

‘RELATIONSHIP VIOLENCE NO WAY’ PROGRAM

CHALLENGING RAPE AND SAFE PARTYING



Acknowledgements

The Southern Adelaide Local Health Network would like to acknowledge the work of all Peer Educators within the Relationship Violence No Way program over time that have made this work possible. We would particularly like to thank Lisa Gascoigne, Roseanna Maeder and Ian Hooper for assisting in producing this guide. Most importantly, we would like to acknowledge Shaez Mortimer for her work in leading, driving and guiding this process to ensure the unique voice, knowledge and style of the Peer Educators were made available to all violence prevention educators choosing to use these resources.

These resources have been developed and re-developed over time to respond appropriately to the needs of young people as they arise. They are freely available to promote a greater awareness of the impact of violence on the lives of young people. These resources are intended to encourage bystander intervention, and to interrupt and challenge the values and beliefs that support violence. The resources may be adapted and changed to suit differing groups of young people, as we have done over time. We ask only that they are acknowledged as the work of young people involved in this program and that they are not sold or utilised as a tool for making profit.

Contents

Workshop outline	4
1. Introduction	5
2. Name game.....	5
3. Group agreement.....	6
4. Key understandings of the 'Relationship Violence No Way' Program	8
5. Values Walk	10
6. Scenarios	14
Handout scenarios	15
7. Definitions of rape handout	19
8. Safer sex	22
9. Handout: Things can change	23

Workshop outline

This workshop is designed to be run by two Peer Educators facilitating a single-sex group of 8-20 young people in a classroom/working space which is appropriate for confidential conversations. The workshop content is best delivered in a 90 minute period and Peer Educators should arrange access to teachers/group workers for behaviour management support where required. If possible, set up the room so that the participants are seated in a semi-circle facing towards a white board and have them bring a pen along to the workshop.

The content of this workshop has been designed for young people in 10-12 (ages 15-18). This outline also includes content that can be used for older/more mature groups and for in depth discussion about negotiating consent and safer sex, violence in same-sex relationships and the impact of drugs and alcohol on consent.

These resources are the result of the amalgamation of work by the RVNW Program team, violence prevention and youth sector resources and information. They have been adapted and developed over the life of the program in accordance with young people's responses and needs, evaluation of the program and reflection on best practice. The content in this workshop has been based on the previous work of: 'Top Secret' by Billie Jo Flerchinger and Jennifer Fay from 'Rape Myth Busters' by Brook Friedman, SHine SA, the Law Handbook SA and Men Stopping Rape Inc, Madison USA.

A supporting Peer Educators' Guide to Violence Prevention Education is available online at www.sahealth.sa.gov.au/youthhealth and should be read in conjunction with this document.

1. Introduction

- > Introduce yourselves, your organisation and program. Give out information about your organisation's services, contact details, opening hours etc.
- > Challenging Rape and Safe Partying Workshop: This workshop explores young people's values and beliefs about rape, sexual assault and safe partying and promotes discussion about consent and safer sex.
- > Kaurna Acknowledgement: 'We acknowledge this land that we meet on today is the traditional lands for the Kaurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kaurna people as the custodians of the Kaurna land and that their cultural and heritage beliefs are still as important to the living Kaurna people today'.

2. Name game

Suggestions:

- > Going on a picnic/to outer-space
 - > Have participants introduce themselves by saying their name and an item they would take with them on a picnic / to outer space. Ask participants repeat the name and items of the people who have gone before them before they say their own.
- > Body parts
 - > Have participants introduce themselves by saying their name and a body part that starts with the first letter of their name. Ask participants to repeat the names and body parts of the people who have gone before them before they say their own.
- > Action and name
 - > Ask participants to stand in a circle and have each participant say their name and do an accompanying action. Have the group repeat the name and action before moving onto the next person.
- > Tattoo Game
 - > Have participants introduce themselves by saying their name and a tattoo they would get (hypothetically) and why. Ask participants to repeat the name and tattoo of the people who have gone before them, before they say their own.

3. Group agreement

It models respect for participants to involve them in creating the agreement about how everyone will interact during the workshop. It is a good idea to write the Group Agreement on the whiteboard so that everyone can see it and peer educators can refer to it during the workshop.

Tell the participants that this workshop is about relationships- which is something that everyone has and will have, in various forms, throughout their lifetime. Some of the things that will be discussed may be sensitive for some participants and so it's important to make sure that everyone feels safe, respected and positive during and after the workshop. Ask the group to suggest 'rules' that will help the workshop run well.

If the participants are quiet or unsure about what to put in the group agreement, suggest these ideas, explain why they might be important 'rules' to have and get everyone's consent before adding them to the list:

> **Respect**

- > Ask: What does respect look like?

Examples: One person talking at a time, no laughing at other people's ideas, no putdowns, everyone can have their own opinion- agreeing to disagree, no homophobia, sexism or racism, etc.

> **Confidentiality- what's said in the room, stays in the room**

- > Don't use people's names, consider other people's privacy and safety.
- > Confidentiality will only be broken if there are circumstances where peer educators believe that someone is in serious harm and must notify by law (Mandatory Notification).

> **So, talk in 3rd person**

- > When you talk in 3rd person, no one can tell the difference between a question participants might have about what's being discussed, a personal story or an example from TV. This keeps everyone safe and promotes discussion.
- > Ask for examples of talking in the 3rd person. E.g.: "What if...?", "A friend of a friend of mine...", "If Spiderman and Mary Jane..." etc.

> **Right to pass a question**

> **Right to leave the room**

- > Remind participants that if they need a minute outside to calm down, they can go without asking. However, if they are gone for more than a few minutes, a peer educator will come and check on them.

> **Mobiles away and on silent**

> **Respectful swearing**

- > Ask the group if they feel okay about swearing during the workshop. Have a discussion about what everyone is comfortable with. Agree to not swear at each other.

Where to get help:

Write up on the board a couple of local services and their addresses, phone numbers and websites where young people can get help and support.

- > **Kids Helpline** Ph: 1800 55 1800 - free and confidential (doesn't appear on phone bill on some networks). Online and email counselling available: <http://www.kidshelp.com.au>

- > **Domestic Violence and Rape Crisis Helpline** Ph: 1800 RESPECT (1800 737 7328)

- > **The Line Campaign** Ph: 1800 MYLINE (1800 695 463)- a 24 hour national helpline for young people wanting to talk to someone about relationship issues they might be experiencing or if they are unclear about drawing the line between what is and isn't a respectful relationship.
Web: <http://www.theline.gov.au/home>

- > **Lifeline** Ph: 13 11 14 – Crisis support for young people wanting to talk to someone about anxiety, depression, loneliness, suicidal thoughts or attempts.

4. Key understandings of the 'Relationship Violence No Way' Program

1. Safety is a right - no one deserves to experience violence

- 1.1. Everyone deserves to be safe at all times and in all places.
- 1.2. If one person feels uncomfortable, the situation is not safe regardless of the intention of others.
- 1.3. Consent to sex must:
 - > Be freely and voluntarily given by all partners at all times.
 - > Not obtained by threats, coercion, or pressure.
 - > Sex needs to be emotionally, physically and legally safe and respectful for all people involved (partners) and in an environment they feel comfortable.

2. Violence is a choice

- 2.1 Abuse is about maintaining power and control over another person/people and can take many forms.
- 2.2 The use of violence and abuse in relationships is a choice and no one is genetically, hormonally, or socially programmed to do it.
- 2.3 It is the perpetrator's responsibility to stop using violence.
- 2.4 Harassment is about maintaining power and control over another person/people.
- 2.5 Revenge only makes problems worse.

3. It's never the victim's fault

- 3.1 Victim-blaming is wrong: it shames victims into silence and contributes to low rates of reporting of violence. Victim-blaming promotes myths about the causes and incidences of violence, justifies perpetrators actions and permits violence to continue or reoccur.
- 3.2 A victim of violence, no matter what form, should not be expected to leave a relationship. It is the perpetrator's responsibility to stop using violence.
- 3.3 A person's identity is not defined by the violence they have experienced.
Victims/survivors of violence can and do live happy, healthy lives free from violence.

4. Gender is socially constructed

- 4.1 Gender is learnt and changes over time.
- 4.2 Traditional gender roles promote, excuse, and condone violence against women.
- 4.3 Relationship violence is predominantly perpetrated by men against women. Men are also victims of physical violence including rape and sexual assault, usually perpetrated by men.
- 4.4 Analysis and deconstruction of gender roles is essential in violence prevention.
- 4.5 Traditional rigid gender roles promote and maintain homophobia.

5. Respectful communication

- 5.1 Communication is a key part of any respectful relationship.
- 5.2 The more you understand the problem, the easier it is to deal with the issue.
- 5.3 Work on the problem together – it's OK to ask for help, it's OK to admit that you're wrong, and it's OK to say a problem is too big to deal with on your own.

6. Bystander intervention

- 6.1 We are all impacted by violence and have a responsibility/opportunity to prevent violence.
- 6.2 If you're watching harassment you can help change the situation.
- 6.3 Bystanders can and do make a difference in preventing violence in relationships by:
 - > Being safe and supportive friends for victims;
 - > Interrupting or safely intervening in violence-supportive behaviours;
 - > Believing people who disclose violence; and
 - > Respecting and supporting a person's decision about what to do next about the violence they have experienced.

7. Acceptance of diversity

- 7.1 We take a positive, open view of relationships and sexuality in the context of respect and intimacy.
- 7.2 Homophobia is a form of discrimination that is harmful to individuals, communities, and societies.
- 7.3 We recognise that people's life experience will be different according to their experience of race, gender, sex, sexuality, ethnicity, culture, religion and the ways in which these identities combine. Therefore, people of diverse backgrounds may have a unique experience of violence in relationships. This may be attributed to community understandings, cultural expectations and beliefs and/or service providers' responses to that violence.

5. Values Walk

A Values Walk is an activity to explore participants' values about relationships and abuse.

The Peer Educators' aim in this activity is to create a safe, non-judgemental space to explore how certain behaviours are abusive or discuss potentially abusive in relationships. The Peer Educators also guide participants to empathise with victims of abuse by discussing the effect/impact of abuse on their health and wellbeing.

Distribute the questionnaires and ask participants to complete the questionnaire quietly by themselves. Tell the participants not to write their name on the questionnaire. When all of the participants have finished filling out the questionnaire, explain that we will have a discussion about each of the statements on the questionnaire. Assign different parts of the room to 'Definitely abusive', 'Maybe abusive' and 'Not abusive' and ask participants to indicate their response by moving to the part of the room that matches their response. If the group would like to stay sitting down (or you think it would be easier to manage behaviour that way), ask the participants to indicate their response by a show of hands, for example: raising two hands for 'Definitely abusive', one hand for 'Maybe abusive' and no hands for 'Not abusive'.

Note: the questionnaire is written with a man as the possible perpetrator and a woman as the victim due to the pervasive nature of men's violence against women. Violence in same-sex relationships is anecdotally highly underreported.

Ask a participant to read out the box at the top of the questionnaire which explains the gendered wording of the questionnaire. Ask everyone if they understand what this means, including what heterosexual and homosexual relationships are.

Read out the first statement: "Is it okay for a male to pressure/ force a female to have sex with him if she is wearing revealing clothing?" When the participants have moved or raised their hands, ask each group ('Never OK', 'Maybe OK' and 'OK') to explain why they have chosen this answer. Encourage discussion between the groups. Facilitate this so discussion remains respectful and everyone gets a turn to talk.

Suggested questions to guide discussion

Under each of the Values Walk questions are suggested questions to guide discussion. To make the intention of these clear, numbers relating to the relevant Key Understandings are listed after each question.

You should take some time prior to delivering the workshop to look over the Key Understandings so that during discussion with participants you are able to guide discussion back to the core principles. Please see Part 3 of the 'Peer Educator's Guide to Violence Prevention Education' for further discussion about the questioning method used in this workshop.

“Is it okay for a male to pressure / force a female to have sex with him if ...?”

> What does 'pressure' look like? What is 'force'? 1.1, 1.2, 1.3, 1.4

She is wearing revealing clothing

> What does 'revealing clothing' look like? 4.1, 4.2, 4.3

> Who gets to decide if what she's wearing is appropriate or not? 1.1, 1.2, 4.2, 4.3)

> Does this mean she wants to have sex? 1.3, 3.1, 3.2

> Can she still say no? 1.3, 3.1

> * Does a man have a 'right' to have sex with her? 1.1, 1.2, 1.3, 4.2, 4.3

She is stoned or drunk.

> Does this affect her judgement? Can she say 'no' if she wants to? 1.3, 2.3, 3.1

> * What about if he was drunk? 1.1, 1.2, 1.3, 2.2, 2.3

> Is this an excuse? 1.3, 2.2, 2.3

He spends a lot of money on her.

> Is there an 'obligation' for her to have sex with him in this situation? 1.3, 1.4, 4.2

> Is it okay for him to force/pressure her? 1.1, 1.2, 1.3, 1.4, 3.1

> What if she didn't ask him to buy those things for her? 1.1, 1.2, 1.3, 1.4

> Can she still say no? 1.1, 1.2, 1.3, 1.4

They have been going out together for a long time.

- > Is there an obligation/expectation? 1.3, 1.4, 4.2
- > Does this justify force or pressure? 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1
- > Is this a healthy relationship? 1.1, 1.2, 1.3, 2.1, 5.1, 5.3

She has had sexual intercourse with other men.

- > Is there an obligation/expectation? 1.1, 1.3
- > Does this justify force or pressure? 1.3, 2.2, 2.3, 3.1

She allows him to touch her above the waist.

- > * Is this 'leading him on'? Why? What does that mean? 1.1, 1.2, 1.3, 1.4, 3.1, 4.2
- > Can she still say no? 1.1, 1.2, 1.3
- > What if she never intended to have sex with him/is not ready? 1.1, 1.2, 1.3

She allows him to touch her below the waist.

- > * Is this 'leading him on'? Why? What does that mean? 1.1, 1.2, 1.3, 1.4, 3.1, 4.2
- > Is your answer different to the previous question, why? 3.1
- > Is she under an 'obligation' to continue? 1.1, 1.3, 1.4, 2.3
- > Can she still say no? 1.1, 1.2, 1.3

She says she will have sex with him but changes her mind.

- > Is she allowed to change her mind or is she under an 'obligation' to continue? 1.1, 1.2, 1.3, 1.4, 3.1
- > Does it matter why she changes her mind? 1.1, 1.2, 1.3, 1.4
- > What about if she says no during sex? 1.1, 1.2, 1.3, 1.4
- > Why might someone not want to have sex at a particular time/place with a particular person? 1.2, 1.4

She starts to be sexual with him but then says no.

- > Is she allowed to change her mind/is she under an 'obligation' to continue? 1.1, 1.3, 1.4, 3.1
- > Does it matter why she changes her mind? 1.1, 1.2, 1.3
- > What about if she says no during sex? 1.1, 1.2, 1.3

He is really turned on.

- > Does this justify force or pressure? 1.1, 1.2, 1.3, 2.2, 2.3, 3.1
- > * Has she 'lead him on'? Why? 2.2, 2.3, 3.1, 4.2
- > Does he have a 'right' to have sex with her? 1.3, 2.2, 4.2
- > What other options does he have? 2.2, 2.3

She has had sex with him before.

- > * Does this mean she has to have sex with him anytime? 1.1, 1.2, 1.3, 1.4
- > Does this justify force or pressure? 2.2, 2.3, 3.1
- > * What if he is a stranger or her partner of 10 years, does it make a difference? 1.1, 1.2, 1.3, 1.4
- > Does he have a 'right' to sex? 1.1, 1.3, 2.3, 4.1, 4.2

* These are contentious questions used to explore deeply entrenched, violence-supportive attitudes. These questions conflict with our Key Understandings about violence but the discussion they spark enable Peer Educators to explore the Key Understandings in a specific context. These questions also give young people the opportunity to challenge each other's view about violence and the tools to think critically about the violence-supportive attitudes in our society.

6. Scenarios

Film scenario - the party

Show the film 'The Party' Warn participants that this film contains depictions of implied sexual violence.

Pause the film before the 'Possible changes' and discuss the issues brought up by the video.

Use the questions below to guide discussion:

- > What happened here?
- > Is this rape?
- > Was consent given for sex? At what point?
- > Who is responsible for what happened?
 - > Cassie's alcohol consumption - Does this mean she is responsible for what happened to her?
 - > Danny's alcohol consumption - Does this mean he's not responsible for his actions?
 - > All the other people at the party
- > What impact did alcohol have on this situation?
- > Is there anything that the friends can do to change what happens here?

Possible change 1

- > What do you think of this as a way to stop what happens?
- > Why does it make a difference that the girls are Lucas' friends?
- > Is it better than remaining silent?
- > Is he setting a challenge?

Possible change 2

- > What impact could this have for Cassie?
- > Is this enough to keep Cassie safe?

Possible Change 3

- > What do you think of Sophie's action?
- > What about Lucas'?
- > What would happen if Sophie and Lucas left?

Possible Change 4

- > What do you think of this as a strategy?

Possible Change 5

- > Why is it important that she's 15?
- > What is important about giving consent?
- > Could consent be given in this scenario?
- > What do you think of Lucas' actions?
- > Do you think this happens much in real life?
- > Would you feel confident in taking this action?
- > Who is responsible for what happened?

Handout scenarios

Phil and Cindy

Questions for discussion:

- > What happened? Was this rape?
- > Did Cindy consent? If so, how do you know?
- > Did Phil know that Cindy is not consenting?
- > Did Cindy have a choice to have safe sex? What may happen as a result?
- > Did Cindy's choice to drink alcohol influence Phil's behaviour? How?
- > Is being in a relationship for a while a reason for Phil to insist to have sex?
- > What emotions might Cindy feel from this experience?

Josh and Amy

Questions for discussion:

- > What happened? Was this rape?
- > Did Amy consent? How can you tell?
- > Did Josh use force? Did he threaten her?
- > Did Josh know that Amy was not consenting?
- > Did Amy have a choice to have safe sex?
- > Did Amy's choice to drink alcohol influence Josh's behaviour? How?
- > Was Amy under an 'obligation' to have sex with Josh because:
 - > They had been in a relationship for a while?
 - > He bought her drinks and gifts?
- > What emotions might Amy feel from this experience?
- > What could Amy do next?
- > What could Josh do next to find out why Amy is avoiding him?

John and Jenny

This scenario can be used to generate a basic discussion about negotiating consent and is useful in groups where participants are uncomfortable talking about sex.

Questions for discussion:

- > What was happening here?
- > Was John pressuring Jenny into doing things she wasn't comfortable with?
- > Did Jenny lead John on or imply she wanted to do more than kissing? In what ways?
- > Why is consent important?
- > How can you let your partner know what you are / are not comfortable with?

The following scenarios were developed by the 'Relationship Violence No Way' Program for presentation to older young people, youth health services and conferences (including Queer Collaborations 2012).

Alice and Caz

This scenario can be used for older/more mature groups for an in-depth discussion about negotiating consent.

Questions for discussion:

- > What happened?
- > Did Alice consent to have sex with Caz?
- > What did Alice consent to?
- > What part of the sexual activities did she not consent to?
- > How could Caz have known Alice was consenting/not consenting?
- > What could Caz have done to check?
- > Who needs to consent to have sex?
- > How could they negotiate what 'sex' looks like and what activities it includes?

Brainstorm:

- > Why do people have sex?
- > Why might someone not want to have sex?
- > How can someone talk about what they like/don't like with their partner?
- > If you're not sure if someone likes what's going on, how can you check?

Invite the participants to reflect on what sex means to them after the workshop. Invite them to discuss what they're into/not into with their partners. Recommend resources where they can find out more about consent.

Steve and Niko

This scenario involves a rape of man by another man. It is set at university and references drugs. It can be used in older/more mature groups for discussion about: rape in gay relationships; negotiating consent and safer sex during casual sex; and, the impact of drugs and alcohol on consent.

Questions to discuss:

- > Did Niko rape Sean?
- > Did Sean consent? What did Sean consent to?
- > Did Sean have a chance to have safe sex?
- > Did Sean have a chance to leave?
- > What part did alcohol and drugs play in this?
- > What could Niko's friends, Alby and Jake, have done differently?
- > What did Niko intend to do with Sean?
- > Did Niko have any concern for Sean's wellbeing?

7. Definitions of rape handout

The information contained in this handout is current as of June 2013 for South Australia. It is recommended that due to the potential for changes in the law the information be reviewed and updated regularly.

Read aloud and discuss the definition of rape. How does this fit into the above scenarios?

Go through each sentence and invite questions. How do these fit into the scenarios discussed?

A few F.A.Q

What makes an offence aggravated?

An 'aggravated' offence is different to a 'basic offence' because of the presence of one or more factors. An 'aggravated' offence is generally considered by the courts to be a more serious offence and so the penalties are harsher.

Here are a few examples of the factors which can make an offence 'aggravated':

- > Where deliberate and severe violence is inflicted;
- > A weapon is used or threatened;
- > The offence was committed in an effort to prevent or dissuade someone from taking legal proceedings (including reporting to the police);
- > If the victim is:
 - > under 14 years of age;
 - > over 60 years of age;
 - > the partner/spouse of the offender;
 - > the child of the offender;
- > If the offender:
 - > abused a position of authority or trust in committing the offence;
 - > knows the victim is disabled;
 - > was in the company of one or more people when the offence was committed.

What is life imprisonment?

'Life imprisonment' in South Australia is a sentence of a minimum of 10 years, usually around 20 years (non-parole). However, in extremely serious cases, the sentence can be extended. The longest non-parole sentence being served in S.A. is 35 years.

What does it mean to be ‘recklessly indifferent’ as to consent?

‘Reckless indifference in the context of sexual assault means a failure on the part of the *accused* to consider the victim’s wishes i.e. utter disregard as to whether they have consented (or withdrawn consent) or not.’ (Legal Services Commission- Law Handbook)

A person is recklessly indifferent to the fact that another person does not consent to sexual activity (or has withdrawn their consent), if he or she—

- a) is aware of the possibility that the other person might not be consenting to the act but decides to proceed regardless of that possibility; or
- b) is aware of the possibility that the other person might not be consenting to the act, but fails to take reasonable steps to ascertain whether the other person does in fact consent, to the act before deciding to proceed; or
- c) does not give any thought as to whether or not the other person is consenting to the act before deciding to proceed.

What is incest?

Incest is when a person has sexual intercourse with a close family member (Maximum penalty: Imprisonment for 10 years). A close family member, means—

- d) a parent; or
- e) a child; or
- f) a sibling (including a half-brother or half-sister); or
- g) a grandparent; or
- h) a grandchild, of the person, but does not include such a family member related to the person by marriage (i.e. Step father/mother) or adoption (i.e. adopted brother/sister) alone. However, if, for example, a stepfather has sex with his step daughter, he can still be charged with child sexual assault and/or rape. (See Criminal Law Consolidation Act 1935 (SA) s 72)

What is the effect of being charged with/convicted of multiple offences?

If a person is found guilty by a court of a number of offences, the court may sentence the person to the **one penalty for all or some of those offences**, but the sentence cannot exceed the **total of the maximum penalties** of each offence. So in Australia, unlike in the U.S.A., sentences are very rarely stacked onto each other so that the defendant never comes out of jail. When deciding what the total penalty will be, the judge may consider factors such as how remorseful the defendant appears to be for their actions, how severe the crimes were, the effect on the victim/s, the defendant's willingness to do participate in rehabilitation programs etc.

(Adapted from the Legal Services Commission- Law Handbook, see Criminal Law (Sentencing) Act 1988 (SA) s 18A).

What does 'suspended sentence' mean?

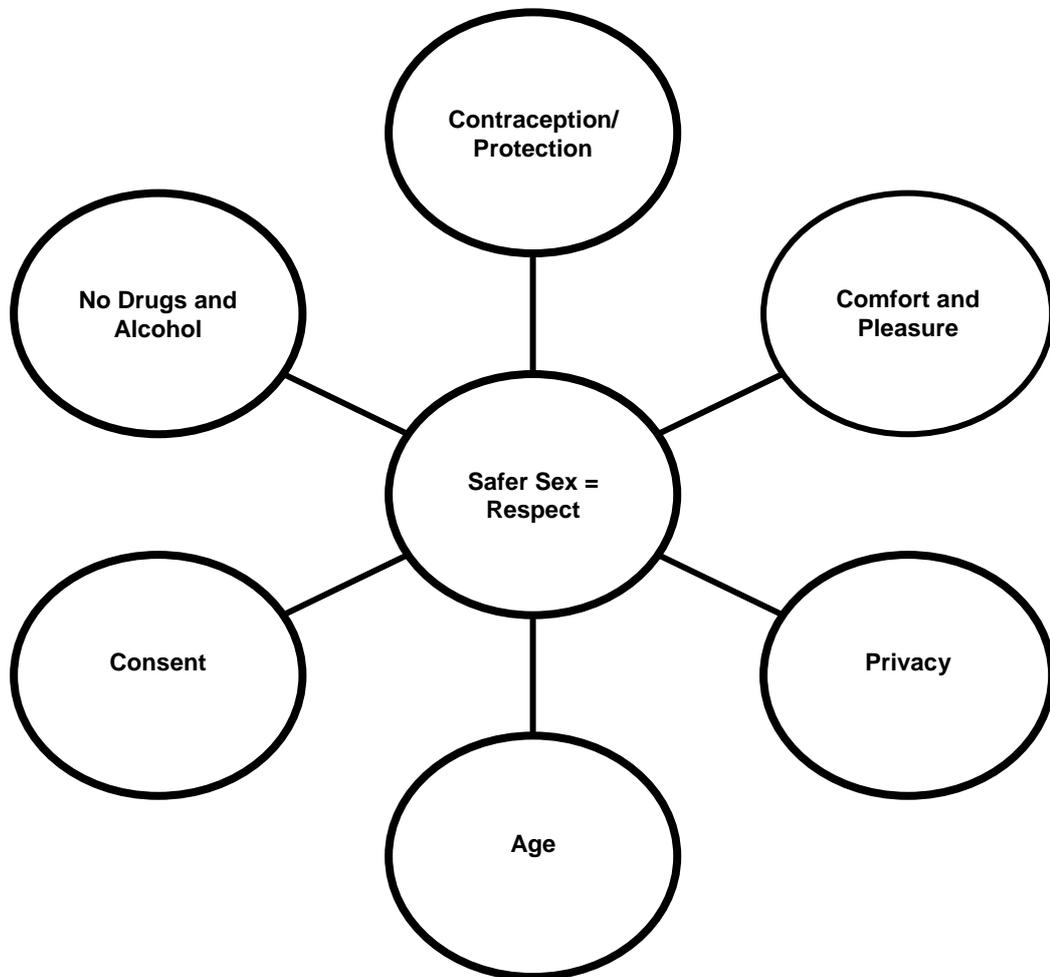
A suspended sentence means that a person has been found guilty of an offence which has a prison sentence but, for a special reason/s, does not serve that sentence in jail. Such special reasons may include how old the defendant is, the number of previous convictions the defendant has, and whether the defendant is attending treatment/counseling etc.

When a sentence is suspended, the defendant is placed on 'good behaviour bond' – a contract in which the defendant promises to obey certain conditions for a specified period of time (i.e. a curfew for 6 months). If the bond is not breached, the defendant does not have to serve the sentence of imprisonment. However, if the bond is breached (for example, if the defendant commits a further offence) the defendant may be ordered to serve the suspended sentence in prison as well as the penalty for the new offence.

(Adapted from the Legal Services Commission- Law Handbook).

8. Safer sex

The only truly 'safe' ways to have sex are not having sex at all or masturbation- these entirely avoid risk of unwanted pregnancy, transmission of STIs and/or rape. All other kinds of sex carry some level of risk. Ask the group how people can have 'safer sex' and write their ideas on the board in a diagram such as this. Check for participants' understanding of each of these areas, how they influence each other (i.e. if you're really drunk, you may not be able to consent to sex, may not use a condom etc.) and why they're important to healthy sexual relationships.



9. Handout: Things can change

Read through and discuss.

Closing

Congratulate the group about participating in this important discussion about helping to stop rape.

Group round: What's been something you have enjoyed or learnt about in this workshop?

Remind group of phone numbers and services information.

For more information

Electronic copies of the 'Relationship Violence No Way' Program are available online at www.sahealth.sa.gov.au/youthhealth

© Department of Health, Government of South Australia. All rights reserved. Printed December 2014.