



Session 6

Aims and Objectives

- Gain strategies and ideas for safety planning.
- Understand how to use the internet safely.
- Identify ways to keep children and young people safe online.
- Identify that stranger danger is ineffective as a strategy to protect children and women.
- Define intersectionality.
- Identify the different intersections of our lives.

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.
- AV Equipment.
- Tables to work on.
- 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.

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 animal”.
 - 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.
 - d. Ask participants if they changed anything from the Neural Pathways exercise in Session 5 (WoManual page 42).



2. Own My Mind (15 mins)

- a. Draw a line down the centre of the **flipchart**.
- b. On one side draw a stick woman and her two children.
- c. Invite the participants to name the woman and her children.
- d. Give them the following information about the woman.
 - Her partner is abusive.
 - They've been together 5 years.
 - In the morning he was violent to her and then went to work. She decided to leave him. She hadn't done any planning.
- e. Underneath the woman, list what she is likely to be able to take with her.
- f. On the other side of the **flipchart** draw another stick woman and her two children.
- g. Invite the participants to name the woman and her children.
- h. Give them the following information about the woman.
 - They've been together 5 years.
 - Her partner's behaviour has been getting worse and worse. 3 months ago she decided she wanted to leave him. She secretly got in touch with a local domestic abuse service and they have been supporting her in getting ready to leave him.

- i. Underneath the woman list what she is likely to be able to take with her.
- j. If participants feel able to, invite them to complete the Safety Plan on Own My Story **pages 64 – 69**.

3. Own My Body (15 mins)

- a. Play video: **7a Online Safety**
- b. Turn to Own My Story **pages 71 – 73**.
- c. Invite participants to complete the Online Safety questions.
- d. Once completed, encourage participants to calculate their score and then go back through the quiz to plan a deadline to become confident in each of the actions they didn't tick.
- e. Invite the participants who are parents (or step-parents) and currently living with, or having contact with, their children to complete the Child Online Safety Quiz, calculate their score and consider a dead line to become more confident in parenting their children in online safety.
- f. Encourage those not completing the Child Online Safety Quiz to discuss their answers.



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:
 - Maude and Eugene have just had a baby. Eugene is a high court judge and is very wealthy. He made Maude stop working when they got married. Maude really loves Eugene and wants to make the relationship work. Eugene regularly puts Maude down. He's stopped her seeing most of her friends and complains if she spends time with her family. He gets aggressive, has smashed her possessions and threatened to physically hurt her. She doesn't feel safe around Eugene but wants to make things work for their baby son. What actions could Maude take to keep herself safe while continuing the relationship with Eugene?

- d. Ask for suggestions of actions Maude could take: Volunteer 1 writes these on the Road Laminates and places them on the floor.
- e. Ask for suggestions of obstacles Eugene might use to sabotage Maude's actions: Volunteer 2 writes these on the Red Light Laminates and places them in front of the written on Road Laminates.
- f. Ask for suggestions as to how Maude 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. This exercise will show the group that:
 - It is possible to think about safety while still in the relationship.
 - There's only so much we can do to stay safe while still in the relationship.
 - We might be able to feel like we have more control but in reality the perpetrator is still in control.

6. Own My Relationships (15 mins)

- a. Turn to Own My Story **page 76**.
- b. Ask participants to complete the Stranger Danger Quiz.
- c. Once completed, ask the group to discuss their answers in groups of 2-3.



- d. Go through the quiz as a large group and discuss the answers, if appropriate give the correct answers (found on Own My Story **pages 196 - 197**).
- e. Discuss with participants: Are they surprised at the quiz?
 - Although we often think strangers are the biggest danger to us and to children; that is not the case.
 - Rather than simply being wary of strangers, we need to be able (and teach children) to recognise dangerous behaviours and be assertive in all relationships.

7. Own My World (15 mins)

- a. Play Video: **6b Intersectionality**.
- b. Turn to Own My Story **page 78**.
- c. Explain intersectionality to the group and then invite participants to complete their own card and then read about the invisible knapsack on Own My Story **page 79**.
- d. Ask participants to discuss their thoughts either in pairs or as a group.

8. Own My Feelings (10 mins)

- a. Turn to Own My Story **page 172 - 173**.

- 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.