

# LOVE BiTES

RESPECTFUL RELATIONSHIPS EDUCATION FOR YOUNG PEOPLE

**LOVE BITES SENIOR**

## FACILITATOR TRAINING MANUAL SINGLE-DAY APPROACH

# INTRODUCTION

## WHAT IS LOVE BITES RESPECTFUL RELATIONSHIP EDUCATION (RRE)?



**Love Bites** is a well established respectful relationship program that has been facilitated in schools across Australia since 2004. It began on the Mid North Coast of NSW in response to a local high school where teachers had become concerned about their young people who appeared to be becoming involved in abusive and disrespectful relationships.

**Love Bites began** as a community and grassroots response to this issue with workers from various agencies such as health, police, domestic violence services and education coming together to write a prevention program for their young people. It was shaped by the needs of the community and young people with little funding but much enthusiasm and commitment from all involved. The program was extended to include a **Love Bites Junior** component.

**Since this time Love Bites has reached many young people across Australia.** Feedback from young people, service providers and the development of Best Practice Standards has seen **Love Bites** develop and evolve. This **Love Bites** Manual is also now available in a multi-session format. From its beginning as a one day workshop **Love Bites** is now a multi sessioned respectful relationship education program. It has been developed as a flexible model which allows for those working with young people to utilise the programming to fit with their setting and meet their young people's needs at a local level.

**NAPCAN has a range of modified Love Bites and RRE programs available.** This includes resources for culturally diverse settings, Aboriginal and Torres Strait Islander youth, out of school settings and remote communities.

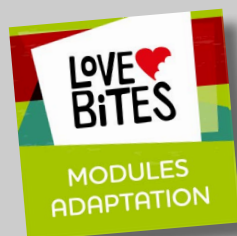
NOT SURE IF THIS IS THE RIGHT PROGRAM FOR YOUR YOUTH? NEED SOMETHING A LITTLE DIFFERENT? SPEAK WITH US!



RESOURCES FOR  
YEARS 7, 8 & 9



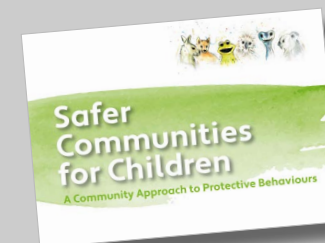
ADDITIONAL/ALTERNATIVE  
RESOURCES



OUT OF SCHOOL SETTINGS



REMOTE COMMUNITY  
BASED PROGRAM



PROGRAM FOR  
AGES 4 - 8YRS

# INTRODUCTION

## OVERVIEW OF THE ENTIRE LOVE BITES PROGRAM

LOVE BITES JUNIOR				LOVE BITES SENIOR	
YEAR LEVEL	YEAR 7 #friends	YEAR 8 Respectful Relationships, Bullying & Gender	YEAR 9 Relationships, Love & Control	YEAR 10-12 MULTI-SESSION	YEAR 10-12 SINGLE-DAY
THEMES	<ul style="list-style-type: none"> <li>Communicating mindfully</li> <li>Warning signs of abusive behaviour</li> <li>Power in relationships</li> <li>Responding to concerns as bystanders</li> <li>Seeking help</li> <li>Rights and responsibilities in relation to sharing sexualised images</li> </ul>	<ul style="list-style-type: none"> <li>Respect in relationships</li> <li>Gender roles and stereotypes</li> <li>Gender and relationships</li> <li>Jealousy</li> <li>Sexual harassment and homophobia</li> <li>Challenging harassment, discrimination &amp; gender stereotypes</li> <li>Seeking help</li> </ul>	<ul style="list-style-type: none"> <li>Gender expectations and relationships</li> <li>Responding to jealous feelings</li> <li>Love and control</li> <li>Warning signs of a controlling/abusive relationship</li> <li>Supporting friends</li> <li>Seeking help</li> <li>Breaking up with respect</li> </ul>	Violence culture versus consent culture • Respect in a relationship • Rights & responsibilities • Scenarios of abuse • Defining relationship and sexual violence • Unwritten rules, attitudes, beliefs, excuses and impacts • Victim blaming • Taking responsibility when abusive • Understanding consent • The role of pornography • Being an active bystander • Seeking help • Creative messages for society, creative session and campaigns	<b>RELATIONSHIPS AND 'THE LINE'</b> Safety and Trust Violence Culture vs Consent Culture Where do I stand? Rights & responsibilities Abuse in a Relationship Defining relationship violence & abuse Attitudes & beliefs Seeking Support
LESSON 1	Relationships & Social Media	Respect in Relationships	Relationships, rules & reputations	Session 1: Getting Started	<b>RELATIONSHIPS, SEX AND CONSENT</b> Unwritten Rules, Sex & Consent Attitudes & beliefs Connect with Respect Consent Seeking Support
LESSON 2	Helps or Harms	Crossing the Line	Girls, Guys, Gender & the Media	Session 2: Exploring Relationships	
LESSON 3	Beliefs about Relationships	Gender & Gender Stereotypes	Unwritten rules & jealousy	Session 3: 'Loves Me, Loves Me Not'	
LESSON 4	Communication	Gender & Jealousy	Love & the other stuff	Session 4: Beliefs, Excuses and Relationships Violence	<b>MAKING CHANGE, SPEAKING UP AND SPEAKING OUT</b> Active bystander Creative session Getting the message out
LESSON 5	Power	Sexual Harassment	Love, Control & Red Flags	Session 5: Taking Action	
LESSON 6	Managing Jealousy	Diversity, sexuality & gender	When things go from bad to worse	Session 6: Sex, Relationships and Unwritten Rules	
LESSON 7	Sharing Images	What can you do?	Passing on the message about Respectful Relationships 1	Session 7: Consent Culture	
LESSON 8	Passing on the Message	Respectful Relationships Campaign	Passing on the message about Respectful Relationships 2	Session 8: Pornography, Responsibility and Taking a Stand	
				Session 9: Creative Messages	
				Session 10: Sharing, Wrap up and Review	



# INTRODUCTION

## WHY LOVE BITES?

**Love Bites** aims to provide young people with a safe environment to examine, discuss and explore respectful relationships. All **Love Bites** programming takes a strength based approach and views young people as active participants who are able to make choices for themselves and their relationships when supported with information and opportunity for skill development.

**Love Bites** education is focused on three critical areas for learning:

- **Knowledge:**  
youth-led collaborative learning
- **Attitudes:**  
critical thinking and decision-making
- **Behaviours:**  
problem solving and communication skills

The overall aims of the programming are to equip young people with the knowledge needed to have respectful relationships, encourage and develop their skills in critical thinking and assist them in being able to problem solve and communicate effectively. When equipped in these areas, NAPCAN believes that young people can make the right choices for themselves and their relationships that are free from violence and abuse.



## FULL DAY AND MULTI-SESSIONED APPROACHES

**Love Bites** has traditionally been facilitated as a full day workshop in schools by external professionals. **Love Bites** can still be presented in this format. It is STRONGLY ADVISED that if the full day workshop structure is going to be used then the school should also undertake some of the Whole of School Strategies (page 9). This would include a school audit and the facilitation of lesson plans either pre or post the full day session.

## SUPPORTED LEARNING

Creating an emotionally supportive and safe environment for young people to share conversation is key to the successful implementation of this program. The program utilises a diversity of learning modalities to engage young people with different learning styles and levels of literacy. Key facilitation skills that promote safe and open discussion are outlined on pages 39-40.

## COMMITMENT FROM SCHOOLS

In the many years NAPCAN has been involved in working with schools it is very clear that the school leadership must be committed to the program for it to be effective and more importantly safe for young people. There are many things to consider when planning for implementation in schools and

this process is imperative and just as important as the implementation process. Schools need to be fully aware of the program's content, what they are required to provide and do to ensure a safe environment for participants, facilitators and school staff.

## EVALUATION

Understanding why something is effective or not effective is an important part of program development and design. Evaluation is a part of any respectful relationship strategy or program that is being implemented.

If you would like further information about conducting pre and post evaluation of the **Love Bites** program, please contact NAPCAN.

## EXTENDING THE LEARNING

Program facilitators are encouraged to extend the learning from these sessions as much as is possible in your setting.

Connecting the programming with other campaigns and respectful relationship initiatives is helpful. Initiatives like Our Watch and the White Ribbon Foundation offer great resources to schools and communities. Schools can introduce White Ribbon days and/or link **Love Bites** to the Our Watch national campaign.



# INTRODUCTION

## HOW CAN LOVE BITES BE IMPLEMENTED?

NAPCAN appreciates that schools have many competing demands and levels of capacity to implement respectful relationship education. Love Bites allows for flexibility in how respectful relationship programs are delivered.

NAPCAN recommends that any respectful relationship education is supported by a **Whole of School Approach** and that young people have access to multiple lesson plans rather than a one off workshop. It is clear from the literature and best practice standards that there is an association between program intensity or duration and program impact (Vic Health, 2007). To achieve real attitude and behaviour change young people need to be exposed to respectful relationship education multiple times to reinforce learning and skill development.

The flexibility with **Love Bites** is that schools/communities can decide how to implement the programming.

- For example a school may only have capacity to start with the one day workshop and do 4 education modules from **Love Bites** Junior prior to the workshop in small class settings.
- Another school may prefer to have all their students do the multi lessoned **Love Bites** in their PDHPE lessons over a term.
- A youth service may decide to facilitate **Love Bites** Junior lesson plans over a full year with their young people in small groups.

It is important to note that the fidelity of the **Love Bites** Program and its outcomes are best maintained by completing all of the content in each component. Dropping a couple of lesson plans or leaving out the creative sessions will have an impact on fidelity and outcomes.

## A WHOLE OF SCHOOL APPROACH

In the paper *Respectful relationships education: Violence prevention and respectful relationships in Victorian Secondary Schools* (Flood et al, 2009) it states:

*The single most important criterion for effective violence prevention and respectful relationships education in schools is the adoption of a whole-of school approach. (page 27).*

Whole of school approaches have been overwhelmingly considered the most effective way to achieve change. The key areas that need to be considered when adopting a whole-of-school approach include:

- Matching curriculum: comprehensive curriculum integration
- School policy and procedures: reinforcement of violence prevention programming
- School cultures and environment
- Specialised training for teachers and resources

NAPCAN advocates a whole of school approach to respectful relationship education. It is strongly recommended that schools address violence prevention in a holistic way. This can be done by completing a Love Bites audit:

- Completing a **Love Bites Audit** to review the policies and procedures, curriculum, school culture and environment, partnerships and services of the school. This allows for schools to identify strengths and gaps and can inform a strategic plan for violence prevention programming within the school.
- The school audit allows schools to identify their own strengths and weaknesses and can inform a strategic plan for violence prevention and respectful relationship education that is customised for each individual school's needs. The audit should be completed by an individual or group within the school (ideally the principal, welfare coordinator or group of appropriate staff) in consultation with a violence prevention and respectful relationships worker.
- Forming a working group of key people including executive staff, teachers, support staff, parents and community members to develop a plan to address violence prevention and implement this within the school is also a good way to ensure a whole of school approach is implemented.

*This audit can be accessed with your online resources.*





# INTRODUCTION

## MAPPING LOVE BITES AGAINST ESSENTIAL ACTIONS

ESSENTIAL ACTIONS	HOW LOVE BITES WORKS TOWARDS THESE ACTIONS THROUGH TRAINING OF FACILITATORS AND DELIVERY OF THE PROGRAM TO YOUNG PEOPLE
1 Challenge condoning of violence against women	Explores and challenges attitudes, beliefs and people's use of excuses that condone violence. Challenges victim blaming and places responsibility onto the abuser.
2 Promote women's independence and decision-making in public life and relationships	Promotes and role model's women's independence and decision making through facilitators activity role modelling this in delivery of the program. Demonstrated and normalised through scenarios and videos throughout the program.
3 Build new social norms that foster personal identities not constrained by rigid gender stereotypes	Fosters communication and respectful relationships, explores and challenges gender stereotypes that result in unequal power and structures of oppression and discrimination.
4 Support men and boys to develop healthy masculinities & positive, supportive male peer relationships	Exploration of gender stereotypes that also hurt boys and promote unhealthy masculinity. Encourages use of male facilitators, who can role model healthy masculinities and provides examples of this in scenarios and videos used.
5 Promote & normalise gender equality in public & private life	Promotes normalisation of gender equality through facilitator role modelling, supports healthy and equal participation in group debates. Demonstrated in scenarios, videos and group discussion.
6 Address the intersections between gender inequality and other forms of systemic and structural oppression & discrimination, and promote broader social justice	Program activities promote social justice for all and are inclusive of the violence experienced across intersectionalities and challenges these inequalities. Training provides an understanding of the intersectionalities. LoveBites adaptations support young people who are experiencing such intersectionalities to participate in a program that acknowledges and identifies this. NAPCAN works with individual communities to design a RRE package that is suitable.
7 Build safe, fair and equitable organisations & institutions by focusing on policy and systems change	Promotes a whole of community/school approach and provides an audit to support schools/org to identify areas of systems change required. NAPCAN provides advocacy on policy and systems changes and supports government bodies and NGO's to write prevention into their policies. LoveBites Training supports people's understanding of the changes required across society.
8 Strengthen positive, equal and respectful relations between and among women and men, girls and boys, in public and private spheres	Facilitators ensure positive, equal and respectful relations between participants and role models this, and uphold this by safely challenging any participants who do not align to this as required throughout the program. Provides scenarios and examples that illustrate and normalise gender equality and respectful relationships.
9 Challenge the normalisation of violence and aggression as an expression of masculinity	Actively challenges this throughout the program through the exploration of the effects of this on both women and men and all in society.
10 Reduce the long-term impacts of exposure to violence, and prevent further exposure	Love Bites long term prevention aims are to support the young people to have healthy relationships so that they can know what a healthy relationship looks and feels like, to be able to identify unhealthy relationships early, in hope that the children of participants in the Love Bites program are not raised within the context of violence.
11 Strengthen pro-social behaviour	Promotes supportive, healthy and respectful choices, self identification of abusive behaviour taking responsibility, and active bystanding.
12 Plan for and actively address backlash and resistance	Provides a safe space to explore attitudes and beliefs that form part of a backlash and resistance response. Training supports facilitator development in these skills through role modelling and additional resources.

LOVE BITES SENIOR TOPICS	ESSENTIAL ACTION
Rights And Responsibilities In Relationships	1,2,3,4,6,8,10,11
Violence versus Consent Culture	1,2,3,5,7,8,11,12
Respectful versus Disrespectful Relationships	1,2,3,4,10,11,12
Defining Relationship Violence	1,2,5,8,10,11,12
Impacts of Violence	10,11
Unwritten Rules, Gender Stereotypes	1,2,3,4,5,8,9,11,12
Attitudes and Beliefs	1,2,3,5,6,8,9,10,11,12
Excuses, Offenders Taking Responsibility versus Victim Blaming	1,2,4,10,9,11,12
Defining Sexual Violence and Sexual Behaviours	1,2,5,10,11,12
Understanding Consent	1,2,3,5,8,10,11,12
Active Bystanding and Taking Action Against Violence	1,2,3,4,5,8,10,11
The Role of Pornography in Sexual Violence	1,2,4,9,10,11,12
Supporting Friends, Seeking Help, Safety Planning	1,2,3,4,5,8,10,11,12
Creative Session	1,2,3,4,5,8,9,10,11
Community Campaigns	1,4,5,6,7,8,9,10,11,12

