**SELF-DIRECTED LEARNING FOR WORKSHOP NR 2 THE FAMILY LEARNING MODEL**

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| ACTIVITY 1 | | |
| TOPIC: Making victims aware of the mechanisms | | |
| SELF-DIRECTED LEARNING ACTIVITY | | |
| **Main aim of the activity: Preparation for working with a manipulated person**  Victims of violence-Whether domestic or any other , are often strongly influenced by the abuser. They do not think rationally, they are under the influence of manipulation, or in an emotional parabola.  It is often difficult to help them overcome the situation. Making them realize that they are under the influence of manipulation, or that this is not a "new beginning of a relationship" but only a certain stage in the cycle of violence, is crucial so that they can break through and seek help.  Read the bibliography provided and then:  1) List the signs that someone is being manipulated.  2) List how the victim who is in the honeymoon phase with the abuser behaves and feels.  Then list how you could prepare educational materials for the victim.  What should she/he know to avoid future manipulation.  Keep your notes-they may be useful to you for module 3. | LEARNING OUTCOMES   * Understanding the traps a victim can fall into * Understanding the mechanisms of manipulation (conscious and unconscious) that abusers use * Tools useful for breaking the cycle of violence | DURATION  3 hours |
| **Materials & preparations**: Notebook, pen, computer, internet access. | | |
| **Debriefing and self- evaluation:** Victims of violence often do not want help because, through manipulation or false hope, they do not see the problem. The knowledge you gain here will help you in the least invasive way to help a victim who does not seem to seek help. | | |
| **REFERENCES:** <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9233205/>   [https://www.researchgate.net/profile/Nabila-Maharani-18/publication/369171973\_Gaslighting\_in\_Relationships\_and\_Its\_Damaging\_Impacts\_on\_Victims /links/640d3d6566f8522c38997f0e/Gaslighting-in-Relationships-and-Its-Damaging-Impacts-on-Victims.pdf](https://www.researchgate.net/profile/Nabila-Maharani-18/publication/369171973_Gaslighting_in_Relationships_and_Its_Damaging_Impacts_on_Victims/links/640d3d6566f8522c38997f0e/Gaslighting-in-Relationships-and-Its-Damaging-Impacts-on-Victims.pdf) (can request free account)  <https://www.psycom.net/gaslighting-what-is-it>   <https://www.webmd.com/mental-health/signs-manipulation> | | |

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| ACTIVITY 2 | | |
| TOPIC: Gaining trust of a victim of family violence | | |
| SELF-DIRECTED LEARNING ACTIVITY | | |
| **Main aim of the activity: Building Safe Space**  You may suspect that a person you know is a victim of domestic and family violence. Building a safe space and gaining the trust of the affected person is crucial. Sometimes one carelessly thrown sentence can shatter trust built up over hours or days.  In groups (this way you will collect a variety of things) discuss the following issues. Consider not only words but also gestures and body posture or tone of voice.  For each point, write out 15 examples. The large number of examples is to make you think. If you have problems you can do research on the web.  (a) What not to say to a victim of family violence, in order not to lose the confidence of the person?  (b) How not to set off an emotional trigger? And is it always avoidable?  (c) What can help build a safe space? | LEARNING OUTCOMES   * Understanding how to build trust * Knowledge how to recognize/read body language of a victim of violence * Understanding of emotional triggers | DURATION  1 hours |
| **Materials & preparations: Notebook, pen, computer.** | | |
| **Debriefing and self-valuation:** A person who encountered violence can experience a variety of feelings and emotions, such as a pervasive sense of helplessness, passivity, loss of control, pessimism, negative thinking, strong feelings of guilt, shame, self-blame , and depression. Think of the reasons a person may be reluctant to disclose family violence, and how you can address barriers to disclosure. | | |
| **REFERENCES:**  [**https://www.victimsupport.org.uk/wp-content/uploads/2021/10/Restoring\_Trust\_external-report.pdf**](https://www.victimsupport.org.uk/wp-content/uploads/2021/10/Restoring_Trust_external-report.pdf) | | |

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| ACTIVITY 3 | | |
| TOPIC: A study of severe cases | | |
| SELF-DIRECTED LEARNING ACTIVITY | | |
| **Main aim of the activity: Dealing with complex and difficult cases**  Often cases of domestic violence are complex and ambiguous. There may be many forms of violence, Violent persons may be more numerous and the victim himself may have limited options. The exercise is meant to make you look at the bigger picture and teach you not to draw hasty conclusions. Remember that you should not judge the family's experience and not act against the victims' wishes.  Please read the following case studies:  **CASE STUDY: MARTA**  Martha, 19, lives in a rural area in a poor region. She lives with her parents and younger siblings. Her parents have a large farm. The family is very conservative, as are the neighbours, and culturally there is a lot of permission to "punish" children. She has always had to help out on the farm after school, and because of the overload of chores she failed to pass her high school diploma. It broke her down enough that she didn't try to improve it. Her father humiliates her regularly and her mother is passive. When he broke her arm at age 15 she reported the case, but her family persuaded her to retract her statement and the case went quiet. Any disobedience ends in physical violence-including more serious injuries-she has already had her nose broken. She currently works in a store, but her father has control over her account. Her father quit his job and, apart from farming and social programs, Marta is the sole breadwinner. She is depressed and although she has not had suicide attempts she shows very strong self-destructive tendencies including escaping into stimulants and risky sexual contacts. She refuses to report domestic violence, saying that even if someone outside reports it she will deny everything. She doesn't even try to run away from there, first of all, there's no reason to, and secondly she's afraid that when she leaves, her parents will start taking it out on her younger siblings who have been treated well so far. Questions:  1. What are the main key factors of domestic violence in this case study?  2. What is the possible solution/s for Marta to solve her problems?  To reflect on:  1.What can you do?  2.How can you influence Marta to start seeking help?  **CASE STUDY: MARK** Mark, 28, and Anna, 32, are a couple and have a 2-year-old child. Both have higher education and good jobs. On one occasion Mark gave Anna a black eye, confirmed by an obduction. In Anna's version, during an argument, he simply hit her-Mark himself refuses to talk about it altogether.  Anna is eager to share her version with everyone, but has not yet reported it to the police.  Although the quarrels were more frequent-this was the first incident of physical violence-they usually ended with both of them destroying household equipment.  Despite the incident, they continue to live together. Their child reacts with joy at the sight of Mark and strangers and is friendly towards them, but usually ignores Anna or reacts by crying at the sight of her. Questions:  1. What do you need to pay special attention to?  2. What are the possible forms of violence in this case?  To reflect on:  1. Can the situation have a hidden meaning?  2. What can/should you do in such a situation? | LEARNING OUTCOMES   * Understanding the big picture (the situation as a whole) * Ability to find solutions to difficult cases | DURATION  1 hours |
| **Materials & preparations: Notebook, pen, computer.** | | |
| **Debriefing and self-valuation:** Some victims fall into extreme submission to the abuser and accept the situation. Very often, you can't see the whole picture at first glance. This exercise is meant to teach you some mindfulness and prepare you for more severe cases. | | |
| **REFERENCES: EU-wide rules to combat violence against women and domestic violence:**  <https://ec.europa.eu/commission/presscorner/detail/en/ip_22_1533> | | |