

# KIM

**WHAT HAPPENS WHEN  
LOVE TURNS INTO  
ABUSE**



The  
**Toolkit**

# FRIENDS

## ATTITUDES AND BELIEFS AND WHAT THEY CAN DO TO HELP



### SUMMARY OF WORKSHOP

Young people and their peers express a range of often disparate and at times contradictory attitudes towards violence and domestic abuse. Whilst such views may recognise violence and abuse in exclusively negative terms; young people will frequently present attitudes that suggest that some types of violence and abuse are permissible or even justifiable in particular circumstances. These attitudes are often premised on fundamental assumptions about gender roles which may make it easier for perpetrators to continue the abuse whilst simultaneously minimising the likelihood that victims will seek the help and support they need. In these circumstances the friends and family of those experiencing domestic abuse have a critical role to play in identifying the abuse and responding appropriately.

### LEARNING OUTCOMES

- To encourage positive, respectful attitudes and behaviour in relationships amongst young people
- To begin to develop anti-discriminatory attitudes towards men and women
- To encourage participants to recognise domestic violence as unacceptable and against the law
- To identify what participants can do to help someone suspected of experiencing violence and domestic abuse

**Resources:** Section 2 of Kim DVD (Youtube clip: Kim Part 1 minutes 9.24-15.54) and “A Mothers Story” Attitude Statement Flash Cards

### Questions to Consider:

- When Kim is in her room changing her clothes how might she be feeling?
- Should Kim be allowed to wear whatever she wants?
- Should Lawrence be allowed to wear whatever he wants?
- Was it OK for Lawrence to demand that Kim leave the party?
- Are Kim or Lawrence’s friends aware of the abuse?
- What steps could Kim’s friends take to help stop the abuse?
- What might they have done differently?
- Are there any circumstances in which Lawrence would have the right to control, threaten or hurt Kim?

## FACTS RE ATTITUDES AND BELIEF

A recent NSPCC survey showed that a quarter of girls and 18 per cent of boys have experienced some sort of physical violence in a relationship from their partner. Abuse in teen relationship doesn't just cover physical violence. Other examples of this type of abuse included:

- Pressuring a partner to have sex
- Controlling behaviour
- Unnecessary jealousy or anger

*Taken from [direct.gov.uk](http://direct.gov.uk) domestic violence section*

Research released by The Body Shop, as part of their Stop Violence in the Home Campaign, reveals that the next generation will be as much at risk of domestic violence as today unless action is taken to educate young people on developing positive and respectful relationships.

The research showed that:

- 1 in 5 teens (21%) believe it is ok to tell a boyfriend or girlfriend what to do, with the figure rising to one in four (27%) in young men.
- A further 1 in 10 teens think saying sorry makes it ok after they've hurt or forced a partner to do something. A worrying statistic considering that on average, a woman will be assaulted by her partner or ex-partner 35 times before reporting it to the police

*Taken from [womensaid.co.uk](http://womensaid.co.uk)*

**Remember that abuse in a relationship is never okay. Everyone deserves to be treated with respect from their partner.**

## HELPING A FRIEND

**Listen to you friend**—the most important thing you can do is to listen and believe your friend.

**Tell someone**—encourage your friend to speak to someone they trust. Offer to go with them if need be.

**Call a helpline**—encourage your friend to carry a helpline number at all times. Support them to call a helpline or suggest you call for them.

**Research the internet**—the net is a great source for helpful information and advice.

**Make a safety plan**—make sure your friend knows that they can call the police (999) any time and for free, even from a mobile.

**Arrange a code with your friend**—so that if they're in trouble they can text or call you using this code and agree what you'll do, e.g. call the police or a close friend or family member.

*Taken from [thehideout.org.uk](http://thehideout.org.uk)*

# CHARLIE



## SUMMARY OF WORKSHOP

This workshop will focus on 3 year old Charlie's experience of the violence happening in her home between her parents. It will examine the possible consequences and the support available to protect her and other children in similar circumstances.

## LEARNING OUTCOMES

- To understand the different ways that children can experience domestic abuse between their carers.
- To identify some of the possible effects that domestic abuse can have on children and the ways that children deal with those feelings
- To identify appropriate people/agencies who can protect children.
- To examine losses and gains for children whose parents decide to end their relationship.

## FACTS RE DV IMPACT ON CHILDREN

In the UK at least 750,000 children a year witness domestic violence. 90% of domestic violence incidents occur when children are in the same or the next room. Nearly three-quarters of children on the child protection 'at risk' register live in households where domestic violence is occurring (*Department of Health figures*).

Children may **see** or **hear** the abusive episode, be used or even involved in the violence (e.g. the child may be in her mother's arms when she is hit), will **experience the aftermath**, and **sense the tension** in the build-up to abuse. Children will almost certainly be subjected to frequent emotional abuse which often has long-lasting effect on the children. Children show distress in their own individual ways according to their age and developmental stage. These could include fearfulness, guilt, blame, confusion, anger, nightmares, sadness, withdrawal, aggression and self destructive behaviour. Their educational performance and achievement may also become affected.

## EXERCISE 1

Show clip of Kim DVD (Youtube clip: part 1) minutes **15.30 to 15.52**

### Questions to consider:

(Facilitator to divide participants into two groups and ask;)

- How is Charlie likely to be feeling **seeing** the violence between her parents?
- How is Charlie likely to be feeling **hearing** the violence between her parents?

### Discussion

Then both groups come together and discuss the similarities/differences.

## EXERCISE 2

Show clip of Kim DVD minutes **20.32 to 20.46** (Youtube clip: part 2 minutes **1.56-2.10**)

### Questions to consider:

- What are the possible indicators that Charlie is already affected by the DV?

### Discussion

Facilitator to get participants to make future predictions on how Charlie could be affected emotionally and physically at different ages if she continues to experience domestic violence between her parents.

Aged 4-7

Aged 8-12

Aged 13-18

## EXERCISE 3

Listen to the audio recording of a 9 year old child expressing his real experience of domestic violence.

### Questions to consider:

- How could Charlie/other children be helped?
- What could have been put in place to protect the 9 year old when he was 3 years old and first verbalised the abuse to someone?

### Discussion

Facilitator to get participants to develop a safety plan for Charlie including a safe place in the home where she could go, and appropriate people/agencies who could protect her.

## EXERCISE 4

Show clip of Kim DVD minutes **30.45 to 31.27** (Youtube clip: part 2 minutes **12.08-12.57**)

### Question to consider:

- What would be the losses and gains for Charlie after her mother decides to end her relationship with Lawrence?

### Discussion

Discussion on family changes when abuse happens.

### Support materials

Useful websites:

[www.thehideout.org.uk](http://www.thehideout.org.uk)

[www.hiddenhurt.co.uk](http://www.hiddenhurt.co.uk)

# LAWRENCE



## SUMMARY OF WORKSHOP

In this workshop we are going to look at the character of Lawrence and identify his characteristics/dynamics of abusive behaviour.

The aim is to develop awareness, knowledge and understanding of the complexities of domestic violence and how Lawrence uses his power to control the relationship.

## LEARNING OUTCOMES

**Participants will be able:**

- To identify dynamics of abusive relationships in terms of 'power and control'
- To identify types of abuse
- To identify 'patterns of abuse'
- To identify the belief that reinforces abusive behaviour
- To identify how children might be used to get information

### Resources:

Kim Video

Pens and papers

Workshop Outline

Flip Chart

Equality Wheel

Power and Control Wheel

Culture, Institution and Violence Wheel

Show clip of Kim DVD (Youtube clip: part 1) minutes **4.53 to 5.41** and **8.06 to 9.20**

### Questions to Consider:

- Who is Lawrence?
- What types of abuse is Lawrence using?
- What is the pattern in this relationship?
- What does Lawrence believe? How are his beliefs reinforced by society?
- How/why is Lawrence using Charlie (child)?

Go into groups to discuss each question and feed back to the main group for further discussion.

## **WHAT DO WE KNOW ABOUT PERPETRATORS OF DOMESTIC VIOLENCE?**

- There is no specific domestic violence criminal offence. Offences in the sample ranged from occasioning actual bodily harm to harassment and criminal damage.
- Domestic violence offenders were found to be a heterogeneous group, with a wide variety of needs which would have to be considered as targets in treatment intervention.
- Several risk factors for domestic violence were identified. These include witnessing domestic violence in childhood, disrupted attachment patterns, high levels of interpersonal dependency and jealousy, attitudes condoning domestic violence and lack of empathy.
- Two types of domestic violence offenders identified: 'borderline/emotionally dependent' offenders with high levels of jealousy and stormy intense relationships, high levels of interpersonal dependency, high levels of anger and low self esteem. 'Antisocial/narcissistic' offenders who tended to have hostile attitudes towards women, low empathy and had the highest rates of alcohol dependency and previous convictions.
- The offenders mandated by the courts to attend domestic violence probation programmes had higher alcohol and drug dependence and more 'antisocial', 'sadistic' and 'borderline' tendencies than those who did not receive a sentence to attend such a programme

*Key findings taken from Findings 217 the Home Office by E Gilchrist, R Johnson, R Takriti, S Weston, A Beech and M Kebbell*





# KIM

## SUMMARY OF WORKSHOP

This clip of the film is showing where Kim is either listening to the social workers concerns during the Case Conference or during their meeting. The aim of the workshop is to get participants to think about how Kim is able to separate her feelings about Lawrence and the Domestic Violence and the impact this had on Charlie. Social Services have become involved in Kim's life and she is struggling with her feelings for Lawrence and her want to keep Charlie safe and in her care. Several questions are given to participants to consider, and relate to Kim's thoughts.

## LEARNING OUTCOMES

- For participants to consider the effect the domestic violence had on Kim, from an emotional point of view.
- The impact of fear upon a woman's ability to leave a violent relationship.
- The impact upon parents of Social Work intervention—public v private matter.

## EXERCISE

Show clip of Kim DVD minutes **15.57 to 18.34** (Youtube clip: part 1) and **21.28 to 22.55** (YT clip: part 2 minutes **2.42-4.28**)

### Questions to consider:

- How do we think Kim feels about the involvement of other agencies in her family?
- Do we think Social Services were right to be involved in this case? What does Kim think?
- When Kim is in a room with Lawrence for the first time since the incident, how would she be feeling?
- What impact might fear have on Kim's thinking about her relationship with Lawrence? What other feelings might she have towards him?
- How do women distinguish between their roles of mother and girlfriend/partner?
- What would support Kim to be able to think about the violence from Charlie's perspective?
- What do we think Kim's thought processes will be when making her decision about whether to remain in a relationship with Lawrence?



## **FACTS RE DV IMPACT ON WOMEN**

- There are psychological parallels between the impact of torture and imprisonment on hostages and the impact of domestic violence.
- Abused women can develop post-traumatic stress which includes a range of symptoms: agitation and anxiety, depression, panic attacks, trouble sleeping or relaxing, numbness, sense of isolation, nightmares.
- A study of the use of health services by domestic violence survivors found:
  - 18% see a doctor in the first year of abuse;
  - 56% after the second year;
  - 31% have no contact until the third year.

## **ABUSED WOMEN EXPERIENCE CONFLICTING EMOTIONS SUCH AS FEAR, ANGER, SHAME, RESENTMENT, SADNESS AND POWERLESSNESS.**

They live in fear, unable to predict when the next attack will come. They often blame themselves for the abuse, or deny it is taking place. They may ignore it, hoping it won't happen again.

Abused women become isolated from family and friends and increasingly dependent on the abuser. In this situation it can be hard to make sense of what is really happening.

The abused woman hopes the violence will end. She believes her partner—the man she loves—will change.

Overtime her self-esteem is worn down. She starts to believe the insults and criticism. It's a mistake to think that abused women are submissive victims. It takes a lot of strength to stay with an abusive partner. Women have to be strong and resourceful, adopting all kinds of coping strategies and survival techniques.

They may feel weak and helpless, but in reality they have an enormous amount of strength. That strength is used on surviving from day to day.

*(Refuge, 2010)*

# RELATIONSHIPS

## SUMMARY OF WORKSHOP

An exploration of our expectations of relationships, the addition of a child and the importance of conflict resolution.

## LEARNING OUTCOMES

- An understanding of what men and women look for in relationships.
- Changes to relationships when the couple become parents
- Why conflict resolution is important for children

## EXERCISE 1

Show clip of Kim DVD (Youtube clip: part 1) minutes **3.04 to 4.32**

### Questions to consider:

- What qualities were being shown in this clip?
- What qualities do you look for in a close relationship?
- Are there some qualities that you would rate higher than others?
- What qualities may be revealed at different stages in a relationship?
- Is there any difference between the qualities that men and women look for in their relationship?

## Discussion

Record qualities, rating them, showing at what stage they may appear in a relationship and gender differences.

## EXERCISE 2

Now we are going to introduce a baby into this close relationship

Questions to consider:

- Do you look for different qualities in your partner now that they are a mother/father?
- Are there some qualities that are more important now there is a baby?
- What might some of the stress factors be in this family?

## EXERCISE 3

Conflict is a part of any close relationship. Do you agree?

### Questions to consider:

- What do children need to learn about conflict and why?
- Is there some conflict that is harmful for children?

## DEALING WITH CONFLICT

Relationships; we cannot do without them, yet the problems we encounter take up the pages of agony aunts and are played out in most films.

We all bring different elements to our relationship, different personalities, previous relationships, our own experience of being cared for as a child, with the plan to keep the successful bits of our upbringing and the aspiration to do some things differently. We are also affected by where we are in our lives; are we feeling secure with a reasonable job and home with the time and energy to devote to a relationship or are we feeling anxious, unsettled and unsure or could this be the giddiness of a first relationship?

We also look for different things in a relationship. There is not a template for the perfect relationship.

It is important to work at getting relationships as right as they can be as they impact on our health and happiness. A relationship between two people is very different to that which involves children where the responsibility for the children takes precedence. Whilst having a family is the goal of many it can also lead to additional stresses and renegotiation of roles. 30% of domestic violence either starts or intensifies during pregnancy (*Dept of Health 2004*).

Children need to feel safe and secure, to be loved unconditionally, to be respected and listened to. They learn about the world around them from their parents and also learn from their parents' behaviour how to begin to negotiate their relationships.

Children will observe that relationships are filled with all sorts of emotions; happiness, sadness, joy, frustration, love, anger, tenderness, irritation, conflict and the way their parents handle these emotions will influence the children's behaviour and affect the way they feel.

Kim, the film, shows the negative impact of domestic violence on a child but whilst violence is always unacceptable and wrong, arguments are part of life and children need to see their parents resolve conflict:

- By apologising, reaching a compromise or resolving the argument.
- By open discussion, agreeing to differ, realising there can never be an agreement but recognising that the relationship is more important than this one argument, being prepared to move on and stop arguing.

### Help:

*Baby's Here! Who Does What? By Duncan Fisher*

<http://ezinearticles.com/?Why-Love-Can-Fade—The-Stages-of-A-Relationship&id=742267>