



WORKSHOP 2



BUILDING INDEPENDENCE & PARTICIPATION



R4Respect™

YFS respectfully acknowledges Aboriginal and Torres Strait Islander people as Australia's First Peoples and the Traditional Owners/Custodians of the land on which we meet and work.

We recognise the important role they have within community and country.
We pay our respects to the Elders of this land past and present.

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R4Respect also acknowledges the impact of colonialism on intergenerational trauma and violence on First Nations People.

WORKSHOP AIMS

1. Inspire young men and women to **foster respectful relationships** in their own lives.
2. Understand the **harmful effects of violence**, and how violence is preventable.
3. Understand **THE LINE** between **healthy** and **harmful** relationship behaviours.
4. Provide a **skills & knowledge toolbox** to challenge unhealthy behaviours.



THE LINE

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GROUP AGREEMENT



R4Respect's Group Agreement

1. Participate and engage in class discussions whilst listening respectfully to each other's opinions and ideas.
2. Be open and honest, whilst also being aware of each other's cultural and religious beliefs.
3. Ensure your mobile phones are on silent, or turned off during today's session.
4. Be respectful around issues of sexual assault and domestic violence as statistics indicate there may be survivors or victims amongst today's group.



SAFE PLACE

- Today's classroom is a safe space
- Everyone is encouraged to share their ideas and opinions, however we encourage people not to share personal stories
- We encourage everyone to respect other peoples' opinions and ideas, and be active listeners
- One person speaking at a time - raise your hand if you would like to answer a question, or would like to share something with the class
- Understand some of the issues we will be addressing today may be sensitive or triggering. If you need to leave the room at any time, let an R4Respect team member know.

ICEBREAKER ACTIVITY

Rules

1. Everyone arranges themselves in a circle.
2. An organizer, who is not playing, calls out the name of somebody in the circle. For example, let us assume he called out the name "Frank".
3. Frank, upon hearing his name, must duck. The players to either side of Frank, upon hearing Frank's name, must turn towards Frank with their fingers pointed into a pretend gun, and shout "Bang!"
4. If Frank failed to duck quickly enough, he has just been shot, and is eliminated from the game.
5. If Frank ducks to safety, but one player shouts "Bang!" faster than the other, the slower player is eliminated.
6. If Frank ducks to safety, and both players shout at the same time, all three are safe and nobody is eliminated.
7. If any player in the circle makes the mistake of ducking or shooting at the wrong time, they are eliminated.
8. The organizer continues shouting names, as quickly as he can adjudicate the results, until only two players remain in the game.



Part 1 – Impact of Violence on Children

Video 4: *It's what you don't see*



<https://www.youtube.com/watch?v=Fihx2Ypf4HY>

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VIDEO 4: *It's what you don't see*

What type of violence is this?



Physical, Emotional or Sexual Violence

- ✓ Fear?
 - ✓ Insults?
 - ✓ Isolation?
 - ✓ Denial?
 - ✓ Money?
-
- ✓ Is it more than one of these things?

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PART 2

DON'T BE A BAD APPLE



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Don't Be a Bad Apple: Video 5 Banana



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Video 5:

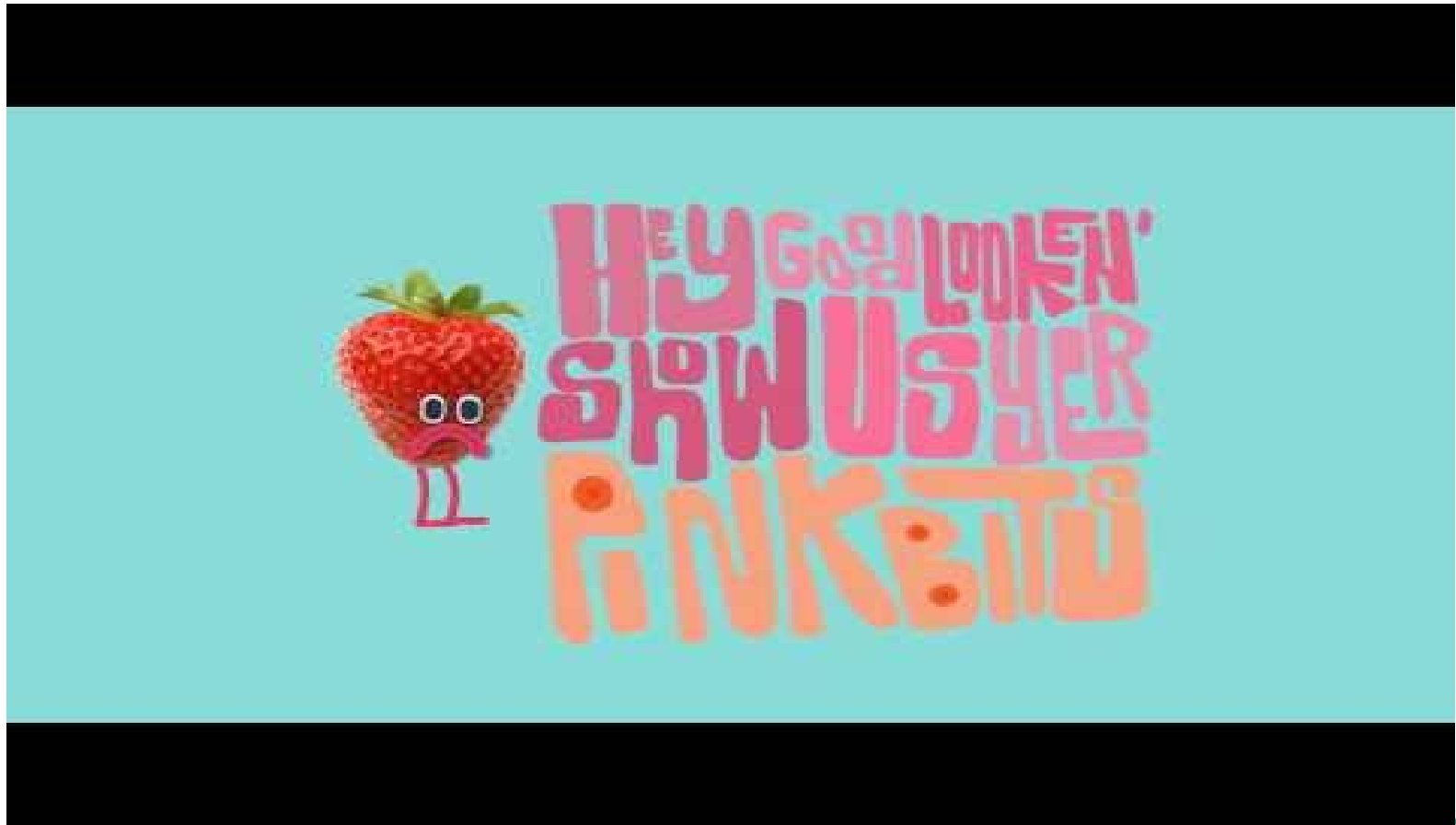
Apple and Banana

- What did the **Apple** do in this clip?
- How would the **Banana** be feeling?
- What is **consent**?
- Who is **peer pressuring** who?
- Is this **respectful** in a relationship?
- Is it **illegal**?
- What if your friend acted like an **Apple**?





Don't be a bad apple: Video 6





Video 6: Cat Calling

- How would the strawberry be feeling?
- What is cat calling?
- How does it impact on girls and women?
- What if you saw someone cat calling?



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e-Hacker

VIDEO 7: Tom and Beck



- Which is the best choice for Tom to make? Are there any other choices that Tom could make?
- Is some jealous behavior OK or does it always cross the line?

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ACTIVITY 6: ACTING RESPONSIBLY

1. People are **usually** telling the truth if they say that they have been sexually assaulted.

2. Sexual assault usually happens because of someone's **desire to have sex**.

3. If a nude ends up on the Internet, it's the **person who took the photo's fault**.

4. You are more likely to be **assaulted by a random**, than someone you know.

FALSE

**STILL
DECIDING**

TRUE



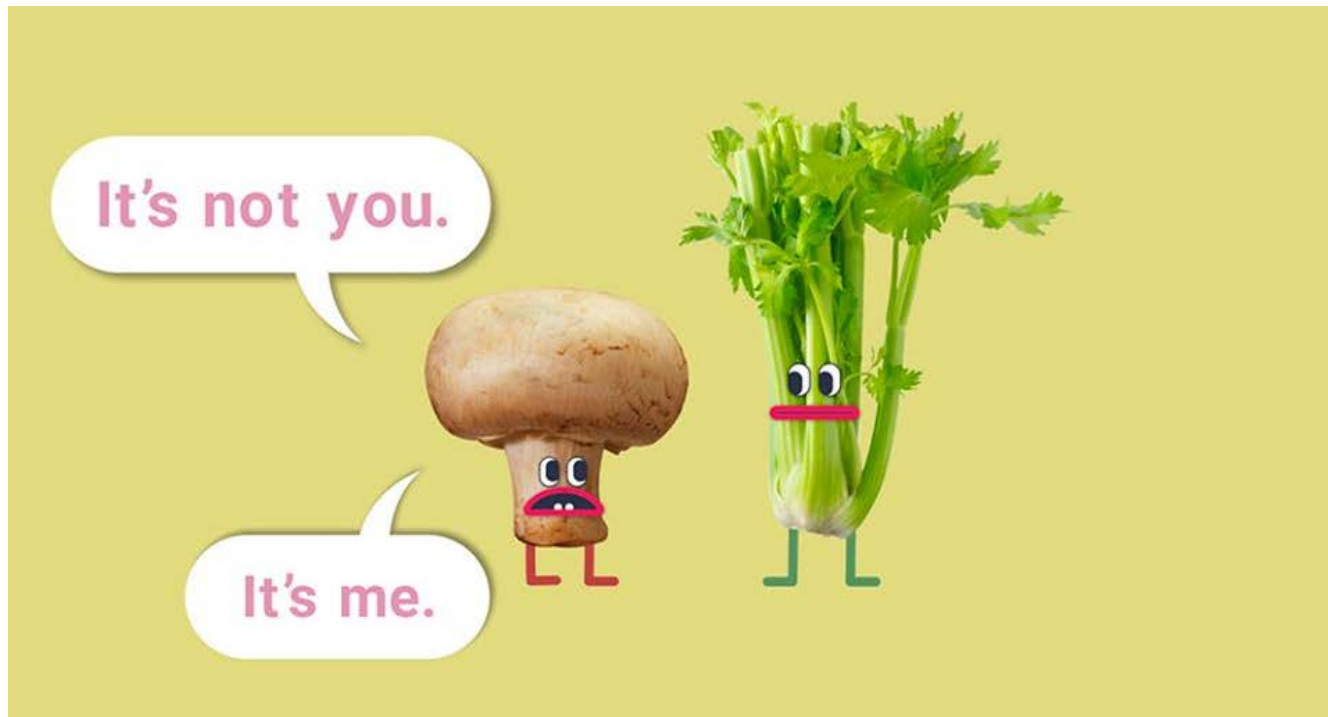
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Don't Be a Bad Apple: Video 8 Mushroom & Celery



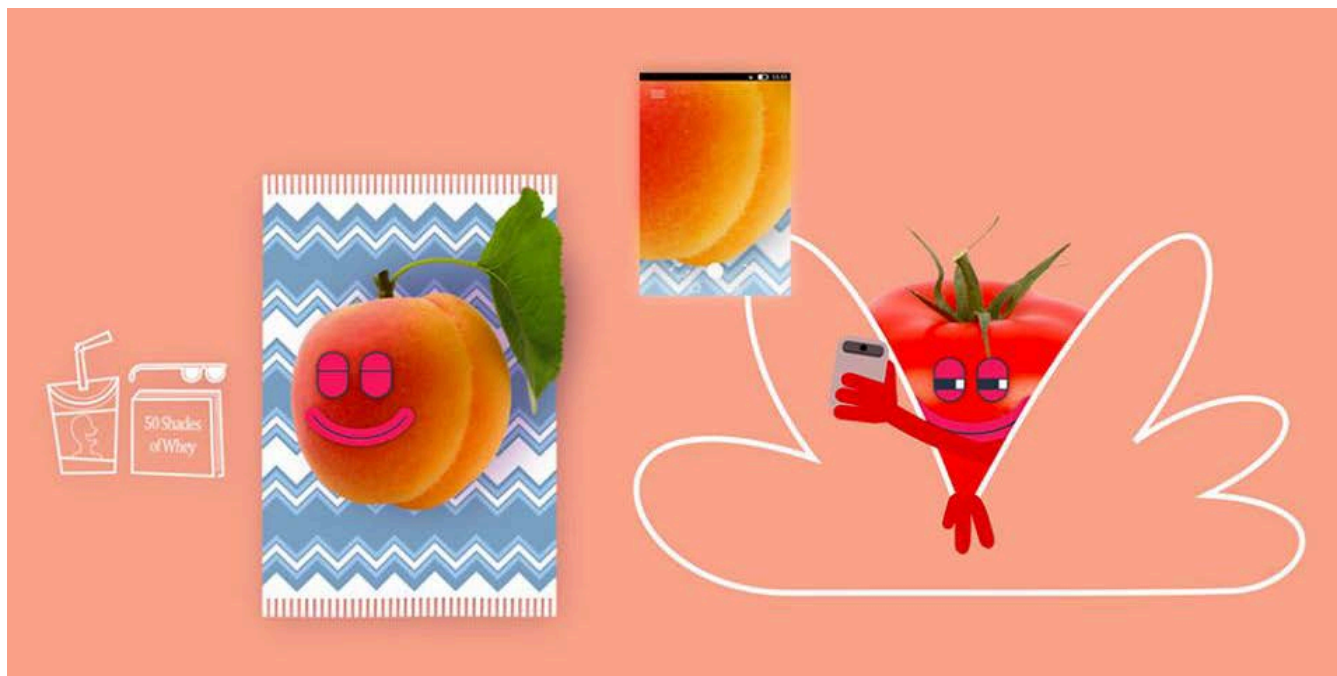


Video 8: Stalking

- What happened in the clip?
- How did the Celery react to the breakup?
- How would the Mushroom feel about being stalked by the Celerey?
- Is stalking illegal?
- What should the Celery have done instead?



Don't Be a Bad Apple: Video 9





Video 9: Sexting

- What did the **Tomato** do in this clip?
- How do you think **Peach** will feel?
- Where could the photo of the **Peach** end up?
- Can the **Tomato** go to jail for this?
- What would you do if you were friends with the **Tomato**?



Don't Be a Bad Apple: Video 10





Video 10: Locker Room Talk

- What story was the **Apple** sharing with other fruits in the locker room?
- What is '**locker room talk**'?
- How would the **Grape** feel about the **Apple** telling people this?





Session 2 Take Away Tips

That concludes the end of our workshop!
What are some of the key things you'll take away?



1.

2.

3.



THE LINE

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WHERE TO GET HELP?

Can't talk to your friends or your family about issues you are having?
There is a range of help available to you. These include:

1800RESPECT

NATIONAL SEXUAL ASSAULT, DOMESTIC
FAMILY VIOLENCE **COUNSELLING** SERVICE

1800 737 732



Lifeline

13 11 14



**Kids
Helpline**

1800 55 1800

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Acknowledgement of Material

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'It is what you don't see' videos sourced from the Victorian Aboriginal Child Care Agency (2018). <https://www.youtube.com/watch?v=Fihx2Ypf4HY>

Images

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