**Workshop 2 - The Family Learning Model**

**Unit 1 – The Family Learning Model**

In this unit, the learner will learn:

* Introduction to the Family Learning Model
* The target groups and the objectives of the Model
* The resources developed
  1. **Family Learning Model**

The Family Learning Model provides age-appropriate learning materials for family members to help children (comic strips), teenagers (digital magazines), and senior adults (audiobooks) to support all members of their family to develop and maintain healthy relationships.

* 1. **Target group and the objectives**

This Family Learning Toolkit provides age-appropriate learning.

For children aged 8-12, the toolkit provides a series of 12 themed comics that follow the life of a family - these comics form from comic strip series called 'Talking Makes us Stronger'.

Of the 12 comics, 6 feature scenarios that show positive activities that families can do together; and 6 comics feature mild conflict situations and show how conflicts with siblings, friends and parents can be resolved peacefully. An activity sheet has been included on the back cover of each comic, where parents are presented with a series of avatars or symbols to represent different emotions. Parents can ask their children to colour in the avatar that best describes how they feel after hearing the story, and then parents and children can work to discuss the child's feelings together. These activities aim to support parents in talking with their children about positive behaviours and relationships within the family.

For teenagers and young adults aged 13 and 20; the toolkit provides tailor-made resources comprising a series of explanatory videos, self-help resources, games and puzzles, all presented through an interactive digital magazine. The set of 10

magazines address 5 themes, including (1) the freedom to be (2) my communication is fundamental; (3) mutual respect and boundaries; (4) the importance of "me-time"; (5) resolving conflicts.

Two magazines were developed for each theme - one on an introductory level for adolescents aged 13 to 17; and one at an advanced level for young adults aged 18 to 20. These magazines aim to teach teenagers about how they can develop healthy relationships in their own lives.

For senior adult learners and grandparents; the toolkit provides a set of 10 audiobooks that supports seniors in understanding the differences between healthy and unhealthy relationships with their family; promoting self-care and awareness to prevent abuse; remaining active and healthy and age; to maintain self-confidence and self-esteem as they get older; to recognise signs of elder abuse in its various forms - in their own families and others they can witness; to access support if they require it. The aim of these resources will be to highlight some of the specific risks that older adults are susceptible to and also to support them to avoid being victimised.

**Unit 2 – Intervention with families**

In this unit, the learner will learn:

* New approaches to effectively work with families
* Advice and guidance for supporting families

**1.1 New approaches to effectively work with families**

Trauma-informed care: Recognizing that many families experiencing domestic violence have experienced trauma, it is important to approach work with them in a trauma-informed manner. This involves being aware of the impact of trauma on individuals and families and taking a strengths-based approach that empowers them to make decisions and navigate their own recovery.

Collaborative and strengths-based approach: Rather than imposing a solution on the family, take a collaborative approach that involves working with them to identify their strengths and resources, and using those to develop a plan that works for them.

Cultural competency: It is important to consider the family's cultural background and how it may impact their experiences and needs. Make sure to approach work with cultural sensitivity and awareness and consider seeking out additional resources or support from individuals or organizations with relevant cultural competencies.

Use of technology: Technology can be a useful tool for working with families, particularly during the COVID-19 pandemic. Consider using videoconferencing or other online platforms to connect with families and provide support remotely. In this technological approach, the family model can enter with all the resources that have been developed. it is an innovative way to intervene in a family context and make the target audience more comfortable.

Team-based approach: Involving a team of professionals with diverse expertise and backgrounds can be beneficial when working with families experiencing domestic violence. This can help provide a more comprehensive and holistic approach to addressing their needs.

* 1. **Advice and guidance for supporting families**

If you are a professional working with families experiencing domestic violence, it is important to approach the situation with sensitivity and care. Here are some tips for supporting families in this challenging situation:

Create a safe space: Make sure the family feels safe and comfortable talking about their experiences. This may involve finding a private, quiet place to speak, or simply creating an atmosphere of trust and understanding.

Listen and validate: It is important to listen actively and non-judgmentally to the family's experiences and concerns. Validate their feelings and show that you believe and support them.

Provide information and resources: Offer the family information about their options and resources that are available to them, such as hotlines, shelters, and legal assistance.

Be mindful of confidentiality: It is important to respect the family's confidentiality and only share information with their permission.

Offer ongoing support: Domestic violence is a complex issue that often requires ongoing support. Be available to the family and offer ongoing assistance as needed.

Keep yourself safe: Remember to prioritize your own safety and well-being when working with families experiencing domestic violence. If you feel unsafe or overwhelmed, seek support from colleagues or other resources.

It is also important to remember that each family's situation is unique, and it is important to tailor your support and approach to their specific needs and circumstances.

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| Workshop 2  The Family Learning Model | |
| LEARNING OUTCOME MATRIX | |
| Knowledge  Familiarise with the Family Learning Model – Family Learning Toolkit. | |
| Skills  Explore the potential of the Family Learning Model as an approach. | |
| Attitudes  Integrate the model as an educational intervention with young and senior learners. | |
| Learning objectives   * To become familiar with the Family Learning Model. * To know how to implement the Model with the families. * Identify the different resources developed. | |
| LESSON OUTLINE | |
| Description of the learning activities   * The trainer welcomes participants and introduces the workshop- The Family Learning Model * Explains that the workshop will be divided into 2 units.   Unit 1 – Family Learning Model  Unit 2 – Intervention with the families  Unit 1   * Before the explanations regarding Unit 1, the trainer explains activity 1 – What you would do   Steps:   1. Break up a larger group into smaller groups of three or four people each. 2. Give each group a copy of the scenarios (Activity 1) 3. The groups will discuss each situation and come up with a plan of action. 4. The participants will share their thoughts in a big group.  * The trainer introduces and explains the relevant information and skills of Unit 1 (with the support of the learning manual to complement the presentation). * The trainer shows examples of comics, audiobooks and digital magazines.   Unit 2   * The trainer introduces and explains the relevant information and skills of Unit 2 (with the support of the learning manual to complement the presentation). * Activity 2 (At the end of Unit 2):   Case study  The trainer gives each learner a copy of Activity 2 to carry out the activity.  Read the case study with the group.  The learners answer to question 1 individually and when everyone has finished, they discuss their answers as a group.   * Activity 3 (At the end of activity 2):   Role Plays  The group will choose participants to carry out simulations in each scenario presented.  One participant will be the victim and another participant will be the professional.  At the end of each role-play, the facilitator will promote a discussion and reflection in the group, on the topics that emerged, the solutions, communication between victim and professional, and strategies proposed.  Questions to guide the role play - asked by the trainer during and after the role play  In this situation, what can the professional's approach be?  What if the victim is very destabilized and doesn't agree with the intervention?  What should communication be like?   * Conclusion | **Duration**  **30 minutes**  **1h30**  **1h30**  **30 minutes**  **1 hour**  **1h30**  **30 minutes** |
| TOTAL DURATION | 7 hours |
| Materials required for the workshop   * Computer; * Projector; * Paper; * Activity 1, 2, and 3; * Pens. | |
| References (if necessary)  (please use APA Style)   * Women’s Justice Center. [12 Teaching Scenarios: Responding to Rape, Domestic Violence, and Child Abuse (justicewomen.com)](http://justicewomen.com/help_teach.html) * Direct Service Issues. (2022). Domestic Violence Role Play Scenarios. [Untitled (memberclicks.net)](https://cpedv.memberclicks.net/assets/docs/40_Hour_Curriculum/Module_1_5/module_3_activity_role_play.pdf) * Communities and Local Government. Troubled Families. Case Studies. [Troubled Families: Case studies (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/10961/Troubled_families_case_studies.pdf) | |

**Activity 1**

Scenario 1

A friend comes to you extremely agitated and says her husband beat her last night. She says she doesn't know what to do. You can see she's very panicky. Everything you suggest just seems to provoke more anxiety and fears. When you try to respond to one aspect of the problem, your friend interrupts frantically and jumps to another. What can you do to help?

a. Tell your friend firmly you want her to stop for a minute. Ask her to try to listen to you for just a minute without interrupting. When you have her focused attention, tell her it's perfectly natural for her to feel panicky and afraid given what she's been through. Reassure her that you're going to help, but first, the two of you need to slow everything down.

b. Set the stage. Get your friend seated and physically comfortable. Get her a drink of water or tea. Get a notebook so you and she can write things down you want to remember. Ask her to tell you what happened. As much as possible, ask questions in a logical order. Then try to evaluate and prioritize her most urgent needs, putting aside those things that can be solved later.

c. Recent victims of crime and trauma usually have to be calmed down repeatedly, because the very powerful emotions overcome them in waves. When that happens, stop the problem-solving conversation, suggest taking a minute or two out, talk soothingly to your friend, and then ask her if she feels ready to work on the problems again.

Scenario 2

You notice that a young woman with a baby in your neighbourhood seems alone, isolated, and depressed. She seems afraid to get into conversations as if she fears getting punished. You suspect she's being abused. What can you do?

a. At a safe time, invent a pretext to talk with her; ask to borrow something, ask for a ride to the store, offer a ride, invite her to go to a garage sale, etc.

b. In a calm moment, tell her directly you've been worried about her because she seems so isolated and afraid. Ask her if she is OK. Tell her you are willing to help her find help, or to make phone calls for her to get information if she wishes. Tell her that even if she doesn't want or need anything right now, she should feel free to ask anytime. Try to stay in contact with her.

Scenario 3

Your friend is very upset about the abusive behaviour she received from the police when she went to report being beaten by her ex-husband. And she's also upset because she doesn't think the officer took her situation seriously because he didn't take any notes. When you suggest going to a sergeant or a captain to protest the abusive officer, and to ask that the report be better handled, your friend seems more frightened than ever and says she doesn't want the police to be hostile with her too.

a. Before trying to tell your friend why you think it would be better to go to a sergeant or captain to complain and get the report redone, tell your friend very clearly that you're going to respect her decision 100 per cent about how to handle the situation. Tell her you're never going to intervene against her will. Then ask her if you can explain why you think your suggestion is good for her safety.

b. If your friend still thinks this idea isn't right for her, try suggesting some other possibilities, like having her write up a statement of the things she thinks the officer should have written down, taking that statement to the police department, and telling the person at the desk that you want to enter the statement into the crime report if one was written, or suggesting she get a restraining order. Tell her without something on the record, you're very worried for her safety.

c. If your friend still doesn't want to do any of these things, don't push her. Remind her that you're going to respect her decision. Tell her that you're still going to be there for her any time she wants help. Very often, even though it doesn't seem so to you, other people know what timing and action is best for themselves. Remember too, that just by having laid out options to your friend, you have helped her immensely by having opened her field of possibilities.

Scenario 4

Your friend calls you to tell you that she called 911 last night because her husband was threatening to kill her. She said her husband even showed her the gun he was going to use, and then he showed her the bullet. Her husband pushed the bullet hard against her forehead and said, "It's going right through there." Your friend says that the police officer that came to the house didn't speak very good Spanish, and since you're friend doesn't speak any English, she doesn't think the officer understood most of what she was saying. She says her husband just kept telling the police, "She's crazy, she's crazy," and it seemed like the officer believed him. Your friend says the officer didn't arrest the man or take his gun out of the house. How can you help your friend?

a. Remind your friend that she has a Constitutional right to equal protection of the law, even though she doesn't speak English, and even though she may not be in the country with proper documents. Go down to the police station with your friend. Tell the front desk the story of what happened with your friend the night before. Tell them you are concerned that the officer didn't understand the seriousness of the situation because of language problems. Tell them you want either a fully bilingual officer or a professional translator to talk with your friend so that police will have an accurate victim statement. And so that the case can get handled properly, including having the guns and the perpetrator removed from the home.

b. Also, have your friend write out a full statement of what happened. Naturally she should write it in Spanish. Make two or three photocopies of that statement. Have your friend keep at least one copy for herself. Give the original to the police. Ask the police to enter that statement into the criminal case file. Your friend should also get a domestic violence restraining order against her husband. And if the husband isn't in custody, your friend should stay in a shelter or other safe place.

c. Suggest to your friend that she file a formal complaint against the officer for failing to treat her case competently and seriously.

[12 Teaching Scenarios: Responding to Rape, Domestic Violence, and Child Abuse (justicewomen.com)](http://justicewomen.com/help_teach.html)

**Activity 2**

**Case Study**

The family

• Bridget (25 years)

• John (30 years) left school without any qualifications and has been out

of work. He is currently serving a 2+ year sentence with further time on

license

• Jayden (junior school age) with Attention Deficit Hyperactivity Disorder

(ADHD)

• Erin (primary school age)

Social services have been involved with the family for about a year. The children were briefly placed on the ‘at risk register’ as they were considered to be at risk of physical abuse. John had involvement with social services when he was a child himself.

John has a history of offending since his teens. There is a history of domestic violence in the family. The children were considered to be at risk of offending and anti-social behaviour due to John’s repeat offending and family attitudes to offending.

1 - Identify strategies to work with this family and how to act using the resources of the Family Learning Model.

**Activity 3**

**Role play activity**

Domestic Violence Role Play Scenarios\*

1. I got your phone number from the Sheriff’s Department. I am 35 & a single mother of a boy 8yrs old. I am 2 months pregnant with my boyfriend’s baby and he was arrested the other night for domestic violence. I need a place to live because our stay at the hotel is over in one week.
2. I am locked in the bathroom at my house. I am 22 with a 5-month-old baby. My husband is banging on the door and screaming at me. The baby is hysterical, and I am terrified to get his formula out of the kitchen and he’s very hungry!
3. I am 22 years old, and I am gay. I need a place to live today. This guy I’ve been living with for a few months has been terrorizing me, he slashed the tires on my car, and I have no place to go.
4. I need shelter for myself and my 4-year-old daughter. We have been living with my father and he has been abusing me verbally, physically, and emotionally. I am afraid he is going to harm my daughter, too. I am 40 years old.
5. I am 24 years old & a lesbian. I am staying at my sister’s house because my girlfriend threatened me with a knife last night. I did not call the police, I just got out as soon as I could. Can you help me?
6. I am 74 years old and have cancer. My wife of 11 years was arrested last night because she scratched me on the face and took away my medication & car keys. I had to walk 2 miles to a store at 2 am last night to call the police.

\* Domestic Violence Counselors 40-hour Training Curriculum: [Untitled (memberclicks.net)](https://cpedv.memberclicks.net/assets/docs/40_Hour_Curriculum/Module_1_5/module_3_activity_role_play.pdf)