emily and Connor are childhood friends who remain close.

**Relationship skills:** Decisive, independent, caring. She looks out for friends but will not allow herself to be taken advantage of. She is fiercely loyal to her childhood friends and willing to say what needs to be said even when someone does not want to hear it.

Hannah is studying at Westfield College with aspirations of a career in law. She is close childhood friends with Danielle, Emily and Connor. After spending years helping look after her brother, she has become quite mature and is the most developed out of her friendship group; however, she can be very upfront when something is wrong and needs to be called out. This has put her slightly at odds with Emily over James' treatment of Danielle. She recognises the bad influence that Logan is having on James as he has a (well-deserved) reputation on campus but also thinks that James is responsible for his actions and needs to be held accountable. She tries to support Danielle as best she can and suggests they go to a councillor together if Danielle needs someone to give her courage. She has a good sense of identity and a strong black community around her.

## Emily Wilcox

**Female Obstructive  
Non-playable Character NPC,  
age 17**



### Household Socioeconomic Status:

Middle class

**Current Residence:** Family home

**Occupation:** First-year college student

Income: N/A

**Talents/Skills:** Eye for detail, talented writer, good public speaker/influential.

**Birth order:** Third born.

**Parents:** Her parents are friendly and down to earth if a little preachy. Emily tends to roll her eyes around them a lot, although she knows they deeply care about her. Her family structure is very traditional; her father works, whereas her mother has sacrificed her career and is a homemaker. She has seen her mother provide lovingly for her father her whole life. This has shown Emily that making sure your partner is happy is paramount so they will not be tempted to stray, regardless of what you may want.

**Siblings:** 2 older sisters and one younger brother. She acts out a lot for attention at home and is quite spoiled and narcissistic.

**Relationship status:** Single.

**Grandparents:** Her paternal grandparents have passed but her maternal grandparents are still alive. They live by the coast and see Emily at Christmas.

**Significant Others :** Danielle, Hannah and Connor are childhood friends who remain close. She is the oldest of the friendship group.

**Relationship skills:** Passionate, outspoken, narcissist. She cares more about what people think of her and her appearance than most and is very upfront about what she thinks of others. This can be detrimental in her relationships as she might push other people's buttons or make them feel self-conscious. Status matters and she thinks people should make sacrifices for it.

Emily is a student at Westfield College currently studying Business, specifically Marketing. She prides herself on knowing what is trendy at the moment and lives her life almost entirely on social media. She tends to gossip and does not understand why Danielle would potentially risk her status as James' girlfriend over something she perceives as insignificant, although it is well known that she has had a crush on James in the past. This opinion finds her at loggerheads with Hannah over the relationship between Danielle and James.

## Kiran Bains

**Main Supportive NPC, age 17**

**Household Socioeconomic Status:**

Working class

**Current Residence:** Family home

**Occupation:** Second-year college student

**Income:** N/A

**Talents/Skills:** Athletic; he is also on the rugby league team with James and Logan.

**Birth order:** Second born.

**Parents:** Lives with his mother and stepfather. He has an excellent relationship with both. He has no contact with his father as he felt that his father was financially and emotionally controlling towards his mother, which led to her divorcing him, despite the cultural stigma. His stepfather is a good role model.

**Siblings:** Middle child; 1 older sister (22) and 1 younger brother (15).

**Relationship status:** Single.

**Grandparents:** No grandparents alive.

**Significant Others:** James and Logan are his closest friends. Kiran met James in their first year of college through the rugby league team and was subsequently introduced to Logan. He and Logan have a tendency to clash about how Logan treats women, specifically as Kiran has begun to feel fed up with his disrespectful attitude towards girls.



**Relationship skills:** Level-headed, relaxed, supportive. He is loyal to friends and tries hard to lift their spirits and help them any way he can.

Kiran met James and Logan in the first year of college when he and James joined the school's rugby league team, and from there, James introduced Kiran to Logan. Kiran and James also play squash together for fun and sometimes have deeper conversations. He is very supportive of Danielle and thinks she is a really good match and influence for James. Although he likes Logan, he thinks he is selfish and destructive with his relationship advice. He recognises that James is beginning to mistreat Danielle due to Logan's influence and tries to make him realise that he is being abusive and that he needs to change his ways.

## Logan Wright

**Male Obstructive NPC, age 17**

**Household Socioeconomic Status:**

Lower Middle class

**Current Residence:** Family home

**Occupation:** Second-year college student

**Income:** N/A

**Talents/Skills:** Good public speaker due to his charming nature

**Birth order:** Firstborn.

**Parents:** Parents are married, and he has a good relationship with them. They are keen for him to do well at school and encourage him to take up as many extracurricular activities as possible.

**Siblings:** Only child.

**Relationship status:** Single.

**Grandparents:** All grandparents are alive, although his maternal grandparents live in Spain, so he does not see them a lot, once every couple of years.

**Significant Others:** James and Kiran are his closest friends. He has known James since childhood and met Kiran through James' rugby activities.

**Relationship skills:** Self-centred, charming, competitive. He enjoys being in the limelight and strives to be the best, often unconsciously competitive with people over trivial things. He is very eloquent and due to his confidence, he comes across as being very articulate and persuasive.



Logan and James are childhood friends who lived within a few streets of each other. Since then, Logan has always spent much time with James, which has caused the latter to trust Logan's opinion more than others. Logan met Kiran in their first year of college through James joining the rugby league team. Although his teammates joined because they are interested in sports, Logan is more interested in socialising with girls, specifically, and goes to the rugby games to hit on women. Because of his charm and arrogance, he has plenty of romantic success and now sees himself as the authority on relationships – especially in the physical aspect. He convinces James that he deserves more from Danielle and encourages him to go further in their relationship. When they do, he is quick to applaud him for it and boost his friend's ego, even though Kiran tries to tell them that it is not okay to treat women like that.

## Additional Information

(Please click on the resources provided below to access them)

### Icebreaker activities

- [Icebreakers- Energizers-and-Other-Activities](#)

### Bystander intervention

- [Bystander intervention resources](#)
- [A sexual violence bystander intervention toolkit](#)
- [Be more than a bystander- Ending violence](#)
- [Be an active bystander-Breaking the silence](#)

### Examples of participatory art approaches for reflective diary/record of learning activities

- [Photovoice literature review](#)
- [Photovoice: Giving youth a voice in their community](#)
- [5 applications of photovoice](#)
- [The Comic Book Project](#)
- [Taking Bearings | Creative People and Places \(creativepeopleplaces.org.uk\)](#)

### Resilience

- [27 Resilience Activities and Worksheets for Students and Adults](#)

### Self-care activities and resources for young people

- [The Alternative Story](#)
- [Self-care is about the things we can do to look after our own mental health](#)

### Personal, Social, Health and Economic (PSHE) education resources

- [National curriculum PSHE explained](#)
- [PSHE Association](#)
- [Government guidance on PSHE](#)
- [Myth vs Reality: PSHE Toolkit on the topic of Online Pornography](#)
- [Research briefing: What is the IMPACT of pornography on young people?](#)
- [Addressing pornography through PSHE education](#)

### Ni3 resources

- [Ni3 UK](#)
- A non-threatening way of children acknowledging problems and being empowered to tackle them in the JESSE game. In [one of the Ni3 YouTube videos](#), the young person who played JESSE in the game talks about the superhero he would be.

### Resources to work with and help young people

- [Legal guidance domestic abuse](#)
- [Very Young Adolescence](#)
- [LGBT+ inclusive lessons](#)
- [What is known to date about working with men and boys- the evidence base](#)
- [Unicef- for every child](#)
- [Global guidance: School-related gender-based violence](#)
- [Harmful practices and IPV](#)
- [What is sexual harassment?](#)
- [Voices against Violence Curriculum](#)
- [Safeguarding children in education: types and indicators of abuse](#)
- [CORAMs young citizens from migrant and refugee backgrounds](#)

- [INSPIRE: 7 Strategies for ending violence against children](#)
- [Teachers Guide for Sexual and Reproductive Health Life Skills for Adolescents](#)
- [Childnet International PSHE Toolkit](#)
- [Statistics: Increase of police investigation on young people sexting](#)
- [Statistics: Children among victims of voyeurism](#)
- [Sexual Offences Act 2003 - Summary](#)
- [The effects of pornography on young people](#)
- [In The Picture: A school resource to help protect young people from the influence of online sexually explicit material](#)
- [A longitudinal study on the benefits of changing young peoples attitudes through integrating porn literacy education in school sex education](#)
- [Evaluation of the impact of porn literacy education on young peoples knowledge, attitudes and intended behaviour](#)
- [Ofsted review: Sexual abuse in UK schools and colleges](#)
- [Contextual safeguarding: Definition, resources and implementation toolkit](#)
- [Protecting children from online abuse](#)
- [Advocacy for the prevention of image based sexual abuse](#)

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Curriculum to Support the Prevention of  
Intimate Partner Violence in the UK (eBook/digital)

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