Session 10

Aims and Objectives

- Explore how we identify our needs.
- Explore the reality of sexual violence and the impact it has on us.
- Identify ways to help children recover after we have left a relationship with an abuser.
- Begin to understand attachment seeking behaviour in children.
- Understand assertiveness and how to practice it.
- Identify aspects of victim blaming in sexual violence.

Resources

- Own My Life playlists for when participants arrive.
- Tea, coffee, milk, sugar, sweetener, juice, biscuits, fruit.
- Tissues.
- Group rules stuck on wall.
- Evaluation resources:
    - Evaluation box
    - Laminated emoji options
- Own My Story (1pp).
- Pens, pencils, pencil crayons, felt tips, stickers.
- Flipchart and pens.
- Tables to work on.
- AV Equipment.
- Internet access for the Own My Life e-Hub.
- Own My Choices Traffic Light Laminates and pens.
- Copy of Reflective Evaluation (from WoManual page 83) with session preparation completed.
- This session involves various elements related to the impact of abusers on children. If possible try to organise for a children's worker within your organisation, or network, to be part of this session.

Session Plan

1. Own My Self (15 mins)

a. As participants arrive give them time to make a drink and collect their **Own My Story journal**.

b. Begin the session by discussing in pairs "My favourite number".

c. Ask participants to feedback to the group. As they feedback, invite each person to say one thing they've been thankful for over the past week.

2. Own My Mind (15 mins)

a. Play video: **10a Maslow's Hierarchy**. The video has no sound and is designed to be used to display the chart on the wall while you explain it.

b. Explain the chart to the group.

c. In pairs, ask participants to discuss the following:
- Think of a child you really care about. When they are an adult (over 25), what needs will they have? Use Maslow's Hierarchy of Needs to help prompt thoughts.

d. Invite participants to feedback their thoughts. Write them on the **flipchart**.

e. Ask participants to consider their own needs:
- How many of the needs that have been listed are needs that participants personally recognise they have?
- Are the needs listed being met in our own lives?
- What would need to change for us to recognise our own needs and be able to get our needs met?

3. Own My Body (15 mins)

a. Give a warning at the beginning of this section that it is about sexual violence and extra self-care might be needed.

b. Explain to the group that there are four ways that someone will use sexual violence:
- Make us do sexual stuff when we don't want to.
- Degrade or humiliate us.
- By using our love or desire against us.
- Through technology.

c. Explain that the following video will have graphic sexual language and ensure those who would prefer not to participate can leave the room. The video is less than 3 minutes long.

d. Play video: **10b Sexual Control.**

e. Ask the group to turn to Own My Story **page 131** and, if they feel able to, complete the Sexual Control Exercise.
- Warn the group that on **page 133** of the Own My Story journal there is an open box for women to complete, but some may find this open space difficult and it can be avoided if necessary.

f. Feedback people's thoughts.

4. Break (15 mins)

5. Own My Choices (15 mins)

a. Ask for 3 volunteers

b. Give each volunteer a **White Board Pen** and a set of **Traffic Light Laminates**:
   - Volunteer 1: Road
   - Volunteer 2: Red Light
   - Volunteer 3: Green Light

c. Read the following:
   - Muriel lives with her son Sylvester who is 10. Her ex-partner Ebenezer is Sylvester's dad and sees him occasionally, when he can be bothered. Sylvester's behaviour can be really difficult. He witnessed a lot of Ebenezer's violence to Muriel, and Ebenezer tried to turn Sylvester against his mum. Sylvester tells his mum he hates her and gets aggressive and angry, throwing things and being really hurtful. Muriel finds it really hard to look after Sylvester and, when he's being horrible, she's found herself telling him that he's just like his dad. She sometimes gets really angry, and has told him she doesn't like him and that he should move in with his dad if he hates her so much. Muriel hates that she has said this stuff to him and wants things to change.

d. Ask for suggestions of actions Muriel could take: Volunteer 1 writes these on the Road Laminates and places them on the floor.

e. Ask for suggestions of obstacles Ebenezer might use to sabotage Muriel's actions: Volunteer 2 writes these on the Red Light Laminates and places them in front of the written on Road Laminates. You could also ask for suggestions of how Muriel's son Sylvester may also be sabotaging Muriel's actions.

f. Ask for suggestions as to how Muriel could keep moving forward: Volunteer 3 writes these on the Green Light Laminates and places them in front of the written on Red Light Laminates.

g. Invite participants to turn to Own My Story journal **page 135** to read about attachment seeking behaviour in children.

h. This exercise will show the group that:
   - It can be really hard to parent after leaving an abuser.
   - An abuser's impact on children goes on and on.
   - We can choose to surround our children with positive messages, even when it's hard and feels like things are always going to be hard.
   - Understanding attachment seeking behaviour can help us care better for our children.

6. Own My Relationships (15 mins)

a. Turn to Own My Story **page 136**.

b. Give participants time to read about the differences between Passive, Passive Aggressive, Aggressive and Assertive communication styles.

c. Invite participants to discuss this in pairs and then offer their feedback and questions.

d. Ask participants to complete the Assertiveness Quiz on Own My Story **pages 137 - 138**.

e. If appropriate give the correct answers (found on Own My Story **pages 203 – 204**).

f. Invite people to share their thoughts after completing the quiz.

g. If it is safe for participants to do so, you could invite them to practice assertiveness over the next week and report back next week.

7. Own My World (15 mins)

a. Play Video: **10c Rape Prevention**.

b. Turn to Own My Story **pages 139 – 140**.

c. In pairs, invite participants to discuss their thoughts and feed them back.

8. Own My Feelings (10 mins)

a. Turn to Own My Story **page 180 - 181**.

b. Invite participants to identify their feelings and sensations, and make notes.

9. Final thoughts (5 mins)

a. Invite participants to stand in a circle.

b. Ask everyone to pause for a moment and think of between one word and one sentence to sum up their thoughts about the session.

c. Share your word/sentence and then go around the circle with each participant sharing their word/sentence. People can pass if they'd rather not.

d. Explain what the following week will focus on.

e. Remind participants of the email address they can contact you on during the week.

f. Invite participants to put one of the laminated emoji options in the evaluation box before they leave.

g. After participants have left finish completing your copy of the Reflective Evaluation on WoManual page 83.